

## GEOGRAPHY MEDIUM TERM PLAN (MTP) YEAR 4 2020: Taught 2<sup>nd</sup> Half of each term

GEOG. MTP Y4	Autumn 2: 7 WEEKS	Spring 2: 6 WEEKS	Summer 2: 6 WEEKS
<p><i>Taken from the Year group curriculum map</i></p>	<p><b>Topic Title: Anglo Saxons and Scots</b></p> <p><b>Key knowledge:</b> To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, volcanoes and earthquakes</p> <p>Ge2/1.4a To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Ge2/1.3a To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, volcanoes and earthquakes</p> <p><b>Key Skills:</b></p> <p>Ask and respond to questions and offer their own ideas.</p> <p>Extend to satellite images, aerial photographs Investigate places and themes at more than one scale</p> <p>Collect and record evidence with some aid Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps</p> <p>Locate places on large scale maps, (e.g. Find UK or India on globe)</p> <p>Follow a route on a large scale map. Begin to match boundaries (E.g. find same boundary of a county on different scale maps.</p> <p>Begin to identify significant places and environments Use large and medium scale OS maps.</p> <p>Use junior atlases.</p> <p>Use map sites on internet.</p> <p>Identify features on aerial/oblique photographs.</p>	<p><b>Topic Title: Vikings</b></p> <p><b>Key knowledge:</b> To locate the world's countries, using maps to focus on Asia – e.g. India, Pakistan, Bangladesh, China - concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Ge2/1.4 <b>Geographical Skills and Fieldwork</b></p> <p>Ge2/1.4a To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><b>Key Skills:</b></p> <p>Ask and respond to questions and offer their own ideas.</p> <p>Extend to satellite images, aerial photographs Investigate places and themes at more than one scale</p> <p>Collect and record evidence with some aid Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps</p> <p>Locate places on large scale maps, (e.g. Find UK or India on globe)</p> <p>Follow a route on a large scale map. Begin to match boundaries (E.g. find same boundary of a county on different scale maps.</p> <p>Begin to identify significant places and environments Use large and medium scale OS maps.</p> <p>Use junior atlases.</p> <p>Use map sites on internet.</p>	<p><b>Topic Title: UK parliament</b></p> <p><b>Key knowledge:</b> To 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 in North or South America</p> <p>Ge2/1.2 <b>Place Knowledge</b></p> <p>Ge2/1.2a To 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 in North or South America</p> <p><b>Key Skills:</b></p> <p>Ask and respond to questions and offer their own ideas.</p> <p>Extend to satellite images, aerial photographs Investigate places and themes at more than one scale</p> <p>Collect and record evidence with some aid Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps</p> <p>Locate places on large scale maps, (e.g. Find UK or India on globe)</p> <p>Follow a route on a large scale map. Begin to match boundaries (E.g. find same boundary of a county on different scale maps.</p> <p>Begin to identify significant places and environments Use large and medium scale OS maps.</p>

	<p><b>Key vocabulary:</b></p> <p>Rivers – Upper: waterfall, rapids, gorges  Middle: bend, wider, shallow, valley, meander, oxbow lake  Lower: wide flat-bottomed valleys, floodplain, delta  Erosion</p> <p>Mountains: summit, slope, steep valley = gorge</p> <p>Volcanoes: Tectonic plates, movement, inner core, outer core, mantle, crust</p> <p>Water cycle: precipitation, collection, evaporation, condensation</p> <p>environmental regions, physical, human characteristics, countries, cities</p> <p>maps, atlases, globes, digital/computer mapping, boundaries, scale, aerial/oblique</p>	<p>Identify features on aerial/oblique photographs.</p> <p><b>Key vocabulary:</b></p> <p>Similarities, differences, human, physical, region</p> <p>Rivers, mountains, aerial/oblique, scales, north, south, east, west, north-east, south-east, north-west, south-west</p> <p>Rivers, mountains, volcanoes, desert, grassland, tundra, rainforest, temperate forest</p>	<p>Use junior atlases.</p> <p>Use map sites on internet.</p> <p>Identify features on aerial/oblique photographs.</p> <p><b>Key vocabulary:</b></p> <p>Similarities, differences, human, physical, region, boundaries</p> <p>Rivers, mountains, aerial/oblique, scales, north, south, east, west, north-east, south-east, north-west, south-west</p> <p>Rivers, mountains, volcanoes, desert, grassland, tundra, rainforest, temperate forest</p>	
Lesson 1	<p><b>Lesson objective (s):</b> To identify the location of the different continents in the world</p> <p><b>Brief outline of main tasks:</b> chn are to locate the continents and write down facts on an A3 map</p>	<p><b>Lesson objective (s):</b> To identify and explore Asia on a world map</p> <p><b>Brief outline of main tasks:</b> chn are to use google earth to locate Asia – what does it look like? When they zoom in what can they see in the different countries? Use Atlas to support searching google maps. Complete blank map of Asia with countries/capital cities. Which is better google earth or atlas? Why one and not the other?</p>	<p><b>Lesson objective (s):</b> To identify key physical and human features of the UK</p> <p><b>Brief outline of main tasks:</b> After recap of human/physical features - Using Atlas chn are to research key physical/ human features of the UK (including weather/ trade/ forest/ river...etc). Using country fact file sheet to support.</p>	

