

Year 4 Medium Term Plan

Key Learning in Geography

Autumn: Can you come on a great American road trip?

1. To use the eight points of the compass to locate cities in the continent of North America, and to discover something about (some of) these cities
2. To discover something about North American cities, and improve knowledge about the difference between continent, country, state and city
3. To discover something about South American cities, and improve knowledge about the difference between continent, country and city
4. To research some countries and cities of South America, and compare them to North American cities
5. To work on the presentations for The Big Finish, and to introduce 'Route 66'
6. To complete the unit by making presentations of 'The Big Finish', and to elicit learning through question-and-answer time, and conversation

Cross curricular links:

English: writing a song or poem (Lessons 2, 4, 6)

Art & design: learning about photos and paintings of dramatic landscapes (Lessons 1–3)

Computing: using Google Earth maps and images (Lessons 1–6)

Music: composing a musical song or rap (Lessons 2–6).

Geography skill

There will be many opportunities to use atlas maps and Google Earth images, and to extract information from photographs. Children could also choose to create an illustrated map (of Route 66).

Potential education visits

Key Learning in Geography

Spring: How does water go round and round?

1. To introduce the land part of the water cycle using geographical vocabulary.
2. To introduce the sky (atmosphere) and its role in the water cycle
3. To learn about a major UK river – the River Thames – and to follow a river from source to mouth.
4. To explore the ways in which people use and change some of the world's major rivers
5. To name and locate some of the world's main mountainous areas, and to learn about how these are shaped
6. To model a river or stream, and to see how changes in water flow affect the river or stream.

Cross curricular links:

English: river and mountain stories and poem, e.g. The ascent of Everest by John Hunt, The river by Valerie Bloom, A stream becomes a river by Margo Fallis, The sparkling river by Susan Perrow (Lessons 1–6)

Maths: learning about timing and measurement of water flow (Lessons 1, 3)

Science: identifying the part played by evaporation and condensation in the water cycle and associating the rate of evaporation with temperature (Lessons 1, 2, 5, 6); learning about solids and liquids (Lessons 1–2); learning about forces (Lessons 1, 2, 5).

Geography skill

Potential education visits

Key Learning in Geography

Summer: Can the Earth shake, rattle and roll?

To have an understanding of the causes, outcomes and location of earthquakes

To have some understanding of the causes, outcomes and locations of volcanoes

To understand list of hazards of the distribution of earthquakes and volcanoes, and to know where the world's most active earthquake and volcanic zone is today

To discover why people live in the vicinity of volcanoes, and what measures can be taken to make life safer in earthquake zones

To provide an opportunity to investigate recent earthquakes and volcanic eruptions and the associated issues

To create a Big Finish by making a working model of a volcano

Cross curricular links:

English: reading an Earthquake short story by an Australian primary pupil (Lessons 1–6); reading Willard Price's story Volcano Adventure (Lessons 1–6); learning about Greek and Roman mythology (Lessons 1–6)

Maths: learning about measurement of temperature and earthquake scales (Lessons 1, 2, 6); using +ve and –ve and large numbers (Lessons 1–6)

Science: learning about change of state – melting and solidification of rock (lava, magma)/heating and cooling (of water and ice for reversibility) (Lessons 1–6)

Art: looking at and creating paintings of volcanoes (e.g. JMW Turner, Church) (Lesson 4)

Drama: dramatising a volcanic eruption with explosive movement and lava flows (Lessons 1, 6); performing a volcano safety drill (Lesson 5)

History: researching famous volcanic explosions of the past, including Vesuvius (Herculaneum and Pompeii) (Lesson 4)

Music: for volcanoes, Handel's Music for the Royal Fireworks (Lessons 1–6); for earthquakes, children creating drumming music (Lessons 1–6).

Geography skill

Potential education visits

Key vocabulary

Amazon Basin: the area drained by the River Amazon and all of its tributaries

Amazon River: the longest river in South America.

It flows through Peru, Bolivia, Venezuela, Colombia, Ecuador and Brazil

Compass points: points on a magnetic compass marking the four main directions: North, South, East, West, and intermediate directions

Continent: very large land mass with no standard definition: Europe, Africa, Antarctica, Asia, Oceania, North America or South America

Latitude: imaginary horizontal line used to show NSS position on the Earth's surface

Longitude: imaginary vertical line used to show E-W position on the Earth's surface

Mountain: large landform, often with a peak, rising high above the surrounding area.

Mountain Range: A chain of mountains.

