



Geography – Year 4 and 5 – 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 4 and 5 – Medium Term Plan
Summer 1, Twinkl: Mountains



Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One: Where do mountains come from?	To be able to name different types of mountain. To be able to describe how different types of mountain are formed.	• I can name different types of mountain. • I can describe how different types of mountain form. • I can describe the patterns that are often found in the location of mountains, mountain ranges, volcanoes and earthquakes, using knowledge of plate tectonics to explain why these patterns occur.	Locational Knowledge • To be able to identify key topographical features including mountains. Human and Physical Geography • To be able to describe and understand key aspects of physical geography including mountains. Geographical Skills and Fieldwork • To be able to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • To be able to 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.	Space Place Scale Environment Time Earth Processes	• Lesson pack • Laptop • Coloured card • Modelling dough – 1 pack per group • Materials for models
Two: How do mountains affect life?	To be able to describe a mountain climate. To be able to explain the effect mountain climates have on people.	• I can describe the type of weather that occurs on mountains. • I can identify features of a mountain. • I can explain how mountains affect life on Earth.		Space Place Environment Earth Processes Connections, Similarities and Differences	• Lesson pack • Video recording equipment • Chalk – 1 per group
Three: How do we show mountains on maps?	To be able to locate mountains on a map using contour lines. To be able to use four and six-figure grid references to locate places on a map.	• I can locate mountains on maps. • I can explain how contour lines are used. • I can use grid references to locate places on a map		Space Place Scale Environment	• Atlases • Cardboard or craft foam – a selection per group/pair
Four:	To identify physical and	• I can give examples of human and physical features of		Space Place	• Google maps, earth, videos, drone footage.

What is the Eryri (Snowdonia) Region like?	human features of Eryri. To identify places and activities of interest to tourists.	Eryri. • I can give examples of places and activities of interest to tourists. • I can locate Eryri on a map.		Scale Connections, Similarities and Differences Understanding Different Perspectives Environment	- Photographs – 1 pack per group - A3 paper
Five: What are the Rocky Mountains like?	To identify physical and human features around the Rocky Mountains. To identify places and activities of interest to tourists.	- I can give examples of physical features of the Rocky Mountains. - I can give examples of places and activities of interest to tourists. - I can locate the Rocky Mountains on a map.		Space Place Scale Connections, Similarities and Differences Understanding Different Perspectives Environment	- Google maps, earth, videos, drone footage. - Photographs – 1 pack per group - A3 paper
Six: How are the Rocky Mountains and Eryri affected by Tourism?	To compare the impact of tourism on mountain regions. To identify ways to limit the damage tourism can cause to an area	- I can describe some effects of tourism on an area. - I can compare the impact of tourism on the areas around mountain regions. - I can identify ways to limit the damage tourism can cause to an area.		Space Place Scale Connections, Similarities and Differences Diversity Understanding Different Perspectives Environment	Map of route of your local area – 1 per pair

Assessment:

- ☐ I can name different types of mountain.
- ☐ I can describe how different types of mountains form.
- ☐ I can describe the patterns that are often found in the location of mountains, mountain ranges, volcanoes and earthquakes, using knowledge of plate tectonics to explain why these patterns occur.
- ☐ I can describe the type of weather that occurs on mountains.
- ☐ I can identify features of a mountain.
- ☐ I can explain how mountains affect life on Earth.
- ☐ I can locate mountains on maps.
- ☐ I can explain how contour lines are used.
- ☐ I can use grid references to locate places on a map.
- ☐ I can give examples of human and physical features of Eryri.

- ☐ I can locate Eryri on a map.
- ☐ I can give examples of physical features of the Rocky Mountains.
- ☐ I can give examples of places and activities of interest to tourists.
- ☐ I can locate the Rocky Mountains on a map.
- ☐ I can describe some effects of tourism on an area.
- ☐ I can compare the impact of tourism on the areas around mountain regions.
- ☐ I can identify ways to limit the damage tourism can cause to an area.



Summer 1, Twinkl: Latitude, Longitude and Time Zone

Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One: What is a cartographer and what do they do?	To recognise a wide range of maps. To understand how maps are made.	- I can explain what different maps are used for. - I understand that maps have changed over time. - I can explain the job of a cartographer.	Locational Knowledge Identify the position and significance of latitude, longitude, the 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). Human and Physical Geography No curriculum coverage in this area. Geographical Skills and Fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Space Place Scale Connections Similarities and Differences	- Range of maps - Laptops
Two: How can latitude and longitude be used to locate places?	To understand that lines of latitude and longitude can be used to locate places. To use latitude and longitude to find places on maps, atlases and globes.	- I can explain what lines of latitude and lines of longitude represent. - I can find places on maps using latitude and longitude. - I can find the latitude and longitude of a place.		Space Place Scale Connections	- Orange - Laptops - Atlases
Three: Why is latitude so important?	To explain the significance of latitude on seasons and day and night. To find patterns related to latitude with climate zones and biomes.	- I can explain how latitude is related to the seasons. - I can find links between lines of latitude and climate zones. - I can find links between lines of latitude and biomes.		Space Place Scale Connections Similarities and Differences Diversity Environment Earth Processes	- Ball - Torch - Sticky notes - Skewer
Four:	To explain the significance of	I can explain how longitude is related to day and night.		Space Place	- Atlases - Whiteboards – 1 per pair - Dry wipe pens

Why is longitude so important?	longitude on day and night. To explain the significance of the prime meridian and time zones.	- I can locate the prime meridian and the international date line. - I can explain how longitude is related to time zones.		Scale Connections Similarities and Differences Diversity	Torch and ball
Five: How do latitude and longitude affect how people live?	To explain how lines of latitude and longitude affect how people live.	I can explain how lines of latitude affect how people live in different parts of the world.		Space, Place, Scale Connections Similarities and Differences Diversity Understanding Different Perspectives Environment Earth Processes	- Atlases - Laptops - Scissors
Six: Where would you travel and why?	To summarise locational knowledge about a country.	- I can summarise key information about the location of a known country. - I can present my opinion of a chosen country based on its location.		Space Place Scale Connections Similarities and Differences Diversity Understanding Different Perspectives Environment	- Atlases - Scissors - A3 paper - Junk modelling resources - Art materials per group (sugar paper, magazines, straws, coloured pens).

Assessment:

- ☐ I can explain what different maps are used for.
- ☐ I understand that maps have changed over time.
- ☐ I can explain the job of a cartographer.
- ☐ I can explain what lines of latitude and lines of longitude represent.
- ☐ I can find places on maps using latitude and longitude.
- ☐ I can find the latitude and longitude of a place.
- ☐ I can explain how latitude is related to the seasons.
- ☐ I can find links between lines of latitude and climate zones.
- ☐ I can find links between lines of latitude and biomes.
- ☐ I can explain how longitude is related to day and night.
- ☐ I can locate the prime meridian and the international date line.
- ☐ I can explain how longitude is related to time zones.
- ☐ I can explain how lines of latitude affect how people live in different parts of the world.

- ☐ I can explain how lines of longitude affect how people live in different parts of the world.
- ☐ I can summarise key information about the location of a known country.
- ☐ I can present my opinion of a chosen country based on its location.