



Geography – Year 3 and 4 – Medium Term Plan
Summer 1, Kapow: What are rivers and how are they used?



Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One: What is the water cycle?	To describe how the water cycle works.	- I can identify the different ways water is stored. - I can explain the different ways water moves. - I can explain how water is recycled.	Human and physical geography - Describe an understand key aspects of: - o Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	- Condensation - Evaporation - Groundwater - Percolation - Precipitation - Transpiration - Water cycle	- Sticky notes - Colouring pencils - Sealable plastic sandwich bags (1 between 2). - Permanent marker pens - Measuring jugs (100ml of water for each pair) - Blue food colouring - Tape
Two: How is a river formed?	To recognise the features and courses of a river.	- I can state where a river starts and ends. - I can describe the three courses of a river. - I can name the features of river.	Locational Knowledge - Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Human and physical geography - Describe an understand key aspects of: - Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	- Data - Estuary - Floodplain - Meander - Oxbow lake - River mouth - Source - Tributary - Valley - Waterfall	- Materials to build a river model – scissors, glue, sticky tapes, foil, green/brown/blue tissue paper, recycled and washed plastic containers, recycled carboard boxes, construction bricks, wool/string, foil containers. - White stickers for writing labels - Whiteboards

Three: Where can we find river?	To name and locate some of the world's longest rivers.	- I can locate rivers on a world map. - I can create a key on a map. - I can name some of the world's longest rivers. - I can name which continents the longest rivers are in.	Locational knowledge - Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. - Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Human and physical geography - Describe an understand key aspects of: - o Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Geographical skills and fieldwork - Use maps, atlases, globes and digit/computer mapping to locate countries and describe features studied.	- Locate - Key - Mountainous - Represent - Tributary	- Sticky notes - Atlases - Sharp blue colouring pencils
Four: How are rivers used?	To describe how rivers are used.	- I can explain the ways rivers are used. - I can describe how rivers are important to the natural environment. - I can list the challenges that can occur with rivers.	Locational knowledge - Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Human and physical geography - Describe an understand key aspects of: - o Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. - o Human geography, including: types of settlement and land use, economic activity including trading links, and the distribution of natural resources including energy, food, minerals and water.	- Flooding - Habitat - Irrigation - Leisure - Pollution - Renewable energy - Supply	- Large sugar paper - Coloured felt tip pens. - Colouring pencils

Five: What can we find out about our local river?	To identify and locate human and physical features on a map.	- I can state where the river starts and ends. - I can describe the features I expect to see during fieldwork. - I can use grid references to describe the location of features.	Locational knowledge - Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Human and physical geography - Describe an understand key aspects of: - o Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. - o Human geography, including: types of settlement and land use, economic activity including trading links, and the distribution of natural resources including energy, food, minerals and water. Geographical skills and fieldwork - Use maps, atlases, globes and digit/computer mapping to locate countries and describe features studied. - Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	- Compass direction - Grid square - Human feature - Local physical feature - Route	- Large pieces of sugar paper - Glue sticks
Six: What features does our local river have?	To collect data on the features of a local river.	- I can identify the features of a river. - I can judge the quality of the environment using a Likert scale. - I can make suggestions about how to improve the river environment.	Locational knowledge - Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Human and physical geography - Describe an understand key aspects of: - o Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. - o Human geography, including: types of settlement and land use, economic activity including trading links, and the distribution of natural resources including energy, food, minerals and water. Geographical skills and fieldwork - Use maps, atlases, globes and digit/computer mapping to locate countries and describe features studied. - Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	- Environmental quality - Likert scale - Locality	- A list of pre-pared groups of 5-7 children, each with a designated adult. - A digital photo or image of the OS map with the marked route. - Checklists of features at the local river compiled by the children in lesson 5. - Clipboards - Pencils - A4 paper - Access to a device or digital camera. - Assessment sheets

			- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.		
Assessment: 1. What is the water cycle? 2. Which of the following is NOT a water source? 3. What is precipitation? 4. Which course of a river does the picture best present? 5. Which of the following would be found in the lower course of a river? 6. Which feature is the arrow pointing to in the photograph? 7. What is the longest river in the UK? 8. What is the longest river in Africa? 9. Which human feature is most likely to be found in a river environment? 10. Write a few sentences explaining how human use rivers. – word bank on screen to support.					



Geography – Year 3 and 4 – Medium Term Plan
Autumn 1, Kapow: Why are rainforests important to us?



Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One: Where in the world are tropical rainforests?	To describe and give examples of a biome and find the location and some features of the Amazon rainforest.	- I can describe a biome and give some examples. - I can use an atlas to find the location of the Amazon rainforest. - I can use photographs and maps to list some features of the Amazon rainforest.	Locational knowledge - Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. - Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). Place knowledge - Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. Human and physical geography - Describe and understand key aspects of: - o Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Geographical skills and fieldwork - Use maps, atlases, globes and digit/computer mapping to locate countries and describe features studied.	- Biome - Equator - Tropic Capricorn - Tropic of Cancer - Lines of latitude	- Atlases - Globes
Two: What is the Amazon rainforest like?	To describe the characteristics of each layer of a tropical rainforest.	- I can name the four layers of a tropical rainforest. - I can describe the characteristics of each layer. - I can describe how vegetation has adapted to living in a rainforest.	Locational knowledge - Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Place knowledge - Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. Human and physical geography - Describe and understand key aspects of: - o Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Geographical skills and fieldwork - Use maps, atlases, globes and digit/computer mapping to locate countries and describe features studied.	- Buttress roots - Lianas - Vegetation belts - Forest floor - Understorey layer - Canopy layer - Emergent layer	- Scissors - Glue sticks - Video (see link)

Three: Who lives in the rainforest?	To understand the lives of indigenous peoples living in the Amazon rainforest.	- I can define the word indigenous. - I can give examples of how indigenous peoples use the Amazon's resources. - I can begin to discuss how the Amazon rainforest changes over time.	Locational knowledge - Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Place knowledge - Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. Human and physical geography - Describe an understand key aspects of: - o Human geography, including: types of settlement and land use, economic activity including trading links, and the distribution of natural resources including energy, food, minerals and water.	- Deforestation - Community - Indigenous peoples	Whiteboards
Four: How are rainforests changing?	To describe why tropical rainforests are important and understand the threats to the Amazon.	- I can list why tropical rainforests are important. - I can describe how humans harm the Amazon rainforest. - I can discuss what we can do to make positive environmental changes to the Amazon rainforest.	Place knowledge - Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. Human and physical geography - Describe an understand key aspects of: - o Human geography, including: types of settlement and land use, economic activity including trading links, and the distribution of natural resources including energy, food, minerals and water.	- Drought - Greenhouse gas - Global warming - Logging - Mining	- Sticky notes - Pre-cut statements in Activity: Letter plan - Story of the indigenous peoples (print in advance)
Five: How is our local woodland used? <i>Data collection.</i>	To understand how local woodland is used using a variety of data collection methods.	- I can assess and avoid risks when out of the school grounds. - I can collect data through sketching, questioning and recording information on a tally chart. - I can map the route I am taking.	Locational Knowledge - Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Place knowledge - Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. Human and physical geography - Describe an understand key aspects of:	- Methods - Risk - Route - Questionnaire - Enquiry - Data	- RISK ASSESSMENT PRIOR TO LESSON - Children into groups of 5-7 each with a designated adult. - Maps of local woodland added to

			- Human geography, including: types of settlement and land use, economic activity including trading links, and the distribution of natural resources including energy, food, minerals and water. Geographical skills and fieldwork - Use maps, atlases, globes and digit/computer mapping to locate countries and describe features studied. - Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.		Activity: Mapping my route. - Blank paper - Clipboards - Pencils
Six: How is our local woodland used? <i>Findings.</i>	To analyse and present findings on how local woodland is used.	- I can draw a bar chart representing how people use the woodland. - I can summarise how often and when people visit the woodland. - I can discuss what people like and would change about the woodland.	Locational Knowledge - Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Place knowledge - Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. Human and physical geography - Describe and understand key aspects of: - Human geography, including: types of settlement and land use, economic activity including trading links, and the distribution of natural resources including energy, food, minerals and water. Geographical skills and fieldwork - Use maps, atlases, globes and digit/computer mapping to locate countries and describe features studied. - Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	- Analyse - Present - Summarise - Interpret - Quote	- Data collected from the previous lesson. - Display boards, i.e., large card or foam boards - Glue sticks - Scissors - Coloured felt tip pens. - Large, poster-sized paper
Assessment: - A biome is... - Which biome is the Amazon rainforest part of? - How many layers are in a tropical rainforest? - Which layer gets the most sun, wind and rain? - In which continent is the Amazon rainforest located? - Buttress roots are useful for... - What does 'indigenous' mean? - What is deforestation? - Which of these may be a safety hazard when doing fieldwork? - Why is the Amazon rainforest important?					



Geography – Year 3 and 4 – Medium Term Plan
Autumn 1, Twinkl: European Comparison



COMING SOON

Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One:					
Two:					
Three:					
Four:					
Five:					
Six:					
Assessment:					