

Raging Rivers and Majestic Mountains

<p>Main Subject Focus Geography</p> <p>Key Concepts Taught Place and Region</p>	<p>Intent: Why? To inspire our curiosity and fascination about the world and its people. To broaden our knowledge about diverse places, people, resources, and natural and human environments, together with a deep understanding of the Earth's key physical processes. To deepen our understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.</p>	<p>Links to prior and wider learning Builds upon map work through previous topics and understanding of coastlines. Builds upon knowledge of settlement both in UK and wider world. Links to subsequent topics focusing on natural disasters. <i>Phineas Fogg, Coastal Curiosities, Expedition Europe, Life through a Lincolnshire Lens, Forces of Nature</i></p>
---	---	---

Knowledge

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 counties 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: physical geography, including: rivers, mountains, and the water cycle; human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

By the end of this unit, pupils will learn:

- **What and where mountains and rivers are**
- **How mountains are formed**
- **How rivers shape the land e.g. erosion, transportation, deposition, meanders, ox-bow lakes,**
- **Water Cycle**
- **How rivers and mountains are used by humans e.g. settlements, land use, trade**
- **Flooding**

Year 3	Year 4
<ul style="list-style-type: none"> · Begin to ask/initiate geographical questions. · Use NF books, stories, atlases, pictures/photos and internet as sources of information. · Investigate places and themes at more than one scale · Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations. 	<ul style="list-style-type: none"> · Ask and respond to questions and offer their own ideas. · Extend to satellite images, aerial photographs. · Investigate places and themes at more than one scale. · Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps.
<ul style="list-style-type: none"> · Name and locate a wider range of places in their locality, the UK and wider world. · Use letter/no. co-ordinates to locate features on a map. 	<ul style="list-style-type: none"> · Name and locate a wider range of places in their locality, the UK and wider world including some globally significant features. · Use letter/no. co-ordinates to locate features on a map confidently.
<ul style="list-style-type: none"> · Begin to match boundaries (E.g. find same boundary of a country on different scale maps.) · Begin to draw a sketch map from a high view point. 	<ul style="list-style-type: none"> · Begin to match boundaries (E.g. find same boundary of a county on different scale maps.) · Draw a sketch map from a high view point.
<ul style="list-style-type: none"> · Know why a key is needed. · Use standard symbols. 	<ul style="list-style-type: none"> · Know why a key is needed. · Begin to recognise symbols on an OS map.
<ul style="list-style-type: none"> · Use large scale OS maps. · Begin to use map sites on internet. · Begin to use junior atlases. · Begin to identify features on aerial/oblique photographs. 	<ul style="list-style-type: none"> · Use large and medium scale OS maps. · Use junior atlases. · Use map sites on internet. · Identify features on aerial/oblique photographs.
<ul style="list-style-type: none"> · Begin to identify points on maps A, B and C. 	<ul style="list-style-type: none"> · Begin to identify significant places and environments.

Wider curriculum links:

Art- Sketching - Kristjana S. Williams
D&T: Creating buoyant, vehicles
Science- Water cycle

Key Texts:

Rivers – Peter Goes, Wonder Garden, A River – Marc Martin, The River Singers – Tom Moorhouse, Mountains (World of Wonder) – Charlotte Guillain,

Key Vocabulary/ Etymology

Alpine, altitude, avalanche, conservation, crevasse, changeable, erosion, glacier, mountainous, summit, river bed, river bank, source, stream, spring, tributary, estuary, meander, confluence, flood plain, ecosystem, valley, lake, water cycle, transpiration, evaporation, condensation, percolation, precipitation

Wow moment- River exploration visit- ferry meadows- River Nene- field work trip

School Values- Pride and Success- Being proud of our diverse natural world and the successes of nature and our ability to utilise all that nature has to offer
British Values- Mutual respect and Tolerance- having respect for the environment, being aware of how others live and being tolerant of and respecting difference