**Year 4 Geography Long Term Plan**

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| **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **What were the main changes made during Anglo Saxon rule?** Locational knowledge |  |  |  | **Where does water end up?**Physical geography | **How is North America different to the UK?**Place knowledgeLocational knowledge |

**Year 4 Geography Medium Term Plan**

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| **Term 1 Geography- What were the main changes made during Anglo-Saxon rule?** |
| **National Curriculum Links** | **Disciplinary Knowledge** | **Substantive Knowledge** | **Key Vocabulary** |
| **Geography*** A study of Anglo Saxon life and what significant changes were made to England during their rule
* Anglo-Saxon invasions, settlements and kingdoms: place names and village life
 | To use maps to locate kingdoms in England. | **LOCATIONAL KNOWLEDGE**To locate parts of Northern Europe where Anglo-Saxons travelled from and where they travelled to in England.To locate and name the seven kingdoms given to England by the Anglo-Saxons when they arrived. | Settlement, migration, invasion, conquest, raid, conflict, raiding, religion, hoard, Sutton Hoo, Alfred the Great, conflict, kingdom. |
| **Pupil Offer** | **Famous People** |
| Making a helmet | Alfred the Great |

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| Term 1 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| Lesson Overview including Substantive knowledge | **INVASION****Conflict**Why did the Anglo Saxons invade?Pupils will learn about where the Anglo Saxons travelled from and their reasons for wanting to invade Britain. | *Retrieval – Year 1 and 2 locating on a map***ANGLO SAXON LIFE****Locational knowledge****Settlement**What names did the Anglo Saxons give to the Kingdoms and places of Great Britain?Pupils will be about where the Anglo-Saxons mainly lived. They will investigate the kingdoms England was divided into and what they were named by the Anglo Saxons. | **ANGLO SAXON LIFE****Religion**How did people’s lives change when Christianity came to Britain?Pupils will how the Anglo Saxons converted England from Paganism to Christianity and the issues they faced during this period.  | **INVASION** **Conflict** How were the Anglo Saxons able to see off the Vikings?Pupils will learn about struggles the Anglo Saxons faced against the Vikings and how the Vikings were initially unsuccessful in taking over England. | **INVASION****Conflict** Just how great was Alfred the Great?Pupils will learn about what type of leader Alfred the Great was and some of his achievements made in his lifetime. | **RETRIEVAL**What were the main changes that occurred inAnglo Saxon England?Pupils will explain what main change is being depicted in a set of pictures. |
| Organisation & Communication | Mind map of reasons they invaded. | Label a map of England and the given place names. | Sequencing activity | Living graph of Viking invasions | Biography | Picture explanation of main changes |
| Reading & Maths Opportunities |  |  |  |  |  |  |

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| **Term 5 Geography - How is North America different to the UK?** |
| **National Curriculum Links** | **Disciplinary Knowledge** | **Substantive Knowledge** | **Key Vocabulary** |
| **GEOGRAPHY*** Locational and place knowledge
* 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
* 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
* Physical and human geography
* physical geography, including: mountains
 | - To use maps to name and locate countries in North America concentrating on their key physical and human characteristics. - To concentrate on the key physical characteristics of North America.- To compare geographical similarities and differences through the study of human and physical geography of a region in the UK and a region in North America.- To understand how these features have changed over time. | **LOCATIONAL KNOWLEDGE**To locate North America on a world map and compare where it is in the world in relation to the UK.To use a map to locate and name some of the countries that are part of North America.**PHYSICAL GEOGRAPHY****HUMAN GEOGRAPHY**To locate specific land features in North America and be able to identify the different types of land that make up the continent, including mountains, desert rivers etc.To research some of the landmark features of North America and identify their location, including, Death Valley, Central Park and Niagra Falls.**PLACE KNOWLEDGE**To be able to explain how features have changed overtime due to human influence e.g. tourist interactions. | ContinentOceanCountryStateMountain rangeRiver WaterfallSatellite imageMan-madeNaturalSegregationPhysicalHuman |
| **Pupil Offer** | **Famous People** |
| Creating a 3D map of North America |  |

