



Year 4 Spring 1 – Summer 2

Land of Hope and Glory

Geography

As Geographers we will look at the human features including the capitals of the UK, as well as its physical features including longest and local rivers. We will explore some of the changes that have taken place in the UK over time such as the industrial past, such as railways coal mining. We will compare aspects of the physical and human features of the UK with some other European countries we have studied. We will learn about transportation links and international trade.

<p><u>Resources and equipment required:</u></p> <ul style="list-style-type: none">• iPads/Chromebooks/laptops to access Digimaps and Google maps.• Compasses• Atlases with information about Europe• World maps• Globes• Maps of Europe	<p><u>Vocabulary</u></p> <p>Physical/human characteristics</p> <p>Equator</p> <p>Tropic of Capricorn/Cancer</p> <p>Latitude</p> <p>Longitude</p> <p>Prime Meridian</p> <p>Northern/Southern/Eastern/Western Hemisphere</p> <p>Large scale map</p> <p>Small scale map</p>
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Episode 2 – Physical Geography
LINK TO UNDERSTANDING OF EUROPE FROM Y3

By the end of this episode, children will:

- Know how rivers are formed and be able to label the key features of a river, locating these on a map.
- Know about how the water cycle works and the role of rivers within this.
- Know that mountains are high areas of rock and that these can be easily spotted on elevation topographical maps.
- Describe the different types of mountains and be able to locate examples of these across Europe on a map.

Procedural skill:

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.

Use fieldwork to observe 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.

Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.

Name and locate the countries of Europe and identify their main physical and human characteristics.

Describe geographical similarities and differences between countries.

Describe key aspects of: physical geography, including: rivers, and the water cycle.

NC links:

Pupils should be taught to:

Locate the world's countries, using maps to focus on Europe (including the location of Russia), 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)

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.

Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

NC links:

Pupils should be taught to:

Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

Science NC Links:

Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature (States of Matter)

Computing NC Links:

Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

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.

The Water Cycle

Know that the water cycle is a continuous journey of water from oceans and lakes, to clouds and rain, to streams and rivers and then back to the ocean again.

Recap from science the process of evaporation (knowing that when the water heats up, the water particles form a gas called water vapour.)

Know that the water vapour from evaporation collects in the sky to form clouds. As the water cools down, it condenses together and clumps (this is what causes the darker clouds) and then falls down as precipitation (rain, snow, hail or sleet).

This precipitation then falls down to the Earth and into streams, which lead into rivers and then again back into the sea.

Children to demonstrate understanding by creating a video explaining the water cycle, and using the terminology about the journey of a river to describe how the water gets back to the sea. (Children have experience using I Can Animate, iMovie and Puppet Pals for video creation so this can be quite an open-ended task. They could take/find videos/pictures of each element of the water cycle [e.g. take photos of the sea, clouds, dark clouds, rain, rivers etc] or they could draw and animate a stop-motion animation, or they could use Puppet Pals to have a narrator for the video.)

accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Rivers

Know how a river is formed, know the key features (listed below) and that rivers are example of physical features, but that some have been modified/created by humans and those rivers are considered human features. Know that rivers were historically used to travel. For example, the Romans reached what we now know as London by sailing down the river Thames.

Define the following terms and identify them on both the River Hull and the River Humber:

- Source: where the river starts flowing – could be a glacier, lake, marsh area, cave or a spring.
- Waterfall: a place where the river water falls down, usually over a rocky ledge into a pool at the base. NOT EVERY RIVER HAS A WATERFALL.
- Tributary: A smaller stream or river which flows into a larger one.
- Meander: a winding s-shaped curve or bend in the river. These are usually found in the middle/lower course of the river where the water moves more slowly.
- Confluence: the place where two rivers or streams of a similar size meet each other and join together to create a river with a new name.
- Delta: a raised area of silt or sediment deposited at the mouth of a large river.
- Mouth: the end point where the river flows into the sea, an ocean, a lake or into another river.

Locate the River Hull and the River Humber on a map (link to OS symbol for rivers). Acknowledge that the River Ouse and River Trent merge together to form the River Humber – this is called the confluence (see definition below).