Physical feature: Naturally occurring, e.g. rivers, mountains, lakes.

River: Natural watercourse flowing downhill towards a river, ocean or lake.

Rockles: Another name for the rocky mountains. A mountain range that stretches N-S across Canada and the USA.

Slum: A densely populated and run down area of a city, usually associated with poverty.

Source: The original point where a river begins.

Tributary: A river or stream that flows into a larger river.

Village: Place where people live, smaller than a town.

Key vocabulary

Altitude: the height of something above sea level

Channel: a landform, it is the outline of the path that a river takes

Condensation: the change of a state of matter – from gas to liquid

Confluence: the meeting of two or more streams of water

Erosion: the process of breaking things down and wearing things away, e.g. by water, wind or ice

Estuary: where the mouth of a river where fresh river water and salt sea water meet and mix

Evaporation: the change of a state of matter – from liquid to gas

Glacier: a mass of ice that moves very slowly down from mountains

Infiltration: the process where water seeps into the ground (soil or rock)

Peak: the top of a mountain

Percolation: the movement of rainwater through soil and rock

Precipitation: forms of water that fall through the sky, e.g. rain, snow, sleet etc

River: a large stream of flowing water that usually ends at the sea

Run-off: water that flows over the earth and does not evaporate away or filter into the ground

Scree: a pile of rock material that has eroded off a cliff and fallen to the base

Source: the beginning (original) part of a river.

Key vocabulary

Active volcano: a volcano that has had an eruption in the last 10,000 years, and it is possible it may erupt in the future

Crater: a cup-shaped depression in the surface of the earth, caused by volcanic activity'

Dormant volcano: a volcano that has not erupted in the last 10,000 years, but it is possible that it will erupt in the future

Earthquake: movements, fractures and vibrations in the earth's crust as tectonic plates move

Eruption: the ejection of rock and gas from a volcano

Extinct volcano: a volcano that has not had an eruption in the last 10,000 years, and will not erupt in the future

Lava: molten, fluid rock that is ejected from a volcano and solidifies as it cools

Plate boundary: where two tectonic plates meet

Richter scale: a scale to measure the magnitude of an earthquake

Tectonic plate: a massive slab of rock that 'floats' on top of the mantle (and inner layer) of the Earth

Tsunami: a series of waves of water caused by the movement of tectonic plates below the surface

Volcano: a vent in the earth's crust where lava, steam and ash is ejected during an eruption.

ASSESSMENT

All children can:

Use a map to identify countries in North and South America

Use eight compass points to locate cities in North and South America

Name some North and South American cities

Describe some North and South American cities from photographs

Name some regions in North and South America

Follow a route (Route 66) on a map.

Most children can:

Use a map to identify states in North America.

Relate 'continent', 'country', 'state' and 'city'

Describe settlements and North and South American cities from satellite images and photographs.

Describe some regions in North and South America.

Some children can:

Describe and compare similarities and differences between some North and South American cities

Describe and explain the characteristics of some regions in North and South America.

ASSESSMENT

All children can:

Name some of the UK's most significant rivers and mountains

Describe a river and a mountain environment in the UK, using appropriate geographical vocabulary

Describe the water cycle in sequence, using appropriate geographical vocabulary

Name (some of) the processes associated with rivers and mountains.

Most children can:

Name and locate the UK's most significant river and mountain environments

Describe and name the key landscape features of river and mountain environment in the UK

Explain the water cycle in appropriate geographical language

Describe (some of) the processes associated with rivers and mountains.

Some children can:

Name and locate the UK's and the world's most significant river and mountain environments

Describe river and mountain environments in the UK and the world and explain how (some of) the landscape features associated with them are formed

Explain (some of) the processes associated with rivers

ASSESSMENT

All children can:

Describe some features of earthquakes and volcanoes

Know that people live in earthquake zones and close to active volcanoes

Appreciate that earthquakes and volcanoes are often associated

Name some volcanoes and major earthquakes.

Most children can:

Describe the effects of earthquakes and volcanic eruptions

Give some reasons why people choose to live in earthquake zones and close to active volcanoes

Know where the most active earthquake and volcanic areas are

Name examples of volcanic eruptions and major earthquake disasters.

Some children can:

Explain how earthquakes occur and volcanoes erupt

Describe some advantages and disadvantages of living in earthquake zones and close to active volcanoes

Explain about the Pacific 'Ring of Fire' and link it with plate tectonics

Describe some major volcanic eruptions and major earthquake disasters.