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| Term 5 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 |
| Lesson Overview including Substantive knowledge | *Retrieval – Year 2 locating Peru***LOCATING NORTH AMERICA****LOCATIONAL KNOWLEDGE**Where in the world is North America?Pupils will use atlases and maps to locate North America and the countries that make up this continent. | **PHYSICAL FEATURES****PHYSICAL GEOGRAPHY**What are some of the key physical features of North America?Pupils will use an atlas to understand the physical features of North America. They will then recreate these using salt dough. | *Retrieval – Year 3 climate of UK***GEOGRAPHICAL EATURES****PHYSICAL GEOGRAPHY****HUMAN GEOGRAPHY**What are some of the key geographical features of North America?Pupils will research some of the landmark features of North America.They will research why they are popular landmark features and the significance of them to North America. | *Retrieval – Year 1 and 2 difference between physical and human features***PHYSICAL FEATURES****PHYSICAL GEOGRAPHY****HUMAN GEOGRAPHY**How have these key features changed over time?Pupils will compare ‘now and then’ photos to investigate the how much specific locations have changed.They will look at how locations are more crowded and how this may affect their features.  | ***Retrieval*****PLACE KNOWLEDGE****LOCATIONAL KNOWLEDGE**How do these compare to the UK?Pupils will compare photos of landmarks in North America and in the UK. They will also look at aerial-view photos of both North America and the UK and compare the different types of land. They will find similarities and differences between the two, |
| Organisation & Communication | Locating North American states on a map | Salt dough mountains | Postcard  | Table of changes | Google mapsComparison table |
| Reading & Maths Opportunities | Map reading  | Map coordinates | Reading research to find out more about the landmarks |  |  |

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| **Term 6 Geography – Where Does Water End Up?** |
| **National Curriculum Links** | **Disciplinary Knowledge** | **Substantive Knowledge** | **Key Vocabulary** |
| **GEOGRAPHY*** Physical and human geography
* Describe and understand key aspects of:

Physical geography, including:…the water cycle | To be able to identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. | **PHYSICAL GEOGRAPHY****HUMAN GEOGRAPHY**To be able to explain the process of the water cycle.To be able to give a detailed explanation about each part of the water cycle, showing a clear understanding of what during evaporation, condensation and precipitation  | HeatingCoolingEvaporation CondensationSolidLiquidGas Precipitation Water vapour |
| **Pupil Offer** | **Famous People** |
| Creating the water cycle in a bag |  |

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| Term 6 | Session 1 | Session 2 | Session 3 | Session 4 | Session 5 | Session 6 |
| Lesson Overview including Substantive knowledge | **Materials**How can we group materials according to their characteristics?Pupils will investigate the properties of different materials and use these to identify whether they are solids, liquids or gases. | **Materials**How can materials change state?Pupils will investigate what happens when solids are heated and whether or not they remain in this state. They will also investigate the rate at which this happens depending on the temperature. | **Materials** What happens when a gas is heated?Pupils will investigate what happens to a deflated balloon when it is positioned over an empty bottle and held in a bowl of warm water. | *Retrieval – Year 1 and 3 & Term 5 physical and human geography features***Water Cycle****PHYSICAL GEOGRAPHY****HUMAN GEOGRAPHY**What role does evaporation and condensation play in the water cycle?Pupils investigate the water cycle and explain the process in different stages. They will then create a group presentation to share with the class. | **Water Cycle****PHYSICAL GEOGRAPHY****HUMAN GEOGRAPHY**Will the location of a puddle affect how quickly it evaporates? Pupils will investigate what happens to the size of a puddle and explain why this happens. | *Retrieval – Where Does Water End Up (answer Big Question)***Water Cycle****PHYSICAL GEOGRAPHY****HUMAN GEOGRAPHY**Can I recreate the water cycle and explain each process?Pupils will create a water cycle in a bag and see the process of evaporation and condensation. **Water Cycle****FIELDWORK** |
| Organisation & Communication | Sorting different materials based on properties | Investigate how materials change when heated or cooled | Investigate what happens to a balloon | Draw/label water cycle | Investigation  | FieldworkSketch plan of water run off/ lake |
| Reading & Maths Opportunities |  | Measuring temperature | Measuring temperature |  | Measuring perimeter over time |  |