

















## 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.
<p><b>Relevant Prior Learning</b></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><b>Relevant Prior Learning</b></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><b>Relevant Prior Learning</b></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 align="center"><b>Autumn - Settlements</b> (Linked to the topic Rampaging Raiders)</p>	<p align="center"><b>Spring - Human and Physical Features in Settlements</b> (Linked to the Topic Go Greece Lightning)</p>	<p align="center"><b>Summer - How has our Locality Changed and how does it Compare to Others.</b> (Linked to the Topic Going for Gold)</p>
<p><b>Priority Key Concepts</b></p>	<p><b>Priority Key Concepts</b></p>	<p><b>Priority Key Concepts</b></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 align="center"><b>Autumn - Settlements</b> (Linked to the topic Rampaging Raiders)</p>	<p align="center"><b>Spring - Human and Physical Features in Settlements</b> (Linked to the Topic Go Greece Lightning)</p>	<p align="center"><b>Summer - How has our Locality Changed and how does it Compare to Others.</b></p>
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Year 4 Cycle 2

<p><b>Locational Knowledge</b></p>	<p>Name and locate all countries within the U.K. and their major cities</p>	<p><b>Locational Knowledge</b></p>	<p>I can describe the key human and physical characteristics of my local region including landscape, hills, coast and land use</p>	<p><b>Locational Knowledge</b></p>	<p>I can identify the Equator, Northern and Southern hemispheres on a globe</p>
<p><b>Place Knowledge</b></p>	<p>I can explain the difference between the British Isles, Great Britain and the United Kingdom</p>	<p><b>Human and Physical Geography</b></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><b>Geographical skills and field work</b></p>	<p>I can use ordnance survey maps to explore the local area and identify key features</p>
<p><b>Geographical skills and field work</b></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><b>Human and Physical Geography</b></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><b>Human and Physical Geography</b></p>	<p>I understand how settlements have changed over time</p>
<p><b>Human and Physical Geography</b></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 understand the difference between renewable and non-renewable sources of energy</p>	<p>I can explain the importance of ports and the role they play in trade and distributing resources around the world</p>	<p><b>Place Knowledge</b></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 how energy use in settlements has changed over time and the responsibilities humans have for sustainable energy in the future</p>		<p>I use different types of fieldwork to observe, measure and record the human and physical features in the</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 describe how some places are similar and dissimilar in relation to their human and physical features (U.K. and a contrasting region)</p>

## End points

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

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

## 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	<b>Navigation</b> <b>Written and Oral expression</b>	Name and locate all countries within the U.K. and their major cities	<p><b>Enquiry –</b>  <b>What countries are in the UK?</b>  <b>What is the UK and Great Britain?</b></p> <p><b>Children given a blank map of United Kingdom and Ireland, with country borders highlighted</b></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><b>Outcome – Labelled maps, with countries and cities located</b></p> <p><b>S&amp;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.</b></p> <p><b>Vocabulary</b></p>
	<b>Second Order Concepts</b>	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><b><i>NB Return regularly to the countries in GB and UK and capital cities throughout the unit</i></b></p>
LS, LS	<b>Navigation Written and Oral expression</b>	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&amp;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><b>Outcome – Children plot two routes.</b></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. <b>EXTENSION – naming of roads travelled on</b></p> <p><b>S&amp;L Children describe their routes plotted</b></p>
	<b>Second Order Concepts</b>		
	<b>Significance</b>		

			<p><b>Plenary</b> – 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><b>Vocabulary</b> – route, compass rose, direction, N&lt;S&lt;E&lt;W, NE, SE, SW, NW, port, city, motorway</p>																				
<p>LS P&amp;H PK W&amp;O</p>	<p>Population Physical and Human Features Economic activity</p> <p><b>Second order concepts</b></p> <p><b>Similarity and difference Significance</b></p>	<p>I can describe and explain the key features of different types of settlements and land use and explain similarities and differences</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 <a href="https://www.bbc.co.uk/bitesize/topics/zx72pv4/articles/zrbvjhv">https://www.bbc.co.uk/bitesize/topics/zx72pv4/articles/zrbvjhv</a></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 these. Explore a range of photographs of each of these 4 types of settlements. (there are 4 good ones on the <a href="#">Bitesize</a> 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 St Davids is still a city despite being very small because it has a cathedral in the same way that Birmingham is</p> <p><b>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</b></p> <p><b>S&amp;L – Why do different settlements require different amenities?</b></p> <p><b>ENSURE children understand that major cities were historically built on rivers to support trade</b></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?  <b>Show a selection of images of Hornsea and Beverley. 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 Hornsea.</b>  <b>Outcome – Children in pairs identify and list similarities and differences from the range of resources and their own knowledge.</b>  <b>S&amp;L – Share ideas as a class and allow children to add additional ideas to their lists</b>  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  <b>S&amp;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.</b>  <b>Outcome – Children answer 3 short questions</b>  <b>What are the major changes in Hull over the last 50 years?</b>  <b>What has caused these changes?</b>  <b>What do you think Hull will look like in 50 years time? Why?</b>  <b>Outcome:</b>  <b>Vocabulary – industry, dock, amenities, tourism, trade, Covid 19</b>
	<b>Second order concepts</b>		
	<b>Continuity and change</b>		
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	<b>. VISIT TO HORNSEA</b>  <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>
	<b>Second order concepts</b>		