<p>Lesson 2</p>	<p><b>Lesson objective (s):</b> To understand the structure of the earth</p> <p><b>Brief outline of main tasks:</b> chn are to complete jigsaw puzzles to demonstrate structure of the earth/ play board game to answer questions/ draw structure in books</p>	<p><b>Lesson objective (s):</b> To understand the key aspects physical and human geography</p> <p><b>Brief outline of main tasks:</b> chn are to make notes on the physical and human characteristics of a particular area in Asia (Yala National park/ Tokyo/ Gobi Desert/ Dubai)</p>	<p><b>Lesson objective (s):</b> To identify key physical and human features of the UK</p> <p><b>Brief outline of main tasks:</b> Chn are to create a presentation using the information from last lesson in poster/ PowerPoint. Etc including tables/ pictures - will need pictures of the UK printed.</p>
<p>Lesson 3</p>	<p><b>Lesson objective (s):</b> To understand how volcanoes are formed</p> <p><b>Brief outline of main tasks:</b> look at the different types of volcano and make notes. <a href="https://www.youtube.com/watch?v=3Jxeh-yAXek">https://www.youtube.com/watch?v=3Jxeh-yAXek</a> Teacher to demonstrate volcano erupting (vinegar/ bicarbonate of soda).</p>	<p><b>Lesson objective (s):</b> To identify the key aspects of physical and human geography</p> <p><b>Brief outline of main tasks:</b> using notes from previous lesson chn are to write an information text (should be encouraged to include climate, trade population)</p>	<p><b>Lesson objective (s):</b> To identify the key physical and human features of Switzerland</p> <p><b>Brief outline of main tasks:</b> Using school Atlas and <a href="https://www.kids-world-travel-guide.com/switzerland-facts.html">https://www.kids-world-travel-guide.com/switzerland-facts.html</a> chn are to research Switzerland (including weather/ trade/ forest/ river...etc) Using country fact file sheet to support.</p>
<p>Lesson 4</p>	<p><b>Lesson objective (s):</b> To identify ways to prepare for an earthquake</p> <p><b>Brief outline of main tasks:</b></p>	<p><b>Lesson objective (s):</b> To understand why the River Ganges is important</p>	<p><b>Lesson objective (s):</b> To identify the key physical and human features of Switzerland</p> <p><b>Brief outline of main tasks:</b> Chn are to create a presentation using the</p>

	<p><a href="https://www.youtube.com/watch?v=Q-v-G1iL67w">https://www.youtube.com/watch?v=Q-v-G1iL67w</a> chn are to imagine experiencing an earthquake. Work in groups to 'create;' a disaster kit and get 'quake ready'.</p>	<p><b>Brief outline of main tasks:</b> chn are to create a poster about the River Ganges</p>	<p>information from last lesson in poster/ PowerPoint. Etc including tables/ pictures - will need pictures of the UK printed.</p>
Lesson 5	<p><b>Lesson objective (s):</b> To identify the different biomes and vegetation belts around the world</p> <p><b>Brief outline of main tasks:</b> Chn are to label continents and biomes on world map.</p>	<p><b>Lesson objective (s):</b> To understand how humans can have an effect on an environment</p> <p><b>Brief outline of main tasks:</b> Chn are to be shown photos of the River Ganges and the problems there are with pollution. What can they see? Why is this bad? What could be done?</p>	<p><b>Lesson objective (s):</b> To identify the key physical and human features of Brazil</p> <p><b>Brief outline of main tasks:</b> Using school Atlas and <a href="https://www.kids-world-travel-guide.com/brazil-facts.html">https://www.kids-world-travel-guide.com/brazil-facts.html</a> chn are to research Brazil (including weather/ trade/ forest/ river...etc) Using country fact file sheet to support.</p>
Lesson 6	<p><b>Lesson objective (s):</b> To understand what a biome is</p> <p><b>Brief outline of main tasks:</b> Chn are to make a diorama of a given biome.</p>	<p><b>Lesson objective (s):</b> To identify physical and human features of Asia</p> <p><b>Brief outline of main tasks:</b> complete assessment</p> <p><b>INCLUDE: ASSESSMENT AND EVALUATIONS</b></p>	<p><b>Lesson objective (s):</b> To compare the human and physical geography of different countries.</p> <p><b>Brief outline of main tasks:</b> chn are to say which of the three countries they feel is the best by comparing the human/ physical features given in a list (weather/ trade...etc). They must say why which country and not the other 2 using the evidence they have collated</p> <p><b>INCLUDE: ASSESSMENT AND EVALUATIONS</b></p>

Lesson 7	<p><b>Lesson objective (s):</b> To identify physical features of the Earth</p> <p><b>Brief outline of main tasks:</b> Complete assessment</p> <p><b><i>INCLUDE: ASSESSMENT AND EVALUATIONS</i></b></p>	TERM END	TERM END	
Lesson 8	TERM END			