

Subject: Geography	Year group: Year 4	Topic: Rivers and the Water Cycle	Initiation & activation activities:
Prior knowledge required: Pupils should have: developed knowledge about the world, the United Kingdom and their locality; understand basic subject-specific vocabulary relating to human and physical geography; begun to use geographical skills, including first-hand observation, to enhance their locational awareness, developed knowledge about the world, the United Kingdom and their locality, understand basic subject-specific vocabulary relating to human and physical geography and begun to use geographical skills, including first-hand observation, to enhance their locational awareness.		Vocabulary: Water cycle evaporation condensation melting freezing particles reservoir ground water streams rivers fluvial pluvial flooding coastal precipitation	
Programme of Study: Year 3 & 4*	Implementation:	Impact –lesson sequence:	Evaluations and assessments:
<ul style="list-style-type: none"> Pupils should be taught to: Location knowledge <ul style="list-style-type: none"> locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Place knowledge	Geographical Enquiry Can they carry out a survey to discover features of cities and villages? Can they find the same place on a globe and in an atlas? Can they label the same features on an aerial photograph as on a map? Can they plan a journey to a place in England? Can they accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.)? GD- Can they give accurate measurements between 2 given places within the UK? Physical Geography Can they explain how the water cycle works? Can they explain why water is such a valuable commodity? GD – Can they explain what a place (open to environmental and physical change) might be like in the future taking account of physical features? Human Geography Can they explain why people are attracted to live in cities?		

<ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <p>Human and physical geography describe and understand key aspects of:</p> <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	<p>Can they explain why people may choose to live in a village rather than a city?</p> <p>Can they explain how a locality has changed over time with reference to human features?</p> <p>Can they find different views about an environmental issue? What is their view?</p> <p>Can they suggest different ways that a locality could be changed</p> <p>GD – Can they explain how people are trying to manage their environment?</p> <p>Geographical Knowledge</p> <p>Can they locate the Tropic of Cancer and the Tropic of Capricorn?</p> <p>Do they know the difference between the British Isles, Great Britain and UK?</p> <p>Do they know the countries that make up the European Union?</p> <p>Can they name up to six cities in the UK and locate them on a map?</p> <p>Can they locate and name some of the main islands that surround the UK?</p> <p>Can they name the areas of origin of the main ethnic groups in the UK & in their school?</p> <p>GD – Can they name the counties that make up the home counties of London?</p> <p>Can they name some of the main towns and cities in North East, Yorkshire and Lancashire</p>		
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*Remainder of the Programme of Study is taught in Years 5 and 6 at receiving middle school.