

















Prior Learning

Please ensure that you have addressed the required prior learning that will have already taken place during your prior learning launch lesson.

Autumn - Settlements (Linked to the topic Rampaging Raiders)	Spring - Human and Physical Features in Settlements (Linked to the Topic Go Greece Lightning)	Summer - How has our Locality Changed and how does it Compare to Others. (Linked to the Topic Going for Gold)
<p>Relevant Prior Learning</p> <p>Children will know the names of the countries in the UK and be able to label a map with these. They will have made a birds' eye view map of the local area and then used directional language to plot simple routes. They will be aware from Year 2 of physical and human features and be able to give examples of these and will have compared two different places according to these.</p>	<p>Relevant Prior Learning</p> <p>Children will have identified physical and human features around Stoneferry and in a seaside resort. They will have also compared two locations based on these features. They will have an awareness of what a settlement is and have some understanding of the different land use in these.</p>	<p>Relevant Prior Learning</p> <p>Children know where the Arctic and Antarctic circles are on a map/globe. They will know the 8 points of a compass and will have some understanding of using these to plot a route in the UK. They will know what a physical and human feature is and will have a clear understanding of what a port is and including its role in trade and transport.</p>

Key	Navigation	Fieldwork	Population	Economic Activity	Tectonic Activity	Human Features	Physical Features	Natural Resources	Sustainability	Climate and Landscape	Con-
											

<p>Autumn - Settlements (Linked to the topic Rampaging Raiders)</p>	<p>Spring - Human and Physical Features in Settlements (Linked to the Topic Go Greece Lightning)</p>	<p>Summer - How has our Locality Changed and how does it Compare to Others. (Linked to the Topic Going for Gold)</p>
<p>Priority Key Concepts</p>	<p>Priority Key Concepts</p>	<p>Priority Key Concepts</p>
		
<p>Through the unit the children will also experience</p>	<p>Through the unit the children will also experience</p>	<p>Through the unit the children will also experience</p>
		

<p>Autumn - Settlements (Linked to the topic Rampaging Raiders)</p>	<p>Spring - Human and Physical Features in Settlements (Linked to the Topic Go Greece Lightning)</p>	<p>Summer - How has our Locality Changed and how does it Compare to Others.</p>
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Year 4 Cycle 2

<p>Locational Knowledge</p>	<p>Name and locate all countries within the U.K. and their major cities</p>	<p>Locational Knowledge</p>	<p>I can describe the key human and physical characteristics of my local region including landscape, hills, coast and land use</p>	<p>Locational Knowledge</p>	<p>I can identify the Equator, Northern and Southern hemispheres on a globe</p>
<p>Place Knowledge</p>	<p>I can explain the difference between the British Isles, Great Britain and the United Kingdom</p>	<p>Human and Physical Geography</p>	<p>I can explain how physical features of a landscape influence where settlements have developed and how the land is used (eg: coasts,</p>	<p>Geographical skills and field work</p>	<p>I can use ordnance survey maps to explore the local area and identify key features</p>
<p>Geographical skills and field work</p>	<p>I can use the 8 points of the compass to plan a journey from my town or city to another place in the UK</p>		<p>I describe how some places are similar and dissimilar in relation to their human and physical features (U.K. and a contrasting region)</p>	<p>Human and Physical Geography</p>	<p>I understand how settlements have changed over time</p>
<p>Human and Physical Geography</p>	<p>I can describe and explain the key features of different types of settlements and land use and explain sims and diffs</p>		<p>I can explain the importance of ports and the role they play in trade and distributing resources around the world</p>		<p>I can explain trends or patterns observed by making comparisons or by noting cause and consequence</p>
	<p>I understand how settlements have changed over time</p>	<p>I understand the difference between renewable and non-renewable sources of energy</p>	<p>I use different types of fieldwork to observe, measure and record the human and physical features in the</p>	<p>Place Knowledge</p>	<p>I describe how some places are similar and dissimilar in relation to their human and physical features (U.K. and a contrasting region)</p>
	<p>I understand how energy use in settlements has changed over time and the responsibilities humans have for sustainable energy in the future</p>			<p>I understand how energy use in settlements has changed over time and the responsibilities humans have for sustainable energy in the future</p>	