	<p><b>Enquiry:</b> (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><b>Outcome</b> - 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><b>ENSURE ALSO THAT THE WIND FARMS OFF THE COAST OF HORNSEA HAVE BEEN OBSERVED BY ALL</b></p> <p><b>Vocabulary</b> - Fieldwork, survey, observation</p>
<p><b>AK</b> <b>W&amp;O</b></p>	<p><u>Sustainability</u></p> <hr/> <p><b>Second order concepts</b></p> <hr/> <p><b>Cause and Consequence</b></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><b>S&amp;L</b></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><b>Second order concepts</b></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><b>Outcome</b> – 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><b>Vocabulary</b> – economy, turbine, renewable, non-renewable, global warming, <u>sustainability</u></p>
	<p><b>Responsibility:</b> (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*)
- **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, 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*)
- **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)

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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="461 475 745 499">Second Order Concepts</p>		<p data-bbox="1133 408 1883 432"><b>PRIOR LEARNING LESSON TO ADDRESS THE FOLLOWING AREAS</b></p> <p data-bbox="1133 467 1973 735"><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="1133 842 1939 906"><b>Outcome - Any misconceptions addressed. Prior learning lesson evidence in books.</b></p> <p data-bbox="1133 954 2013 1018"><b>S&amp;L - Opportunity to question, talk in small groups, provide knowledge on areas to be checked</b></p> <p data-bbox="1133 1050 1951 1193"><b>Vocabulary</b> <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><del>Stonferry</del> 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 <b>"port"</b></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><b>S&amp;L</b> - 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><b>Vocabulary</b> - 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><b>BACK IN CLASS</b> 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><b>Outcome:</b> 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><b>Plenary - Is Hull an important city in Europe?</b></p>
Session 3	<p>Population Physical and Human Features Economic activity</p> <p><b>Second order concepts</b></p> <p><b>Cause and consequence Significance</b></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><b>Google maps - if possible children to have laptop between 2 to explore this.</b></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><b>Part 1 Outcome - How many settlements can they find between start and end points.</b> 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><b>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</b></p>

			<p><i>different settlements) children label the different settlements along the River Hull.</i></p> <p><i>S&amp;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"> <li>- Link to trade, transport, fishing in the past</li> <li>- Link to using the water in the past to wash, catch food etc.</li> <li>- Link to quality of life and attractive landscape.</li> </ul> <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&amp;H PK W&amp;O</p> <p>Could be 2 lessons</p>	<p>Population Physical and Human Features Economic activity</p> <hr/> <p><b>Second order concepts</b></p> <hr/> <p><b>Continuity and change Similarity and difference</b></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><b>Stoneferry Starter - On for discussion - Why are houseprices by the coast more expensive than in some cities?</b></p> <p><b>Images of Port of Piraeus (Athens) and Port of Hull.</b></p> <p>Children examine the images to find similarities and differences relating to the physical and human features.</p> <p><b>Outcome - Table of Sim's and diff's</b></p> <p>Once complete examine images of Greek countryside and Yorkshire countryside</p> <p><b>Outcome - Table of Sim's and diff's</b></p>

