

Autumn 1 Term Year 4 Geography Overview

The Water Cycle

Key facts

- Water changes state throughout the water cycle – It can be a liquid, gas (vapour) or a solid.
- It is called the water cycle because water continuously moves around the system. Rivers are part of this cycle.
- Energy from the Sun heats the surface of the Earth.
- Water is evaporated from oceans, rivers, lakes, etc.
- The warm, moist air rises because it is less dense.
- Condensation occurs when water vapour is turned back into water droplets as it cools down. Clouds are formed.
- Precipitation occurs as water droplets get bigger and heavier they begin to fall as rain, snow and sleet, etc.
- Some water flows across the surface of the ground - surface run-off. This happens when the surface doesn't allow water to penetrate. Surface run-off is more likely to occur if the ground is saturated with water or when the rock is impermeable. This water moves quickly to the river.

Resources

- The internet for research
- Books, photographs
- Resources to perform evaporation/condensation experiments.
- Maps/atlases to explore water cycle and precipitation of other countries.

Prior Knowledge

Children may have some understanding of the water cycle through experiences and learning at home. They will also have explored the water system in their Science lessons this term. They may have some understanding of key vocabulary covered, such as evaporation, temperature, rain and rivers.

Key Vocabulary

- Precipitation
- Evaporation
- Condensation
- Temperature
- Rainfall, cloud
- Ocean, river, lake
- Runoff
- Vapour

Brief summary/ overview

Children will investigate the water cycle and how it impacts the environment they live in. They will build upon their knowledge of states of matter from Science lessons to investigate how water changes state as it moves through the water cycle. They will carry out investigations and experiments to demonstrate the water cycle in practice and explain the process to others. They will look for and record evidence of the water cycle in their local area and through other sources of evidence.

Cross curricular links/visits

English: Write up leaflets, posters, reports and descriptions of the water cycle.
Maths: Produce tables and charts to record data.
Science: Explore the water cycle and states of matter through experiments.
Computing: Research the water cycle and present data digitally.

Spring Term Year 4 Geography Overview

Key facts

The Ancient Egyptian civilisation lived in Egypt from around 3000 BC to 30 BC. It was one of the world's oldest civilisations. The Ancient Egyptians were among the first people to use a 365 day calendar and systems for numbers and writing. The Ancient Egyptians built monuments such as the pyramids and the Sphinx. The River Nile runs alongside Egypt which allowed the Ancient Egyptians to be successful farmers, taking advantage of the annual flood which deposited rich, black soil ideal for growth. Most Egyptians lived in the Nile River Valley, away from the desert land (Deshret or Red Land), as they feared it to be dangerous. The River Nile was the main form of transport, used for carrying goods, passengers and stone for building.

Resources

Maps
Atlases
Google Earth
Compasses
Photographs
Books
The internet for research

Ancient Egypt

Brief summary/ overview

Children will investigate how the River Nile is important to trade in Egypt and how farming developed in the past. They will suggest why human settlements are often near rivers or coastlines and explain how a river is formed. Children will compare and contrast the geographical zones of Egypt with those of Europe. Children will explore the impact of climate change on geographical zones.

Prior Knowledge

Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features. Ask and answer geographical questions about the physical and human characteristics of a location. Describe geographical similarities and differences between countries.

Key Vocabulary

Africa
Egypt
North
South
Desert
Equator
Geographical
Physical geography
Human geography
River Nile

Cross curricular links/visits

English: information gathering and reporting.
Computing: researching evidence.
Maths: measurement / capacity
Visitor: History / Egyptian workshop.

Summer Term Year 4 Geography Overview

Key facts

Scientists have proven that global warming is taking place and that one reason for this is human industry. The Victorian era was key in the development of new inventions and industry and rivers and waterways. Rivers and coastal areas are eroding at an increasing rate, impacting on other parts of the world. The impact of erosion is changing the landscape and effecting habitats of wild creatures. Flooding is increasingly common and frequent. Scientists and geographers are researching ways in which to sustain the local, national and global environments to reduce and slow down the impact of erosion and global warming.

Resources

Maps
Atlases
Google Earth
Compasses
Photographs
Books
The internet for research

Victorian Industry

Brief summary/ overview

Children will investigate how rivers are formed and locate their journey to the sea. They will explore how humans have contributed to the erosion of rivers and the impact that this has on the local, national and global environments. Children will find out about how waterways were used to support the development of Victorian industry and travel.

Prior Knowledge

Use maps, atlases, globes and digital/ computer mapping to locate rivers, including their source and when they enter the sea. Identify some of the impact of human industry on the erosion of rivers and landscapes and how humans contribute to this.

Key Vocabulary

Stream
River
Meander
Tributary
Estuary
Erosion
Biomes
Climate
Climate zone
Desert
Forest

Cross curricular links/visits

English: information gathering and reporting.
Computing: researching evidence.
Maths: measurement and statistics.
Science: features of the water cycle.