End points

At the end of each unit the children will know and know how to:

Autumn - Settlements (Linked to the topic Rampaging Raiders)	Spring - Human and Physical Features in Settlements (Linked to the Topic Go Greece Lightning)	Summer - How has our Locality Changed and how does it Compare to Others.
<ul style="list-style-type: none">• Position of 8 major cities within UK countries• Use 8 pts of a compass to plan a journey in UK• Explain the term settlement• Identify what is the same and different about settlements and how they change• Some types of renewable energy.	<ul style="list-style-type: none">• The physical features in a landscape e.g. coast)• Recognise P and H features in local area• Know what a port is and compare the port of Hull to one in Greece based on P and H features• Measure and record based on H and P features	<ul style="list-style-type: none">• The terms Equator, Southern and Northern hemisphere.• Use an ordnance survey map to locate a H or P feature• Understand cause and consequence on a settlement

Year 4 Geography - Autumn term Cycle 2 - Settlements - Linked to topic Rampaging Raiders

At the end of this unit of work, the children will know and know how to:

- *Position of 8 major cities within UK countries*
- *Use 8 pts of a compass to plan a journey in UK*
- *Explain the term settlement*
- *Identify what is the same and different about settlements and how they change*
- *Some types of renewable energy.*

Relevant Prior Knowledge

Children will know the names of the countries in the UK and be able to label a map with these. They will have made a birds' eye view map of the local area and then used directional language to plot simple routes. They will be aware from Year 2 of physical and human features and be able to give examples of these and will have compared two different places according to these.

Priority Key Concepts



Additional Key concepts which will be experienced



Areas highlighted in Red will be covered in Unit of Work

- **Navigation:** (interpreting a key, *conventions of maps*, map symbols, *atlases*, GIS, google maps, scale factor, reading and calculating from a scale, *using compass points*, the equator, the tropic lines, the poles, *borders, countries and continents*)
- **Fieldwork:** (Working collaboratively, planning investigations, collecting data, using instruments/specialist equipment, taking precise measurements, *making observations, drawing conclusions*)
- **Population:** (Dispersal, *settlement patterns, infrastructure*, migration)
- **Economic activity:** (Trade, land use, farming, *wealth, poverty*, imports and exports)
- **Tectonic activity:** (Volcanoes, earthquakes, tectonic plates, structure of the earth)
- **Human features:** (Transports, *harbour, shops, towns, villages, community, places of worship*)
- **Physical features:** (Water cycle, rainfall, mountains, *hills, rivers, seas, oceans, tides, islands, tsunamis*)
- **Natural resources:** (Energy, minerals, food and water distribution)
- **Sustainability:** (Deforestation, climate change, *renewable and non-renewable resources, sea level*, food miles, *industry, materials*, globalisation)
- **Climate and landscape:** (Weather, rainfall, seasons, temperature, desert, polar, temperate, Mediterranean, arid, tropical, biomes, vegetation zones, tundra)

- **Written and oral expression:** (Using geographical terminology, evaluation, description, recall, objectivity, explaining processes, describing and explaining trends, presenting and interpreting data)

Second order concepts

Through this unit of geography, the following second order concepts will be explored:

- **Similarity and difference:** (making comparisons between places, localities, regions etc...)
- **Cause and consequence:** (understanding the effect of humans and nature on landscapes and settlement)
- **Continuity and change:** (how have physical and human features changed over time and why)
- **Significance:** (significant geographical features, places, events)
- **Enquiry:** (observing, collecting and interpreting data, drawing conclusions, explaining and presenting findings)

Teaching sequence may include elements of:

- **Geographical enquiry (GE)**

Pupils ask geographical questions and enquire about their topic of interest based on prior learning and knowledge

- **Locational skills (LS)**

Identify and locate their place of interest using maps, aerial photographs and other sources.
Identify and locate examples in other locations.