			<p><b>S&amp;L</b> – 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><b>EXT</b> – What would the children imagine a port would look like in Alaska?</p> <p><b>Show images and find similarities</b></p> <p><b>Vocabulary</b> – dock, port, trade, tankers, cranes, arid.</p>
<p>S&amp;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><del>Stoneferry</del> Starter – Image of a port – children to label the things they can see in the port based on learnt knowledge.</p> <p><a href="#">What is renewable and non-renewable energy? - BBC Bitesize</a></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 <a href="#">non renewable resources</a> will eventually run out.</p> <p>Examine a wind farm in the North Sea</p> <p>SCHOOLVISIT TO SIEMENS??? <a href="#">OR</a> 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><b>S&amp;L</b> – Debate and discuss the different forms of energy production.</p> <p><b>Vocabulary</b> – renewable, non-renewable, solar, panel, turbine, tidal, fossil fuel, coal, nuclear, oil and gas</p>
	<b>Second order concepts</b>		
	<b>Enquiry:</b> (observing, collecting and interpreting data, drawing conclusions)		
	<b>Second order concepts</b>		
	<b>Cause and Consequence</b>		
	<b>Second order concepts</b>		
<b>Responsibility:</b> (how humans affect the earth positively and negatively)			

Year 4 Geography – Summer Term – How has our Locality Changed and how does it Compare to Others – Linked to the Topic Going for Gold

- At the end of this unit of work, the children will know and know how to:
- The terms Equator, Southern and Northern hemisphere.
- Use an Ordnance Survey map to locate a H or P feature, and to compare similarity and dissimilar features in locations.
- Understand cause and consequence on a settlement and how this affects trends over time.

Prior Learning to be reviewed:

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.

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)
- **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, 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)
- **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

- **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 different 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
PRIOR LEARNING SESSION			<p><b>PRIOR LEARNING LESSON TO ADDRESS THE FOLLOWING AREAS</b></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.</p> <p>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 as well as the key features of a settlement.</p> <p>They should have an understanding of the location of the different continents in the world too.</p> <p><b>Outcome - Any misconceptions addressed. Prior learning lesson evidence in books.</b></p> <p><b>S&amp;L - Opportunity to question, talk in small groups, provide knowledge on areas to be checked</b></p> <p><b>Vocabulary</b></p>
	Second Order Concepts		

Session 1	<p><b>Key Concept</b></p> <p>Navigation Population <u>Economical activity</u></p> <p><b>Second Order Concepts</b></p> <p><b>Continuity and Change Significance</b></p>	<p>I can use ordnance survey maps to explore the local area and identify key features</p> <p>I understand how settlements have changed over time</p>	<p><u>Stoneferry</u> Starter - What can you see on an OS map?</p> <p>Examine the OS maps of Hull. Ensure these are fully spread out on the floor. Identify the key. Use this to find different geographical features on the map. Complete this for a number of physical and human features.</p> <p>ENSURE - children know the difference between these</p> <p>Focus on Local area around <u>Stoneferry</u> on the Map</p> <ul style="list-style-type: none"> <li>- Can children use the map to find key P and H features in this area</li> </ul> <p>Ask the question - what might make a settlement change over time? - Link to population increase and economic developments</p> <p>Use maps to locate all the residential areas and industrial areas around <u>Stoneferry</u>.</p> <p>Why are there lots of houses near to the factories?</p> <p>Compare the modern day area of <u>Stoneferry</u> with an OS map of the area from 1950 (see resources)</p> <p>How is it similar and different? Why is this?</p> <p><b>Outcome</b> - Children compare how the area of <u>Stoneferry</u> has changed over time, noting changing patterns of residential areas, industries, but also recognising how things have</p>
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			<p>stayed the same. Link this to the River Hull which can be seen and how this supports industry in the area.</p> <p>S&amp;L - Children have opportunities to orally explain the differences and similarities, as well as working co-operatively within a group</p> <p>Vocabulary - physical and human feature, ordnance survey, key, land use, residential, industrial</p>
<p>Session 2  <a href="#">Qatar</a>  <a href="#">(slideshare.net)</a></p>	<p>Physical and Human Features  Economic activity  Fieldwork</p> <p>SO Concept  Significance</p>	<p>I can identify the Equator, Northern and Southern hemispheres on a globe</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><u>Stoneferry</u> Starter - Tell your partner 3 ways Hull has changed over time.  What is the impact have human had on the physical landscape within Hull?</p> <p>World map + Atlases - Children discuss the term hemisphere and Equator and Northern and Southern.</p> <p>Use atlases to mark on the map the Northern, Southern Hemispheres and Equator (Dotted line) Children could also write on the names of 3 countries that sit on the equator</p> <p>Explain to the children that along the <u>equator</u> the weather is very hot and the closer you live to this line the hotter the conditions will be. Note that it passes through Africa,</p> <p>(NB - You will return to this learning in future sessions so do not dwell)</p> <p>Ask - Where is the World Cup being held this year?</p>

