



# Geography at Great Wheltenham

## C of E Primary School

Year: Year 4/5 – Cycle 1

Title	Rivers and Water Cycles
Overview	In this topic, Children will be learning about rivers and the water cycle. We will start by labelling the water cycle and creating a diagram to explain its process. Then, we will move onto rivers and focus more specifically on the part they play. Once finished, we will explore how rivers have been used over time and how they can still affect the today. We will write a newspaper report on a publicised flooding to show the damage rivers can cause as well as investigating the preventative measures that can be taken to stop this.
Knowledge Acquisition	Pupils will use a range of maps, atlases and digital images to locate countries, rivers and Oceans of the world. They will be able to name and locate parts of the water cycle as well as defining key vocabulary. We will compare satellite images and maps to compare what you can learn from each type of map. We will look at some famous rivers around the world and compare past and present.
Key LOs	<ul style="list-style-type: none"> <li>➤ Using maps, atlases, globes and digital computer mapping to locate countries, mountain ranges, rivers and Oceans of south America.</li> <li>➤ Name and label parts of the water cycle.</li> <li>➤ Use the language of rivers e.g., erosion, deposition, transportation.</li> <li>➤ Explain and present the process of rivers.</li> <li>➤ Compare how rivers have changed over time and impacted on trade.</li> <li>➤ Research and discuss how water effects the environment, settlements, environmental changes and sustainability.</li> <li>➤ Make field/observational notes about land/river features.</li> <li>➤ Study pictures of rivers past and present to compare.</li> </ul>
Key Vocabulary	atlas, continents, water cycle, rivers, erosion, transportation, deposition, mouth, source, evaporation, condensation, industry, settlement, meander, tributary, headland, floodplain, sustainability.
Key Learning Experiences	<ul style="list-style-type: none"> <li>➤ Label diagram of a river (Chn create their own rivers on the playground using chalk)</li> <li>➤ Labelled diagram of the water cycle.</li> <li>➤ Use an atlas or map to choose a river to create an information power point on.</li> <li>➤ From a period in history - produce an advert for a housing estate near a river as a poster. Compare how/why it was important to settle near a river throughout different periods in history.</li> <li>➤ To write a newspaper report on a flooding – children to see footage to see what can happen. As well as prevention methods.</li> </ul>

Title	Africa
Overview	Children to start by locating Africa on a map. We will then explore the different countries within Africa. The children will then recap previous work on the Equator and how this effects the climate/biomes around the world. After finishing our map work, we will compare two differing parts of Africa making comparison posters. Children will then have the chance to explore our trade links and how we are able to get exotic items so easily in our supermarkets.
Knowledge Acquisition	Pupils will be able to recognise the seven continents. And understand the difference between the hemispheres. This will lead us into exploring climate zones and identify them by comparing weather patterns across the world. We will identify biomes comparing different ones. This will help us locate countries of Africa and compare a rural and urban part. Next we will compare Africa to our own life in the UK. We will finish the topic by identifying fair trade links and discovering the journey of certain foods to our supermarkets.
Key LOs	<ul style="list-style-type: none"> <li>➤ To recognise the seven continents by their shape.</li> <li>➤ Understand the difference between the Northern and Southern hemisphere.</li> <li>➤ Understand the term climate zones and identify differing ones and compare weather patterns across the world.</li> <li>➤ Discuss global warming and its implications.</li> <li>➤ Focus on Biomes – compare differing ones including: Tundra, grasslands, desert, tropical rainforests.</li> <li>➤ Using maps, atlases, globes and digital computer mapping to locate countries of Africa Compare two different parts of Africa (rural/Urban)</li> <li>➤ Compare a part of Africa to part of the UK, identify the similarities and differences and understand why these exist.</li> <li>➤ To demonstrate an understanding that depending on where people live and their environment, they may have differing qualities of life.</li> <li>➤ Find out about how the environment has changed and how this has affected people living there.</li> <li>➤ Make connections between the Equator, the tropics and Africa.</li> <li>➤ Identify trade links around the world, discovering where food comes from, including fair trade.</li> </ul>
Key Vocabulary	Continents, Equator, hemisphere, biomes – tundra, artic, desert, tropical, shrubland, grassland, temperate deciduous forest, tropics, climate zones, fair trade, trade links, latitude, longitude
Key Learning Experiences	<ul style="list-style-type: none"> <li>➤ Use a map to locate countries of Africa, including the Northern and Southern hemisphere and Equator.</li> <li>➤ Colour code world map showing different climate zones – make links to climate zones and the Equator.</li> <li>➤ Compare rural and Urban Africa making posters that compare population, landscape, area etc.</li> <li>➤ Show journey of a food item to our supermarket from Africa such as coffee beans.</li> <li>➤ Discuss Fairtrade and write a persuasive argument as to why this is so important</li> </ul>