- **Place knowledge (PK)**

Compare and contrast the features in difference locations around the world.

- **Physical and human geography (P&H)**

Identify the physical and/or human features associated with the place of interest. Understand the processes that create the physical / human features.

- **Skills and fieldwork (S&F)**

Opportunities to visit examples, collect and interpret data and draw conclusions, plan routes


- **Apply their knowledge to the world around them locally and globally (AK)**

What could/ should the world look like in the future? What can we do to influence change?

Vocabulary NB – Key vocabulary should form the starting point of all lessons and be displayed for children on tasks and within the classroom

Understand, learn and use the key vocabulary associated with their topic of interest and understand the meaning of them in a practical and real life context

Written and oral expression (W&O) Written and Oral Expression will form the basis for a number of lessons within this unit Communicate what they have learnt in appropriate forms using the correct terminology (eg: presentations, discussion, written reports / explanations, notes, observations and findings from fieldwork, data, tables and conclusions)

Point in Teaching Sequence	Key Concepts	KPI's covered	Activities
GE, LS	Navigation Written and Oral expression	Name and locate all countries within the U.K. and their major cities	<p>Enquiry – What countries are in the UK? What is the UK and Great Britain?</p> <p>Children given a blank map of United Kingdom and Ireland, with country borders highlighted</p> <p>Children use Atlases of GB to label the countries of UK. (Ensure the children do not label Republic of Ireland and explain why this is separate.</p> <p>Using the same map discuss the difference between GB and UK. Using two coloured crayons on the same map draw a line around GB and then in a different colour do the same for UK – On the map create a key and label the two different lines accordingly.</p>  <p>Children then to have a list of cities in UK countries. They should use the atlases/indexes to locate these (12 in total including capital cities for each country and 2 more for each country). Ensure this is done neatly and a dot used to locate the city.</p> <p>Outcome – Labelled maps, with countries and cities located</p> <p>S&L – Children will be able by the end of the lesson to orally explain to their partner the difference between GB and UK, and to name countries within.</p> <p>Vocabulary</p>
	Second Order Concepts	I can explain the difference	
	Significance Enquiry	between the British Isles, Great Britain and the United Kingdom	

			<p>United kingdom, Great Britain, England, Scotland, Wales, Northern Ireland, city, border</p> <p><i>NB Return regularly to the countries in GB and UK and capital cities throughout the unit</i></p>
LS, LS	Navigation Written and Oral expression	I can use the 8 points of the compass to plan a journey from my town or city to another place in the UK	<p>Begin lesson by checking in on understanding of GB and UK. Play what country am I in and test the cities explored in previous lesson.</p> <p>Enquiry Question – What is a route? What is a compass rose?</p> <p>Present a compass rose to the children and then a map of UK with Countries and cities explored so far.</p> <p>S&L Children to describe the locations of countries in relation to UK and cities in relation to countries. E.g. Scotland is in the north of UK London is in the south of England. Repeat until the children are comfortable with this idea.</p> <p>Demonstrate how using the 8 points of the compass rose we can be even more accurate – e.g. London is in the South East of England – repeat with the children for other locations</p> <p>Explain also that a compass can be used to describe the direction of travel.</p> <p>Show a simple road map of UK with main roads linking major cities. Highlight capital cities to children again</p> <p>Class example using the roads shown plot a route using the 8 points from London to Edinburgh. (North up A1)</p> <p>Then do London to one of the other cities highlighted from lesson 1 in greater detail including additional directions according to the approximate direction of the road.</p> <p>Outcome – Children plot two routes.</p> <p>1) Cardiff to Edinburgh. 2) Edinburgh to a city from lesson 1</p> <p>They could record in a table the direction from to different cities along the route. EXTENSION – naming of roads travelled on</p> <p>S&L Children describe their routes plotted</p>
	Second Order Concepts		
	Significance		

