

Year 4 Geography Progression Map

	<u>Autumn 2</u>	
Topic	<u>Madagascar</u>	
Unit Aim	The aim of this unit is for pupils to develop their understanding of global geography by studying Madagascar. Pupils will explore its location, physical and human features, and compare it with their local area. They will learn how people live in different environments and how natural processes and human actions impact the environment. Pupils will also begin to understand the importance of protecting unique ecosystems and promoting sustainability.	
Prior Learning	Year 1/2 Children will have developed a solid foundation in geographical skills such as identifying and describing places, using simple maps, and understanding basic human and physical features. They will be able to recognise similarities and differences between their local area and places. They understand that environments can vary greatly (e.g. hot vs cold, dry vs wet) and that countries like Madagascar are different from the UK. Substantive concepts such as settlement, environment and weather will have been introduced through simple comparisons (e.g. UK weather vs tropical climates), but not explored in depth. Year 3 Children will understand different types of settlements and how land is used in places such as Madagascar (e.g. villages, farming areas, coastal settlements). They will begin to explore how physical features such as rainforests, rivers, and mountains in Madagascar influence where people live. They will also develop their understanding of geographical processes such as the water cycle, linking this to Madagascar's tropical climate, including rainfall and its impact on the environment.	
Knowledge	<u>Geographical Skills</u>	<u>Essential Knowledge</u>
	- Location and Place Knowledge - Human and Physical Features - Map Skills - Fieldwork and Observation - Comparison and Contrast - Environmental Impact - Change and Sustainability	
	Field Work Orienteering Using a compass World Maps	- I can use correct geographical words to describe a place and the things that happen there? (GE) - I can recognise and use the 8 points of the compass to navigate around a map of the world (N,NW, W, S, SW, SE, E, NE) (PG) - I can understand geographical similarities and differences through human and physical geography between two regions (PK) - I can describe and understand key aspects of human geography including trade links and the distribution of natural resources including energy, food, minerals and water. (HG)
Vocabulary	country, population, language, european, island, Madagascar, continent, Africa, map, navigate, north, north east, east, south east, south, southwest, west, north west, indian ocean, 4 figure grid reference, locate, map.	

Future Learning	Year 5/6 – Future Learning Children can use geographical vocabulary accurately to describe location, place and environments, including their position in relation to continents and the wider world. They can explain how physical and human processes shape landscapes, using terms such as environmental, economic, climatic and cultural. Children can analyse a wide range of geographical sources (e.g. maps, climate data, satellite images and digital tools) to draw conclusions and justify their understanding. They recognise that no single source gives a complete view and can compare multiple sources to build a more accurate picture of a place. With increasing independence, children can refine geographical questions and lines of enquiry (e.g. about environmental issues or climate). They use appropriate geographical vocabulary to explain change over time and differences between regions, including comparisons with the UK. Children can compare regions, including their local area and places beyond Europe, identifying similarities and differences in physical and human geography. They can explain how and why environments are changing and the effects this has on people and the planet. Children can describe the diversity of people, cultures and environments across the world and understand how this influences ways of life, including how communities adapt to their environment.
KS2 End Point	Children can recognise and describe similarities and differences between different places, including how environments change over time. Children can explain why certain geographical features, processes or human activities are more significant than others, including their impact on people and the environment.

	<u>Spring 2</u>
Topic	<u>Volcanoes</u>
Unit Aim	To understand how volcanic activity shapes the Earth and affects people's lives, and to develop the skills to locate, describe, and represent volcanic features and plate boundaries using maps, atlases, and globes.
Prior Learning	Year 1 • Different types of land like hills, mountains, and rivers in the UK. • Hot and cold places and changes in the environment (melting, freezing, burning). • Cause and effect: "If the ground or water gets hot or cold, it changes." Year 2 • Different landforms and how the ground can change shape. • Rocks and soil, noticing how the Earth is made of different layers. • Natural events like earthquakes or eruptions and how these can change the land. • Cause and effect: "When something happens under the ground, it can change the land above."

