

Geography – Year 4

Content

NC objectives - areas of study	End point of area of study	Vocabulary		
		Basic	Adventurous	Technical
<p>Describe and understand key aspects of physical geography including rivers.</p> <p>Describe and understand key aspects of human geography including settlement and land use.</p> <p>Use the eight points of the compass, map symbols and keys.</p> <p>Locate the world's countries using maps to focus on Europe.</p> <p>Locate key physical and human characteristics.</p> <p>Understand geographical similarities and differences through the study of human and physical geography.</p> <p>Use maps, atlases, globes and digital/computer mapping.</p> <p>Use four figure grid references.</p> <p>Understand geographical similarities and differences through the study of human and physical geography.</p> <p>Describe and understand key human geography including economic activity, trade links,</p>	<p><u>How important are rivers to their community?</u></p> <p>Children will know the features of a region important to be considered when choosing where to build a settlement, including why a river would be important. They will know the features of a river and be able to name the parts and explain how different elements of rivers are formed.</p>	<p>Atlas, symbol, key, settlement, river riverbank, flooding, prevent, manage</p>		<p>erosion, tributary, meander, mouth, estuary, source, saturate, upper/middle/ lower courses, contour lines, grid reference</p>
	<p><u>Why would you visit Europe?</u></p> <p>Children will be able to use an atlas and its features (index, grid references) to name and locate countries within Europe. They will have secured their understanding that capital cities are clearly demarcated. They will have used aerial photos to identify features and make comparisons between major cities (Europe). They will be able to draw on their knowledge gained to suggest where they would like to go on holiday and why.</p>	<p>Term 4 Physical, human, environment, continent, location, features, population, atlas</p>		<p>Term 4 Capital city, aerial photo, index, grid reference</p>
	<p><u>Why are Egyptian settlements successful?</u></p> <p>Children will be confident in explaining what a settlement is and they will know that in Ancient Egypt settlements were established on the river Nile. Drawing on prior learning (y3) they will be able to identify the features of a successful settlement and make comparisons with Egypt now. They will have an awareness of Cairo as the modern capital of Egypt</p>			

distribution of resources, types of settlement and rivers.	and consider the economic activity and trade when discussing is it still as successful now.			
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Knowledge

Substantive Knowledge

Concept: Landscape

How important are rivers to their community?

Opportunity for experts to visit and discuss rivers in the community and trip to Snipedales. Sketch maps.

Lesson 1

LO: To know how rivers affect settlements

Link to Anglo-Saxon and Viking settlements learning last term (link to History). Read maps and use symbols and keys to look at rivers and settlements in relation to them.

Vocabulary: river, settlement, symbols, key, atlas

Lesson 2

LO: To know how rivers have been formed

Know how rivers are formed and how they change over time (eg. Focus on oxbow lakes and movement of rivers). Know the main features of a river: tributary, meander, confluence, mouth, delta, oxbow lake, estuary, source, floodplain, waterfall, levee, main channel.

Vocabulary: erosion, tributary, meander, mouth, estuary, source

Lesson 3

LO: To know why rivers flood

To understand the factors that cause rivers to flood and to understand what happens to the physical environment when flooding occurs. Know what a flood plain is and understand the human impact of a major flood event.

Vocabulary: riverbank, saturate, tributary, upper, middle and lower course

[Why do destructive things like 'flooding' have to happen?](#)

Lesson 4

Disciplinary Knowledge

Every lesson: Remind the children what it means to be a **cartographer** (map expert)/**human geographer** (expert in the study of settlements)/**meteorologist** (climate expert)/**limnologist** (river expert)/**landscape ecologist** (landscape expert) and discuss the geographical skills to be used in that lesson to achieve the learning objective.

How important are rivers to their community?

Observation: when looking at a range of rivers, what do you notice about them? When watching a river, recognise the direction of the flow. Look at a map and use the symbols and river features (such as the location of the source) to identify where a river is and which direction it is likely to be flowing in.

Interpretation: look at maps of settlement locations in relation to rivers. Consider what this tells us about the importance of a river for the success of a settlement (apply prior learning and knowledge gained through History).

Changes over time: know that rivers change and evolve over time Look at how the features of rivers change such as the formation of oxbow lakes.

LO: To understand management of rivers through local drainage

Local study of the Rivers Witham and the Haven, expert to come into school to explain river management and prevention of flooding.

Vocabulary: management, prevention, flooding

Lesson 5

LO: To know how to map a river

Know the Thames is in Southern England and flows into the North Sea.

Interpret OS maps of the river Thames, learning symbols eg contour lines and built up areas, and recognising taught features eg. meanders. Develop map skills eg grid squares and grid references and using the key. Begin to understand scale.

Vocabulary: contour lines, grid reference

[Using Google maps to follow a river from source to the river mouth.](#)

Why would you visit Europe?

Place

Lesson 1

LO: To know about the continent of Europe

Identify and locate all seven continents (retrieval). Focus on Europe, learn about its features (population, largest/smallest country, major seas).

Vocabulary – continent, population, features

[Using google maps, imagine what it would be like living in a different continent.](#)

Lesson 2

LO: To know and locate some of the countries in Europe.

Recap what a continent is (Y2 retrieval) using large playground map, locate them. Name some countries and capital cities in Europe (countries to be selected appropriate to the year group, should include countries linked to the children's own heritage or interest).

Vocabulary – capital city, atlas, index

Why would you visit Europe?

Observation: look closely at where in Europe countries are located and their position in relation to other countries and seas/oceans.

Interpretation: use observations to consider what a country's position can tell us about the climate (such as Spain being closer to the equator than Denmark and so it will have a warmer climate).