			<p>Plenary – How would I get from Belfast to Edinburgh?</p> <p>Introduce the concept of ports for ships and explain this will be covered in next lessons.</p> <p>Vocabulary – route, compass rose, direction, N<S<E<W, NE, SE, SW, NW, port, city, motorway</p>																				
<p>LS P&H PK W&O</p>	<p>Population Physical and Human Features Economic activity</p> <p>Second order concepts</p> <p>Similarity and difference Significance</p>	<p>I can describe and explain the key features of different types of settlements and land use and explain sims and diffs</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th colspan="4">Features</th> </tr> <tr> <td>Hamlet</td> <td>Village</td> <td>Town</td> <td>City</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <th colspan="4">Examples</th> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Features				Hamlet	Village	Town	City					Examples								<p>Enquiry – What is a settlement? What types of settlement are there?</p> <p>Watch https://www.bbc.co.uk/bitesize/topics/zx72pv4/articles/zrbvjhv</p> <p>Ensure children know what you would expect to find in different settlements: hamlet, village, town, city</p> <p>Can children think of examples of <u>these</u>. Explore a range of photographs of each of these 4 types of settlements. (<u>there</u> are 4 good ones on the <u>Bitesize</u> page but some additional ones would also be good.)</p> <p>Find different amenities and features of these from the photographs. Discuss volume of people who live in these places and how this can affect what amenities will be there.</p> <p>Explain that <u>St Davids</u> is still a city despite being very small because it has a cathedral in the same way that Birmingham is</p> <p>Outcome - Knowledge of what a settlement is Table showing different things found in each type of settlement, plus expected population Names of 2 or 3 examples of each type of settlement – This could be done from a map of the local area</p> <p>S&L – Why do different settlements require different amenities?</p> <p>ENSURE <u>children</u> understand that major <u>cities</u> were historically built on rivers to support trade</p> <p>Vocabulary – settlement, village, hamlet, town, city, amenities, cathedral, population</p>
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LS P&H PK W&O Could be 2 lessons	Population Physical and Human Features Economic activity	I can describe and explain the key features of different types of settlements and land use and explain sims and diffs I understand how settlements have changed over time	Enquiry – How will a seaside town be different to a market town? Show a selection of images of <u>Hornsea</u> and <u>Beverley</u>. These could include: aerial photos, schematic maps, photographs, map of local area, pictures from summer time e.g. people shopping in Bev, but on the beach in <u>Hornsea</u>. Outcome – Children in pairs identify and list similarities and differences from the range of resources and their own knowledge. S&L – Share ideas as a class and allow children to add additional ideas to their lists Enquiry – Do you think Hull has always looked the same? Range of photographs of Hull from past and present. Similar roads, areas e.g. Victoria Dock, King Edward Street, Hessle Road housing, Whitefriargate, Kingswood S&L – Discuss the changes the children can see from the images – discuss what factors have changed these areas. Population increases, different shopping styles, transport changes, the internet- online retail, changes in industry. Outcome – Children answer 3 short questions What are the major changes in Hull over the last 50 years? What has caused these changes? What do you think Hull will look like in 50 years time? Why? Outcome: Vocabulary – industry, dock, amenities, tourism, trade, <u>Covid 19</u>
	Second order concepts		
	Continuity and change		
S&F CLASS VISIT	Fieldwork	I use different types of fieldwork to observe, measure and record the human and physical features in the local area	. VISIT TO HORNSEA <i>From previous lessons, children will use their lists of amenities in towns and coastal towns to then use a map of the local area to identify these on a blank map.</i>
	Second order concepts		

