

Year 4 Geography Whitegate End
<p>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.</p> <p>Year 4 children will also understand the water cycle and its impact on the human and physical Geography of the UK.</p>

Key Vocabulary
<p>Hemisphere, latitude, longitude, tropics, peak/summit, valley, cliff, ridge, plateau, terrain. Hills, mountains, coast, rivers, trade, climate, county, region, forest, wetlands, biomes</p>

Pedagogy
<p>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.</p> <p>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.</p> <p>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.</p>

High Quality Texts
<p>The rhythm of the rain Once upon a raindrop</p> <p>The big book of the UK</p> <p>Flotsam</p>

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
<p><b><u>Location and place knowledge</u></b></p> <p><b>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.</b></p> <p><b><u>Human and physical geography</u></b></p> <p><b>Physical geography including climate zones, biomes and vegetation belts and rivers and mountains of the UK and the water cycle.</b></p>	<p><b>To know and locate different counties of the UK.</b></p> <p>To know their different human and physical characteristics including hills mountains coasts and rivers. To know how these have changed overtime.</p> <p><b>To know that within the UK there are different climate zones, depending on the region or country.</b></p> <p>To know about the different vegetation across the UK eg forests, wetlands, mountains.</p> <p>To know about the different trade links across the UK eg the Northern Ireland protocol, and different</p>	<p>To use an atlas and digital mapping software such as Google Earth</p> <p>To use an atlas to find the different climates depending on the region or country</p>	<p>River walk – Castleshaw</p> <p>United utilities- water safety</p> <p>Tandle Hill Country Park – different routes.</p>	<p>Present information about the water cycle.</p> <p>Interview people who originate from the four different countries of the UK. Possibly - The class is divided into 4 with information about each region of the UK (find the information) and interview each other about those locations.</p> <p>Instructional text on how to use a 6 figure grid reference.</p> <p>Map reading skills – communication skills listening and speaking skills.</p> <p>Bridge Building</p>	<p>Treasure hunt using six figure grid reference.</p> <p>Play with water</p> <p>Pond dipping – finding creatures in streams etc.</p> <p>Bridge building – linked to over a river/canal/stream etc (teamwork, respect, communication, collaboration, instructions, forward planning) STEM</p>	<p>Compare the climate in Scotland to the climate in the south of England.</p> <p>Compare the different major exports from different areas of the UK</p> <p>Does the North South divide exist?</p>	<p>Use at atlas</p> <p>Use a map including a six-figure grid reference.</p> <p>(Use google maps- digital era)</p> <p>Pollution understanding the environment.</p>	<p>Recreate the water cycle on school grounds Look at how water evaporates when left outside in plastic glass container. (Bags in class)</p> <p>Visit Northern Roots Oldham to view the different vegetation and biomes present in Oldham and how this compares to the rest of the UK.</p> <p>Examine and record exports from UK the other nations .</p>	<p>Plot exports and trade on a range of different trade exports produced in the UK. This could include bar charts , scatter diagrams and Pie charts.</p> <p>Examine the reasons for conflict both past and present in Northern Ireland .</p> <p><b>Writing</b></p> <p>Persuasive piece of writing to be displayed on UK countries tourism website promoting the country to potential visitors.</p> <p>Explanation text (water cycle)</p> <p>Persuasive letters (government or sea life)</p> <p><b><u>Split between Autumn 1 and 2 - SCIENCE OBJECTIVES</u></b> to enhance and link with the teaching of geography.</p> <p>STATES OF MATTER (4 OBJECTIVES)</p>

<p><b>Human geography including economic activity including trade links across the UK.</b></p> <p><b><u>Geographical skills and fieldwork</u></b></p> <p>Using maps both satellite and digital to locate regions of the UK and describe features studied.</p> <p>Use six figure grid references to build their knowledge of the UK.</p> <p>Use fieldwork to observe, measure record and present features.</p>	<p>countries within the UK's exports.</p>	<p>To be able to apply map reading skills to locate counties and countries of the UK.</p> <p>To confidently use six figure grid references to be able to locate specific landmarks.</p> <p>Use fieldwork to observe, measure record and present features. IN BOTH HALF TERMS.</p>							<ul style="list-style-type: none"><li>compare and group materials together, according to whether they are solids, liquids or gases</li><li>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)</li><li>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li></ul> <p>Animals</p> <ul style="list-style-type: none"><li>recognise that living things can be grouped in a variety of ways explore and use classification keys to help group,</li><li>identify and name a variety of living things in their local and wider environment</li><li>recognise that environments can change and that this can sometimes pose dangers to living things</li></ul>
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