



Geography

Year 4: Topic 1- The Americas

National Curriculum: Physical Themes & Locational Knowledge

Term	Session (1 lesson per week)	National Curriculum Statement	WALT	Success Criteria	Key Questions and NC skills developed in the activities	Resources	Vocabulary
<p>Autumn Term: Topic 1 – The Americas</p> <p>Can you come on a Great American Road Trip?</p>	1	<p>Locate the world's countries, focusing on Europe and North and South America.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region in a European country and a region within North or South America.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>WALT use the eight points of the compass, with an atlas, map and / or Google™ Earth, to locate cities in the continent of North America, and to discover something about (some of) these cities and their states</p>	<ol style="list-style-type: none"> 1. I can locate the city of Denver in the state of Colorado, in the country of the USA, on the continent of North America, using a map, an atlas index or Google Earth 2. I can find the names of cities that are located approximately N, NE, E, SE, S, SW, W and NW of Denver 3. I can record (on a worksheet) the names of the cities, and the country and state each is in 	<p>What are North American cities like?</p> <p>Enhance locational and place knowledge</p> <p>Focus on North and South America, concentrating on environmental regions, key physical and human characteristics, countries, states and (some) major cities</p> <p>Learn to use the eight points of a compass</p>	<ul style="list-style-type: none"> • Teaching slides • Political and/or physical globe • 'I've been everywhere' (Johnny Cash singing and lyrics) – link • Class set of atlases • Access to Google Earth • Map of North American (Canada and USA) states • Pupil resource – Cities of the North American continent worksheet & answers • Pupil resource – North American Cities – PowerPoint • Pupil resource – North American Cities – summary and details sheet 	<p>City, state, country, continent, North America, South America, northern hemisphere, compass points (8)</p>

	2	<p>Understand geographical similarities and differences through the study of human and physical geography of a region in a European country and a region within North or South America.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>WALT to discover something about South American regions, countries and cities, and improve knowledge about the differences between continent, country and city</p>	<ol style="list-style-type: none"> 1. I can locate and name cities that are N, NE, E, SE, S, SW, W and NW of Cuiabá, Brazil 2. I can record the names of the cities, and the country each is in. 3. I can identify and write down (some) geographical information about these cities. 	<p>What are South American cities like?</p> <p>Understand geographical similarities and differences through looking at regions in North and South America</p> <p>Learn to use the eight points of a compass</p>	<ul style="list-style-type: none"> • Teaching slides • 'I've been everywhere' (Johnny Cash singing and lyrics) – link • Physical and / or political globe • Class set of atlases • Access to Google Earth • Pupil resource – Cities of the South American continent – worksheet • Teacher resource – Cities of the South American continent – answer sheet • Pupil resource – South American cities – PowerPoint • Pupil resource – South American cities – summary and details sheet 	<p>City, country, continent, South America, region, Brazil and other South American countries, southern hemisphere</p>
	3	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>WALT research some countries and cities in North and South America, and identify similarities and differences</p>	<ol style="list-style-type: none"> 1. I can find, and record (some) countries, states and cities in North and South American 2. I can discover something about these countries, states and cities 3. I can identify some similarities and differences between North and South American cities 	<p>Are South American cities similar to North American cities?</p> <p>Understand geographical similarities and differences through looking at regions in North and South America</p>	<ul style="list-style-type: none"> • Teaching slides • 'I've been everywhere' (Johnny Cash singing and lyrics) – link • Pupil resource – Compass points – assessment worksheet • Pupil resource – City information worksheet • Pupil resource – North American cities – PowerPoint (from Week 1) • Pupil resource – South American cities – PowerPoint (from Week 2) • Google Earth/physical maps/Google Earth images of South America • Physical map of the Americas/Google Earth images 	<p>Types of buildings (e.g. skyscrapers, public buildings, religious buildings), routeways, city networks, road layout patterns, surrounding landscape (e.g. mountains, plains)</p>

4	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Describe and understand key aspects of 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>	WALT be able to name, locate and describe some of the main environmental regions of North and South America	<p>1.I can name some of the major environmental regions of North and South America.</p> <p>2.I can locate some of the major environmental regions of North and South America.</p> <p>3.I can describe the physical characteristics of some of the major environmental regions of North and South America.</p> <p>4.I can interpret a physical geography map/satellite image.</p>	<p>What are the Americas' main environmental regions?</p> <p>Begin to associate weather/climate with landscape and environment</p> <p>Understand geographical similarities and differences through looking at regions in North and South America</p>	<ul style="list-style-type: none"> • Teaching slides • 'I've been everywhere' (Johnny Cash singing and lyrics) – link • Physical maps of North and South America or Google Earth images • Pupil resource – North America blank map • Pupil resource – South America blank map • Pupil resource – Regional landscapes – PowerPoint 	<p>Pacific Ocean, Atlantic Ocean, regions of North America (Western/Pacific coastal strip, Rockies, Great Plains/Prairies, Canadian Shield, Caribbean, Eastern/Atlantic coastal strip, Great Lakes)</p>
5	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	WALT research the historic Route 66 and some of the cities it went/goes through	<p>1. I know what and where Route 66 is, and some of the cities it passes/passed through.</p> <p>2. I can give some information about the city or section of the route my group is focusing on.</p> <p>3. My group has a presentation (almost) ready for delivering in Week 6.</p>	<p>What is Route 66?</p> <p>Use maps, atlases, globes and digital/computer mapping</p> <p>Focus on North & South America, concentrating on their environmental regions, key physical and human characteristics, countries, states and (some) major cities</p>	<ul style="list-style-type: none"> • Teaching slides • Route 66 song (Chuck Berry, Rolling Stones or Nat King Cole) and lyrics • Pupil resource – History of Route 66 information sheet • Pupil resource – Map of Route 66 worksheet • Pupil resource – Big Finish summary • Pupil resource – Big Finish notes • Pupil resource – Route 66 preparation worksheet • Display-size map of Route 66 that children have prepared 	<p>Itinerary, plus other vocabulary already introduced in the unit</p>