	<p>Enquiry: (observing, collecting and interpreting data, drawing conclusions)</p>		<p>e.g. Church, Post office, Supermarket, Park, Café, Beach, Pub, Holiday Park, School, Housing, Police Station</p> <p>Children will also carry out 3 road traffic surveys - 5 minutes for each - Record the number of vehicles along <u>Newbiggen</u> on arrival, at lunchtime, before departing.</p> <p>Children observe what types of shops are required still in a town.</p> <p>Children can also visit the museum where they will see how the town has changed over time. Once a pottery town</p> <p>Outcome - Children to come back to school and use the information they have to create an amenity map of the area, a simple bar chart to show number of vehicles at different times of the day, with a simple conclusion and ideas for how <u>Hornsea</u> could improve to survive in the future.</p> <p>ENSURE ALSO THAT THE WIND FARMS OFF THE COAST OF HORNSEA HAVE BEEN OBSERVED BY ALL</p> <p>Vocabulary - Fieldwork, survey, observation</p>
<p>AK W&O</p>	<p><u>Sustainability</u></p> <hr/> <p>Second order concepts</p> <hr/> <p>Cause and Consequence</p>	<p>I understand how energy use in settlements has changed over time and the responsibilities humans have for sustainable energy in the future</p>	<p>Explain that many residents in <u>Hornsea</u> still use energy such as coal, oil and gas to power and heat their homes.</p> <p>S&L</p> <p>Discuss the windfarms that were observed during visit.</p> <p>Why are these particularly useful in <u>Hornsea</u> (being on the coast)</p> <p>Why is it vitally important that climate change slows down for the people of <u>Hornsea</u> (Global warming rise in sea levels)</p>

	<p>Second order concepts</p>		<p>Examine a wind turbine, how they work and where they are situated. Why are they better for the environment, why are they good for local people (jobs/economy), our children will be able to live safely.</p> <p>Outcome – From all the discussion points made, children to write a paragraph explaining why all non-renewable energies should be banned from use in <u>Hornsea</u>.</p> <p>Vocabulary – economy, turbine, renewable, non-renewable, global warming, <u>sustainability</u></p>
	<p>Responsibility: (how humans affect the earth positively and negatively)</p>		

Year 4 Geography – Spring Term – Human and Physical Features in Settlements – Linked to the topic Go Greece Lightning

- At the end of this unit of work, the children will know and know how to:
- The physical features in a landscape e.g. coast)
- What a port is and compare the port of Hull to one in Greece based on physical and human features
- Recognise Physical and Human features in the local area of Stoneferry.
- Measure and record based on Human and Physical features

Prior Learning to be reviewed:

Children will have identified physical and human features around Stoneferry and in a seaside resort. They will have also compared two locations based on these features. They will have an awareness of what a settlement is and have some understanding of the different land use in these.

Priority Key Concepts to be addressed



Additional Key concepts which will be experienced



Areas highlighted in **Red** will be covered in Unit of Work

- **Navigation:** (interpreting a key, *conventions of maps*, map symbols, *atlases*, GIS, google maps, *scale factor*, reading and calculating from a scale, *using compass points*, the equator, the tropic lines, the poles, *borders, countries and continents*)
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- **Human features:** (Transports, harbour, shops, towns, villages, community, places of worship)
- **Physical features:** (Water cycle, rainfall, mountains, hills, rivers, seas, oceans, tides, islands, tsunami)
- **Natural resources:** (Energy, minerals, food and water distribution)
- **Sustainability:** (Deforestation, climate change, *renewable and non-renewable resources, sea level, food miles, industry, materials, globalisation*)
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Teaching sequence

- **Geographical enquiry (GE)**

Pupils ask geographical questions and enquire about their topic of interest based on prior learning and knowledge

- **Locational skills (LS)**

Identify and locate their place of interest using maps, aerial photographs and other sources. Identify and locate examples in other locations.

- **Physical and human geography (P&H)**

Identify the physical and/or human features associated with the place of interest. Understand the processes that create the physical / human features.

- **Place knowledge (PK)**

- Compare and contrast the features in different locations around the world.

- **Skills and fieldwork (S&F)**

Opportunities to visit examples, collect and interpret data and draw conclusions, plan routes

- **Apply their knowledge to the world around them locally and globally (AK)**

What could/ should the world look like in the future? What can we do to influence change?