			<p>Use the atlases and world map to identify Qatar.</p> <p>Outcome - label Qatar - complete simple Information Map Population, Average temperature, Capital city, Important parts, Main industries</p> <p>Explore Satellite images of Qatar and more specifically Doha</p> <ul style="list-style-type: none"> <li>- What strikes the children as unusual?</li> <li>- Where can they see settlements?</li> <li>- Can they see any ports?</li> <li>- What can the children see within the settlements, e.g. Doha?</li> <li>- How are the features of Doha similar and different to those they have seen in Hull?</li> <li>- Why do they think so few people have settled there?</li> </ul> <p>Outcome 2 paragraphs 1 with similarities between Doha and Hull 1 with differences Challenge - children explain why there are differences</p> <p>Plenary - Where would the children rather live? Quick debate</p>
Session 3	<p>Population Physical and Human Features Economic activity</p> <hr/> <p>Second order concepts</p>	I understand how settlements have changed over time	<p><u>Stoneferry</u> Starter- image of Doha on WB. Children tell their partner everything they have already learnt about Doha.</p> <p>Show the children the following image</p>

*Cause and  
consequence  
Significance*




*Discussion around what the children can see. What do they think Qatar was like 50 years ago? (**Remind the children of what they learnt about Hull in 1950**)*

*Show a ~~powerpoint~~ of Doha's buildings (Resource provided)  
Ask the children whether they think Qatar is a rich or poor country? Do they know what has made the country so rich?(Oil fields)*

*Explain that before Qatar discovered the oil field which has made it so rich, it was a poor country*

*Discussion - what has been the impact of discovering the oil on the physical landscape of Qatar?*

*Debate is this a good thing or a bad thing?*

			<p>S&amp;L - Children work in groups to come up with good and bad aspects of changing the physical landscape of Qatar with human structures. Then hold a debate to decide as a class whether this is a good or bad thing</p> <p>Outcome - Children have a table with shared good and bad impacts on Qatar of its rapid development</p> <p>Vocabulary - settlement, skyscraper, oil field, buildings, stadium</p>
<p>LS P&amp;H PK W&amp;O</p> <p>Could be 2 lessons</p>	<p>Population Physical and Human Features Economic activity</p> <p>Second order concepts</p> <p>Continuity and change Similarity and difference</p>	<p>I can explain trends or patterns observed by making comparisons or by noting cause and consequence</p>	<p><u>Stoneferry</u> Starter - Put a picture of one of Qatar's new football stadia on the board and a picture of a golf course</p> <p>Share image of the port of Doha</p>  <p>Ask - why does Hull have a port?</p>

Children examine the image of the port of Doha, then discuss whether they think that the same reasons apply to Doha. What do they think is the primary reason for having a port in Doha?

**Outcome - Children put image in books and write a paragraph explaining how it is different and possibly similar to the port of Hull**

Show image of the Pearl, a football stadium in Qatar and Doha Golf Course

Are these physical or human features?

**S&L Explain how each was created.**

**Do the children think they should have been?**

**Do the children think such developments are a good thing?**

**Should such developed be encouraged or discouraged?**

Explain that in November 2022, the World Cup will be played in Qatar. Explain that Qatar has never qualified for the World Cup before, and has a population of less than 3 million so is smaller than Wales.

Explain that to put the World cup on 7 new state of the art stadiums have been built from scratch. Hotels and infrastructure has been built and at what cost to the environment?

**S&L - Should the World Cup be held in Qatar? Ensure reasons are based on geographical arguments rather than football, linking population, economics, landscape geographical position etc.**



			<p>Outcome - children write a <u>persuasive</u> paragraph explaining why or why not they think that Qatar should host the World Cup.</p>
S&F	Sustainability	<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><u>Stoneferry</u> Starter - Picture of Doha golf club. Question to discuss - should all people in Qatar be taught to play golf?</p>
CLASS VISIT	<u>Second order concepts</u>		<p>Show an image of Qatar along with the images of buildings seen earlier in the unit.</p>
VISITOR INTO SCHOOL	<u>Responsibility:</u> (how humans affect the earth positively and negatively)		<p>Question - What could be the impact on energy use on Qatar if the population of Qatar were to double in the next 50 <u>years</u>.</p> <p>-children consider how a rising population would need more houses and that would mean moving further into the desert regions. Discuss the energy required to do this and the amount of natural resources it would take. Explain also that this would need to come from oil which means taking a non-renewable resource from the Earth.</p> <p>Outcome - children write letters to the head of Qatar stating whether they believe Qatar should continue to develop or slow down its development based on environmental arguments.</p>
SIEMENS			