Locate River Hull and Humber on a map and track their routes on a map. Children to identify that the River Hull leads out into the River Humber, which leads out into the North Sea. When tracking the routes of each river, identify towns that they pass through.

Use digital mapping to measure the length of the River Hull and the River Humber.

Identify other key rivers in the UK and locate these on a map and identify the key features as listed above. ([This interactive activity on Twinkl is useful for showing the rivers.](#) When tracking the routes of each river, identify cities and counties that they pass through/near.

Identify and locate on a map of Europe the 5 main rivers of Europe (Volga, Danube, Rhine, Elbe, Loire) and identify key features.

Identify the similarities and differences between one European river and one river from the UK. Do the river's features depend on its location?

Episode 3 – Human Geography & Impact

By the end of this episode, children will:

- Know the major air ports, sea ports, train stations and motorways across the UK and the cities that are close by.
- Know how pollution can be worse around major cities, and what is currently being done to combat this.
- Know what is meant by “international trade” and which goods are transported, and the methods used to transport these.
- Know about “food miles” and why it is important to consider this when shopping for groceries.
- Know about Hull’s history with the fishing industry.
- Know the impact of climate change, its causes and what we can do to prevent it.

Procedural skill:

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.

Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.

Name and locate the countries of Europe and identify their main physical and human characteristics.

NC links:

Pupils should be taught to:

Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human characteristics, and land-use patterns; and understand how some of these aspects have changed over time.

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.

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Transportation and types of settlements

Know that we can classify the land into urban and rural areas. Know that urban areas are in towns and cities and it can be used for housing,

NC links:

Pupils should be taught to:

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.

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

International Trade

Know what is meant by “import”, “export” and “trade”.

Acknowledge why some goods need to be imported.

healthcare, factories, education, transport, recreation & leisure, retail and business. Know that rural areas are the countryside/farmland and that it can be used for farming, housing, recreation and leisure, education, business and factories.

Know that a settlement is a place where people live and work. Know about the features of different types of settlement:

- Hamlet
- Village
- Town
- City

Identify and locate on a map examples of each of the above. Minibus trip around the area to visit an example of a hamlet, village, town and city. Identify the features of each as they are walking around.

Compare and contrast the different types of settlements in the UK to those within Europe.

Consider the transport networks across the UK. Which cities have major airports? Which cities have sea ports? Which cities have major train stations? What are the main motorways across the country? Plot these on a simple map of the UK with a key.

What modes of transport are used in London, Manchester, Birmingham, Newcastle? How do these compare to those used in Hull? How do these compare to towns, villages and hamlets?

Look at [an air pollution map of the UK](#). What do children notice about areas of high pollution? (e.g. higher around major cities). Children to give reasons for why this may be.

Explain why the differences in climate and physical features across the world impacts upon the need to import and export resources. E.G. look at where the sugar cane grows. If we didn't trade internationally, what would the UK's resources be like?

Consider the different modes of transport for transporting goods and consider the effectiveness of each (in terms of time, cost and pollution). Canal, cargo ship, port, air travel, sea freight, rail and roads. Look at how this might have changed overtime. E.G. we rely less on canals now than we used to, why is this?

Identify which goods are largely transported around Europe and how they are moved. Provide reasons for why (e.g. considering shelf-life when transporting food). Look at natural resources including energy, food, minerals and water.

Map the main shipping routes around Europe.

Know what is meant by the term "food miles" and track the food miles for some items from the shop. Why is it important to consider this when shopping for groceries? Link to understanding of pollution.

Explore the fishing trade and link back to Hull's fishing/whaling history. Look at how the fishing ports in Hull have changed over the years. Possible visit to the [Arctic Corsair](#) and/or the Maritime Museum.

Explore the impact of the fishing trade/industry (e.g. how is overfishing impacting the environment and wildlife). Consider sustainable fishing and how this is working to help the situation.

<p>What is being done to combat pollution/congestion issues? E.G. car share lanes, congestion charges etc.</p>	
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