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| Year 4 Geography Whitegate End |  | Key Vocabulary |
| In Year 4, we continue to build our geographical vocabulary. We focus on the whole of the UK and name and locate other cities from across the UK, identifying both physical and human features. The children will learn about the different geographical regions and their identifying what makes each region ‘unique’. They will learn about the different biomes, climate ones, vegetation belts, rivers and mountains of the UK.  Year 4 children will also understand the water cycle and its impact on the human and physical Geography of the UK. |  | Hemisphere, latitude, longitude, tropics, peak/summit, valley, cliff, ridge, plateau, terrain. Hills, mountains, coast, rivers, trade, climate, county, region, forest, wetlands, biomes |

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| Pedagogy |  | High Quality Texts |
| Retrieval practice describes the process of recalling information from memory with little or minimal prompting. Low stakes tests (such as individual questions or quizzes) are often used as methods of retrieval practice as these require pupils to think hard about what information they have retained and can recall. When used in this way, tests can be a strategy for learning in addition to being an assessment of learning. The retrieval practice evidence base (both basic and applied) suggests that testing learning is often a better strategy for learning than restudying or recapping the same information.  Spaced practice (also referred to as spaced learning, distributed practice, distributed learning, and the spacing effect) applies the principle that material is more easily learnt when broken apart by intervals of time. Spaced practice is often contrasted with ‘massed’ or ‘clustered’ practice, whereby material is covered within a single lesson or a linear and sequential succession of learning.  Assessment is a continuous process, integral to learning and teaching. It plays an integral part in each teacher’s planning and enables the evaluation of current practice as well as pupil achievement. Assessment is a daily part of the life of the school. Informal assessments, through monitoring of children’s work and understanding of concepts, are used by teachers to inform their teaching. These can be seen in each teachers Whole Class Feedback Book and subsequent KUNCU (Keep Up Not Catch Up) sessions. |  | The rhythm of the rain  Once upon a raindrop  The big book of the UK  Flotsam |

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| National Curriculum Expectations | Substantive Knowledge  (What) | Disciplinary Knowledge  (How) | Cultural Capital/ Experiences | Opportunities for Oracy | Opportunities for Play | Diversity and Culture/Similarities and differences | Life Skills | Outdoor Learning/Fieldwork | Cross Curricular Links |
| **Location and place knowledge**  **Name and locate counties of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land patterns and understand how some of these aspects have changed over time.**  **Human and physical geography**  **Physical geography including climate zones, biomes and vegetation belts and rivers and mountains of the UK and the water cycle.**  **Human geography including economic activity including trade links across the UK.**  **Geographical skills and fieldwork**  **Using maps both satellite and digital to locate regions of the UK and describe features studied.**  **Use six figure grid references to build their knowledge of the UK.**  **Use fieldwork to observe, measure record and present features.** | To know and locate different counties of the UK.  To know their different human and physical characteristics including hills mountains coasts and rivers. To know how these have changed overtime.  To know that within the UK there are different climate zones, depending on the region or country.  To know about the different vegetation across the UK, like forests, wetlands, mountains.  To know about the different trade links across the UK eg the Northern Ireland protocol, and different countries within the UK’s exports. | To use an atlas and digital mapping software such as Google Earth.  Be able to identify topographical features and use them to make comparisons between different regions.  To use an atlas to find the different climates depending on the region or country  To make comparisons between Manchester and other UK regions based on vegetation and biomes.  To apply an understanding of UK transport networks and how they impact trade.  To be able to apply map reading skills to locate counties and countries of the UK.  To confidently use six figure grid references to be able to locate specific landmarks.  Use fieldwork to observe, measure record and present features. IN BOTH HALF TERMS. | River walk – Castleshaw  United utilities- water safety  Tandle Hill Country Park – different routes. | Present information about the water cycle.  Interview a river – 1 child acts the river explaining its life and the others ask questions about each stage of the water cycle.  Map reading skills – communication skills listening and speaking skills.  Bridge Building | Locality walk- the experience.  Treasure hunt using six figure grid reference.  Or split 2 groups and then create maps for different groups.  Pond dipping – finding creatures in streams etc.  Draw a canal, rive lake in chalk across the playground and then have pupils build bridges across. Provide materials and they work in groups, the bridges will change depending on which body of water they are building across. | Compare the climate in Scotland to the climate in the south of England.  Compare the different major exports from different areas of the UK  Does the North South divide exist? | Use at atlas  Use a map including a six-figure grid reference.  (Use google maps- digital era)  Pollution understanding the environment. | Recreate the water cycle on school grounds Look at how water evaporates when left outside in plastic glass container.  (Bags in class)  Visit Northern Roots Oldham to view the different vegetation and biomes present in Oldham and how this compares to the rest of the UK.  Examine and record exports from UK the other nations. | Examine the reasons for conflict both past and present in Northern Ireland.  **Writing**  Fact file – The UK (where it is, what makes it, different biomes, rivers, mountains)  Explanation text (water cycle)  **Split between Autumn 1 and 2 - SCIENCE OBJECTIVE**S to enhance and link with the teaching of geography.  STATES OF MATTER (4 OBJECTIVES)   * compare and group materials together, according to whether they are solids, liquids or gases * observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) * identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.   Animals   * recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, * identify and name a variety of living things in their local and wider environment * recognise that environments can change and that this can sometimes pose dangers to living things |