Vocabulary NB – Key vocabulary should form the starting point of all lessons and be displayed for children on tasks and within the classroom

Understand, learn and use the key vocabulary associated with their topic of interest and understand the meaning of them in a practical and real life context

Written and oral expression (W&O) Written and Oral Expression will form the basis for a number of lessons within this unit

Communicate what they have learnt in appropriate forms using the correct terminology (eg: presentations, discussion, written reports / explanations, notes, observations and findings from fieldwork, data, tables and conclusions

Point in Teaching Sequence	Key Concepts	KPI's covered	Activities
PRIOR LEARNING SESSION	<p data-bbox="459 475 748 499">Second Order Concepts</p>		<p data-bbox="1137 411 1883 435">PRIOR LEARNING LESSON TO ADDRESS THE FOLLOWING AREAS</p> <p data-bbox="1137 467 1973 738"><i>Children will have identified physical and human features around <u>Stoneferry</u> and in a seaside resort when in Year 2. They will have also compared two locations based on these features. They will have an awareness of what a settlement is and have some understanding of the different land use in these.</i></p> <p data-bbox="1137 847 1939 911">Outcome - Any misconceptions addressed. Prior learning lesson evidence in books.</p> <p data-bbox="1137 954 2011 1018">S&L - Opportunity to question, talk in small groups, provide knowledge on areas to be checked</p> <p data-bbox="1137 1054 1951 1193">Vocabulary <i>United kingdom, Great Britain, England, Scotland, Wales, Northern Ireland, city, border, physical and human <u>feature settlement</u> land use, agriculture, residential,</i></p>

Session 1	<p><i>Navigation expression Physical and Human Features Population Written and Oral</i></p>	<p><i>I can describe the key human and physical characteristics of my local region including landscape, hills, coast and land use</i></p>	<p><i>Stonferry Starter - Sorting Task - Can the children find the features in the wrong category and explain why they are wrong. (5 in each P and H with 2 of these wrong) e.g. a road in P features.</i></p> <p><i>Ask what the children know about the local area. What human and physical features are there?</i></p> <p><i>What about Hull?</i></p> <p><i>Using OS maps of Hull - children to identify Human and Physical features in Hull. They will require some guidance as to the features of the OS map, but should be able to identify:</i></p> <p><i>H - houses, specific buildings (Post office, museums), roads, footpaths, bridges</i></p> <p><i>P - beaches, woodland areas, fields, rivers, lakes</i></p> <p><i>Outcome - Ensure all children can do this and complete a table for the features they have located from the map. Using the table, the children are to convert this information into a description of Hull based on its P and H features. This may need some modelling and could be written as a shared piece of writing.</i></p> <p><i>What impact have humans had on the local area?</i></p> <p><i>On a PPT - have some images of these features to show to the children what they really look like. Discuss briefly why maps so not draw the features in such detail.</i></p>
<p><i>Second Order Concepts</i></p>			
<p><i>Significance Cause and consequence</i></p>			

			<p>Once complete introduce the word "port"</p> <p>Using the maps work with the children getting them to think how they could locate it, to locate the port of Hull on the map.</p> <p>Ask what are ports used for?</p> <p>S&L - Children discuss this question and share ideas as a class</p> <p>Create a class mind map of all the information the children come up with.</p> <p>Vocabulary - port, road, bridge, factory, houses, footpath, field, woodland, river, estuary, beach, hills</p>
Session 2	<p>Physical and Human Features Economic activity Fieldwork</p> <p>SO Concept Significance</p>	<p>I can explain the importance of ports and the role they play in trade and distributing resources around the world</p> <p>I use different types of fieldwork to observe, measure and record the human and physical features in the local area</p>	<p><u>Stoneferry</u> Starter - Why are ports important? Question on the board, and children have to stick in books and write as many reasons that they can remember from previous session.</p> <p><u>A visit to the port in Hull needs to be arranged</u> Children need to observe the different industries that work out of the port and recognise the importance of these. Take photographs to support work back in class</p> <p>BACK IN CLASS Examine the port of Hull and other key ports around the world including a major port in Greece. Discuss the significance of these ports and cities for ensuring goods are transported around the world.</p>