Year 4/5 Cycle 2

Title	Surveying our area
Overview	Children will be surveying the local area. The focus of the topic will be to compare two local areas to the children (Great Whelnetham and Bury St Edmunds). They will start by identifying local features on a 4-figure grid reference map. Moving onto classifying buildings and buildings uses from the two areas studied. Once data is collected, we will present data and record our findings using recognised symbols to mark out areas of interest on their own maps.
Knowledge Acquisition	Pupils will understand how to read and interpret 4 figure grid references and ordinate survey maps. This will help us identify local features on a map and compare GW at different points in time. Pupils will be able to undertake surveys of two local areas making comparisons of building and land uses. Pupils will recognise symbols to mark out areas of interests on their own maps. Finally, we will present data in an appropriate way to draw conclusions as well as drawing accurate maps.
Key LOs	<ul style="list-style-type: none"> <li>➤ To understand 4 figure grid reference on a map.</li> <li>➤ To understand and use Ordinance Survey maps</li> <li>➤ Identify local features on a map and begin to experiment with four figure grid references., using them to locate and describe local features.</li> <li>➤ Use pictures to compare the area from the past to present day.</li> <li>➤ Undertake surveys of two local areas (village and town) making comparisons.</li> <li>➤ Classifying buildings and buildings uses from the two areas studied.</li> <li>➤ Use recognised symbols to mark out local areas of interest on their own maps.</li> <li>➤ Collect and present data in an appropriate way using keys to make data clear.</li> <li>➤ Draw accurate maps of the area using complex keys.</li> <li>➤ Draw conclusions from data</li> </ul>
Key Vocabulary	grid reference, coordinates, Great Whelnetham, town, village, settlement, classify, data key, maps, transport
Key Learning Experiences	<ul style="list-style-type: none"> <li>➤ To use maps to practice use and understanding of 4 figure grid references.</li> <li>➤ Answer questions using map reading skills to retrieve knowledge.</li> <li>➤ Plan and undertake surveys of Great Whelnetham and Bury St Edmunds (combined ks2 trip). Classifying buildings and traffic/population, transport.</li> <li>➤ Compare maps of the two locations, looking at land usage and shape of area (linear, nucleated, dispersed and mixed).</li> <li>➤ Make observations, present data and draw conclusions on classifications to compare and contrast Great Whelnetham and Bury St Edmunds.</li> </ul>

Title	Four Nations
Overview	During this topic, pupils will compare and contrast the four nations (3 of which make up Great Britain). Pupils will use Atlases to locate the capital cities of each nation and begin to compare population, landscape etc (human features). Moving forward, we will compare physical features of each nation including, national parks, hills, mountains and coastlines. Finishing the topic, we will compare a part of the UK at three points in history looking at how it has changed over time.
Knowledge Acquisition	Pupils will be able to identify capital cities of each of the four nations and seas that surround the country. We will compare our locality in relation to the county, country and continent. We will compare physical and manmade features including population, trade, coastlines, national parks etc. Finally, we will investigate an area of the UK and compare how the land use has changed over time.
Key LOs	<ul style="list-style-type: none"> <li>➤ Identify the capital cities of each of the four nations and the seas that surround each country.</li> <li>➤ To know how our locality is set in relation to county, region, country and continent.</li> <li>➤ Compare each nations hills, mountains and coastlines. Making comparisons and finding links.</li> <li>➤ Compare landscape, population, trade and points on interest.</li> <li>➤ Compare major cities and national parks.</li> <li>➤ Compare key physical and human characteristics.</li> <li>➤ Choose three areas of the UK and investigate how land use has changed over time.</li> <li>➤ Compare human and physical features of the UK to a European country.</li> </ul>
Key Vocabulary	England Scotland Northern Ireland Wales city countryside coast arch stack cave bay harbour cliff erosion valley
Key Learning Experiences	<ul style="list-style-type: none"> <li>➤ Children to locate capital cities of each nation on a map.</li> <li>➤ Children should be able to discuss and demonstrate their knowledge of key human and physical features found in the UK and those in other places around the world.</li> <li>➤ Research to create a summary of each city including, population, areas of interest, religion and landscape.</li> <li>➤ Create a report using pictures, research and knowledge to compare a part of the UK in three different time periods.</li> <li>➤ Create a fact file on each nation comparing key physical and human characteristics.</li> </ul>