	Year 3 • Different types of eruptions (gentle or explosive). • Places around the world where this happens and how it connects to the movement of the Earth's plates. • How these events can affect people, animals, and the environment.	
Knowledge	<u>Geographical Skills</u>	<u>Essential Knowledge</u>
	• Location and Place Knowledge • Human and Physical Features • Map Skills • Fieldwork and Observation • Comparison and Contrast • Environmental Impact • Change and Sustainability	• I can explore life in volcanic climates. • I can describe how volcanoes have an impact on people's life. • I can describe how volcanoes are created. • I can locate and name some of the world's most famous volcanoes. • I can use an atlas to find some countries on the Eurasian, African and Pacific plates? • I can use an atlas to find a country or city that is close to or on a plate boundary?
	Field Work	
	Looking at our outdoor area and sketching before and after a volcano. Making our own volcanoes and realistic villages.	
Vocabulary	volcano, mountain, hill, vent, lava, rocks, gas, erupt, map, northern hemisphere, southern hemisphere, equator, mount vesuvius, naples, italy, pompeii, volcanic ash, mount fuji, japan, tokyo, cotopaxi, ecuador, krakatau, indonesia,	
Future Learning	Year 5 • Understand how tectonic plates move and how this causes earthquakes and volcanic eruptions. • Explore different types of eruptions in more detail (e.g., shield, composite, fissure). • Investigate the long-term effects of eruptions on people, communities, and the environment. • Compare volcanic activity in different parts of the world and explain why some places are more at risk. • Use more detailed maps and atlases to locate countries, volcanoes, and plate boundaries. • Interpret topographical maps to show elevation, lava flows, and other features.	
	Year 6 • Study the Ring of Fire in depth and explain its global significance. • Investigate how volcanoes impact climate, ecosystems, and human settlement over time. • Use geographical data and satellite images to analyse volcanic eruptions and predict risks. • Explore human responses to eruptions, including evacuation planning and engineering solutions. • Link volcanic activity to Earth's internal processes and energy transfer (magma, pressure, convection currents). • Compare volcanic regions with different climates, e.g., tropical vs polar, and discuss life there.	
KS2 End Point	Children can recognise and describe similarities and differences between different places, including how environments change over time. Children can explain why certain geographical features, processes or human activities are more significant than others, including their impact on people and the environment.	

	<u>Summer 2</u>	
Topic	<u>Rainforests</u>	
Unit Aim	<i>To understand the physical and human features of the world's rainforests, including their location, climate, vegetation layers, and settlements, and to develop the skills to compare them with the UK and describe how places change over time.</i>	
Prior Learning	Year 1 - Identify physical features in their local area, such as hills, rivers, and the coastline. - Explore weather and seasons, noticing changes over time. - Recognise differences between local land and seaside areas. - Begin to understand cause and effect in the environment (e.g., waves shaping the beach, sun warming the sand). Year 2 - Compare local places with seaside or Mediterranean locations. - Observe human features in different areas, such as settlements, roads, and buildings. - Understand basic map skills: simple maps, keys, and symbols for physical and human features. - Learn how places can change over time, for example, how beaches or towns can be altered by human activity or weather. Year 3 - Identify and describe physical features of coasts, beaches, and the Mediterranean region. - Understand climate differences: hotter climates of the Mediterranean compared to the UK. - Explore land use and human activity in different locations (tourism, farming, settlements). - Use atlases and maps to locate countries, regions, and basic geographical features. - Compare plants and trees in different environments, noticing differences between local and warmer climates.	
Knowledge	<u>Geographical Skills</u>	<u>Essential Knowledge</u>
	- Location and Place Knowledge - Human and Physical Features - Map Skills - Fieldwork and Observation - Comparison and Contrast - Change and Sustainability	- I can locate the Tropic of Cancer and the Tropic of Capricorn. - I can name and locate the main rainforests of the world on a world map - Compare the trees in the rainforest with our trees. - I can explain how a locality has changed over time with reference to physical features? - I can describe and understand the key aspects of physical geography including: layers of vegetation in the rainforests. - I can describe and understand the key aspects of physical geography including: climate zones of the Amazon rainforest and I can compare this to the UK.
	Field Work	
	Compare our trees and vegetation and how these have adapted to the environment they are in Looking at the world map. Looking outside at minibeasts in Science and planning to adapt the school area.	
Vocabulary	Tropic of Cancer, Tropic of Capricorn, rainforest, Amazon, climate zone, vegetation layer, emergent, canopy, understory, forest floor,	

	physical geography, human geography, settlement, land use, deforestation, biodiversity, locality, map, compare, tree, species, temperature, rainfall
Future Learning	Year 5 • Understand the layers of the rainforest (emergent, canopy, understory, forest floor) and the plants and animals that live there. • Explore climate and weather patterns in tropical regions and how these support rainforest ecosystems. • Explain the importance of rainforests for the planet, including oxygen production, carbon storage, and biodiversity. • Investigate human activities that impact rainforests (deforestation, logging, farming) and their consequences for people and wildlife. • Use maps, atlases, and digital tools to locate rainforests, equator, tropics, and major rivers. • Compare different types of rainforests, e.g., tropical vs temperate. Year 6 • Examine how rainforests are connected to global climate systems and the water cycle. • Analyse the effects of human activity on rainforest ecosystems and consider sustainable solutions. • Investigate case studies of rainforest communities and how people adapt to the environment. • Explore rainforest conservation efforts and the role of international organisations. • Interpret maps, satellite images, and data to identify patterns of deforestation and biodiversity hotspots.
KS2 End Point	Children can recognise and describe similarities and differences between different places, including how environments change over time. Children can explain why certain geographical features, processes or human activities are more significant than others, including their impact on people and the environment.