			<p>Outcome: Using the images from the visit, information they have gained and the studies of further international ports, the children will then answer the question:</p> <p>Why are ports important? - They will write a short text explaining the points and using photographs to support this.</p> <p>Plenary - Is Hull an important city in Europe?</p>
Session 3	<p>Population Physical and Human Features Economic activity</p> <p>Second order concepts</p> <p>Cause and consequence Significance</p>	<p>I can explain how physical features of a landscape influence where settlements have developed and how the land is used (eg: coasts, rivers)</p>	<p>Google maps - if possible children to have laptop between 2 to explore this.</p> <p>Look down the East coast from Scarborough to <u>Kilnsea</u> stopping at <u>Brid</u>, <u>Hornsea</u> along the way and discussing what the children would find in these settlements</p> <p>Part 1 Outcome - How many settlements can they find between start and end points. On a map of the coastline, they can label these.</p> <p>Then look at the river Hull - Using Google Maps, follow the path of the River Hull from the Humber Estuary up to Great <u>Driffield</u> (May be better demonstrated) - <u>children</u> to note down all of the villages/cities/towns the river passes through.</p> <p>Part 2 Outcome - Discuss these points and then on the same map as the children completed part 1 (which will have the River Hull labelled with dots to show the</p>

			<p><i>different settlements) children label the different settlements along the River Hull.</i></p> <p><i>S&L - Why are there so many settlements along the river and along the coast?</i></p> <p><i>Discuss:</i></p> <ul style="list-style-type: none"> - Link to trade, transport, fishing in the past - Link to using the water in the past to wash, catch food etc. - Link to quality of life and attractive landscape. <p><i>Outcome - children write a paragraph explaining why settlements have developed along rivers and coastlines.</i></p> <p><i>Vocabulary - settlement, coastline, trade, transport, scenery, lifestyle</i></p>
<p>LS P&H PK W&O</p> <p>Could be 2 lessons</p>	<p>Population Physical and Human Features Economic activity</p> <hr/> <p>Second order concepts</p> <hr/> <p>Continuity and change Similarity and difference</p>	<p><i>I describe how some places are similar and dissimilar in relation to their human and physical features (U.K. and a contrasting region)</i></p>	<p>Stoneferry Starter - On for discussion - Why are houseprices by the coast more expensive than in some cities?</p> <p>Images of Port of Piraeus (Athens) and Port of Hull.</p> <p>Children examine the images to find similarities and differences relating to the physical and human features.</p> <p>Outcome - Table of Sim's and diff's</p> <p>Once complete examine images of Greek countryside and Yorkshire countryside</p> <p>Outcome - Table of Sim's and diff's</p>

			<p>S&L – Share ideas as a class and allow children to add additional ideas to their lists – discuss the difference in climate and how this impacts settlements and physical features.</p> <p>EXT – What would the children imagine a port would look like in Alaska?</p> <p>Show images and find similarities</p> <p>Vocabulary – dock, port, trade, tankers, cranes, arid.</p>
<p>S&F</p> <p>CLASS VISIT</p> <p>VISITOR INTO SCHOOL</p> <p>SIEMENS</p>	Sustainability	<p><i>I understand the difference between renewable and non-renewable sources of energy</i></p>	<p>Stoneferry Starter – Image of a port – children to label the things they can see in the port based on learnt knowledge.</p> <p>What is renewable and non-renewable energy? - BBC Bitesize</p> <p>Show children a bag of coal and a wind turbine</p> <p>What are the differences between the two sources of energy? Explain that non renewable resources will eventually run out.</p> <p>Examine a wind farm in the North Sea</p> <p>SCHOOLVISIT TO SIEMENS??? OR a visitor into school??</p> <p>Outcome – 3 renewable energy sources to be examined</p> <p>Children to think up the positives and difficulties for each in Hull and decide which they would invest in if they were starting a business.</p> <p>S&L – Debate and discuss the different forms of energy production.</p> <p>Vocabulary – renewable, non-renewable, solar, panel, turbine, tidal, fossil fuel, coal, nuclear, oil and gas</p>
	Second order concepts		
	Enquiry: (observing, collecting and interpreting data, drawing conclusions)		
	Second order concepts		
	Cause and Consequence		
	Second order concepts		
Responsibility: (how humans affect the earth positively and negatively)			