Similarities and differences: apply information gained from observations and exploring the features of countries and cities to make comparisons between different places in Europe.

Diversity: from observations made whilst studying maps, discuss how the landscapes and climates vary across Europe.

Lesson 3

LO: To know the major capital cities of Europe

Retrieval - European countries, then use atlas to identify the capital cities (stars rather than squares which denote major cities). Use index and grid references to locate.

Vocabulary – grid reference

Lesson 4

LO: To understand similarities and differences between two European cities

Use paper maps (with symbols) as well as Google maps to compare Paris and London. Research to find facts about size, population, landmarks, rivers, currency, etc.

Vocabulary – landmarks, currency

Lesson 5 and 6

LO: To know major landmarks in European cities

LO: To know the human and physical features in different countries

Explore the major landmarks of these cities.

Human- (France- Eiffel tower, Italy- Coliseum and Leaning tower of Pisa, Germany- Brandenburg Gates, Acropolis- Athens, St Basils Cathedral Moscow)

Physical-(Fjords, Alps, Rhine and Black Forest, Danube, Mount Etna (Italy)

In depth study of Poland- Locate the capital, other major cities (4 grid references). Then human and physical features e.g Tatra Mountains, The Valley of 5 lakes, Danube, Wawel Castle (Krakow), Palace of Culture and Science, Peninsula of Hell (physical feature). Explore population, flag, customs. Use tourism videos to bring to life.

Note majority of capital cities are situated on rivers (retrieval Term 2).

Vocabulary – landmarks, human, physical features

Reflect on what it would be like living in a different country.

Why are Egyptian settlements successful?

Landscape / Sustainability / Connections / Place

Why are Egyptian settlements successful?

Changes over time: look at how the settlements around the river Nile have changed over time (link to History) including the change in communities e.g. the Nile passes through multiple countries.

Observation: When looking at a range of rivers, what do you notice about them? When watching a river, recognise the direction of the flow. Look at a map and use the symbols and river features (such as the location of the source) to identify where a river is and which direction it is likely to be flowing in.

Lesson 1

LO: To know features of the Nile

The Nile River flows from south to north through eastern Africa. It begins in the rivers that flow into Lake Victoria (located in modern-day Uganda, Tanzania, and Kenya), and empties into the Mediterranean Sea more than 4,100 miles to the north, making it one of the longest rivers in the world. Its three main tributaries are the White Nile, the Blue Nile, and the Atbara. Trace its journey from sources to mouth, learning the countries it flows through.

Vocabulary – tributaries, source, mouth

Lesson 2

LO: To know the features of a successful settlement.

Recognise the features of a successful settlement. To understand that knowing the annual cycle of a river will help this. Egyptians' lives revolved around the Nile, in particular farming (agriculture) – explore why. Their seasons were linked to the Nile and the annual inundation.

Vocabulary – settlement, annual, agriculture

Making links with history when exploring the environment

Lesson 3

LO: To know some of the major cities in Egypt.

Study maps of Egypt. Notice 95% population live near the Nile, most of Egypt is desert. Read maps using symbols or a key. Chn locate major cities on maps, applying knowledge of eight compass points (y3 retrieval), as well as letters/numbers and four figure grid references to identify locations of places in the atlas.

Vocabulary – population, desert, symbol, grid reference

Lesson 4

LO: To know the Aswan High Dam provides hydroelectric power

The Aswan High Dam is an example of physical and human geography coming together – the power of the Nile has been used to provide hydroelectric power.

Vocabulary – dam, hydroelectric

Discuss if this could be used in other rivers around the world

Lesson 5

LO: To know what Cairo is like currently.

Look at how the river Nile is used now. Consider its significance within modern Egypt from the observations which can be made of modern life along the river with reference to human and physical geography.

Could you build a settlement without a river?

Interpretation: look at maps of settlement locations in relation to rivers.

Consider what this tells us about the importance of a river for the success of a settlement (apply prior learning and knowledge gained through previous unit).

Changes over time: know that rivers change and evolve over time, due to erosion and deposition (Nile delta is an example). Look at how the features of rivers can be harnessed for human use.

Know what Cairo is like now (through maps and photographs including aerial photos). Dense population, one of the biggest cities in the world. Where is its location compared to the Nile? Watch tourism videos to get a sense of place. Vocabulary – aerial photo, population

Lesson 6

LO: To understand the significance of the River Nile today.

Retrieval rivers. Compare the significance of the river Nile and its role in both ancient and modern settlements. Does the Nile still influence Cairo? Look at the use of the Nile now for some residents of Cairo- wealthier people using alternative transport to avoid the busy streets. Hydroelectric power usage. Explore modern trade. Environmental – Nile Delta deposition. Vocabulary – settlement, transport

Concepts

Sustainability	Place	Landscape	Connections
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SKILLS

Mapping/cartography	Compass understanding	Fieldwork
<p>Use as wide a range of maps as possible.</p> <p>Identify and label places and features on maps.</p> <p>Analyse the similarities and differences between two or more places.</p> <p>Create own maps and evaluate their effectiveness.</p>	<p>Describe position with reference to the four compass points.</p> <p>Identify the direction of movement.</p> <p>Create directional instructions.</p>	<p>Classify environmental features such as “human” or “physical”.</p> <p>Investigate the characteristics of an environment.</p> <p>Compare two different environments.</p> <p>Observe changes in an environment.</p>

ASSESSMENT

KNOW MORE, REMEMBER MORE, DO MORE...

In this unit of learning, progress has been made when a learner knows more. This ‘distance travelled’ from the starting point is evidenced through them remembering more and doing more: in books, low stakes quizzes, retrieval, use of mind maps, answering the big question and being able to feel more confident about this unit.