	6	<p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>WALT complete the unit by making the Big Finish presentation, and to elicit learning through question-and-answer time, and conversation</p>	<ol style="list-style-type: none"> 1. I know what and where Route 66 is, and some of the cities it passes/passed through. 2. I can present information about the city or environment my group focused on. 3. I can identify, talk about, and compare, human and physical geography features along Route 66. 	<p>Have you been along Route 66?</p> <p>Begin to associate weather/climate with landscape and environment</p>	<ul style="list-style-type: none"> • Teaching slides • Route 66 song (Chuck Berry, Rolling Stones or Nat King Cole) and lyrics • ‘I’ve been everywhere’ (Johnny Cash singing and lyrics) – link • Pupil resource – Big Finish Map • Have all the information sheets and maps that were available in Week 5 available again • Pupil resource – Assessment 1 (easier) • Pupil resource – Assessment 2 (harder) • Unit quiz • Key assessment opportunity sheet 	<p>Any of the vocabulary introduced throughout the unit, appropriate to the city presented</p>
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Geography

Year 4: Topic 2- Rivers & The Water Cycle

National Curriculum: Human, Physical and Locational Knowledge

Term	Session (1 lesson per week)	National Curriculum Statement	WALT	Success Criteria	Key Questions and NC skills developed in the activities	Resources	Vocabulary
<p>Spring Term: Topic 2 – Rivers and the Water Cycle</p> <p>How does the water go round and round?</p>	1	Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle..	WALT introduce the land part of the water cycle using geographical vocabulary	<ol style="list-style-type: none"> 1. I can describe where rainfall goes when it falls to Earth. 2. I know that rainwater forms streams and rivers. 3. I can use the appropriate geographical vocabulary. 	<p>Where does all the rain go?</p> <p>Describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers.</p> <p>Use simple geographical vocabulary to describe significant physical features of rivers and talk about how they change.</p> <p>Describe a river environment in the UK, using appropriate geographical vocabulary.</p>	<ul style="list-style-type: none"> • Teaching slides • Strauss's <i>Blue Danube Waltz</i> – link • The Water Cycle Story animation – link • Natural materials e.g. clay, sand, grit, gravel, pebbles, soil, potting compost (keep materials separate for this activity, you will need these materials again in Week 6) • Watering cans • Plank or board and bricks for creating a slope • Pupil resource – Where did the water go? activity record • Pupil resource – A River Begins: PowerPoint 	<p>River, stream, valley, mountain, hill, water cycle, flow, infiltration, percolation, source, mouth, estuary, sea, terrain, tributary, confluence, meander</p>

	2	<p>Describe and understand key aspects of physical geography, including rivers and the water cycle.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>WALT introduce the sky (atmosphere) and its role in the water cycle</p>	<ol style="list-style-type: none"> 1. I know that water evaporates from oceans, seas, lakes and the ground. 2. I understand that water condenses as clouds. 3. I appreciate how and why rain falls from clouds. 	<p>Where does all the rainfall come from?</p> <p>Describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains.</p>	<ul style="list-style-type: none"> • Teaching slides • Strauss's <i>Blue Danube Waltz</i> – link • Pupil resource – A River Begins: PowerPoint (from Week 1) • The Water Cycle Story animation – link • Stages of the water cycle – link • Where does our water come from? – link • Pupil resource – How does water go round and round? activity sheet • Large sheets of paper, felt pens and/or collage materials 	<p>Evaporation, condensation, clouds, transpiration, sun, heat, sea, evaporate, evaporation, water vapour, droplets, (dark) clouds, rain, land, precipitation – rain, snow and hail, hydrological cycle</p>
	3	<p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including coasts and rivers), and land-use patterns.</p> <p>Describe and understand key aspects of physical geography, including rivers and the water cycle.</p>	<p>WALT find out about a major UK river – the River Thames – and to follow a river from source to mouth</p>	<ol style="list-style-type: none"> 1. I can follow the River Thames on a map from source to mouth. 2. I can identify a range of rural river features, including settlements. 3. I can identify a range of urban river features, including settlements. 	<p>Where can we learn about the River Thames?</p> <p>Locate and label the main British rivers on a map of the British Isles and add the names of settlements at the mouth of the rivers.</p> <p>Describe a river environment in the UK, using appropriate geographical vocabulary.</p>	<ul style="list-style-type: none"> • Teaching slides • Handel's <i>Water Music</i> – link • Atlas/UK road atlas per pair of children, if possible • Pupil resource – River Thames teaching notes • The River Thames from source to sea – link • Google Earth - link • Pupil resource – Assessment 2: London from above 	<p>Source, mouth, estuary, valley, (Thames) basin, urban, rural, village, town, city, capital city, gradient, meander</p>
	4		<p>WALT explore the ways in which people</p>	4.		<ul style="list-style-type: none"> • 	

			use and change some of the world's major rivers				
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