

Mapping and Rivers PART 2: YEAR 4 GEOGRAPHY MEDIUM TERM PLAN (5 weeks work including residential)

At the end of this geography unit of work pupils will

Know: The 3 stages of a river, key features of a river and the journey of a local river (River Aire). What human and physical features are and be able to identify them during fieldwork and on maps. Use the eight points of the compass and use symbols, keys and four figure-grid references (including OS Maps).

Can do: sketch maps to record fieldwork observations, locate features and places using four-figure grid-references, explain the key features of a river.

Understand the vocabulary listed below – able to explain and discuss it without reading it from their geography folder.

Disciplinary knowledge: Annotated diagrams, tables of features, fieldwork sketches, using a map to locate and describe features, graphs (pupils are taught to draw with ruler, pencil and measuring their own tables in their book.)

Substantive: Knowledge and vocabulary of human and physical geography, rivers and maps.

The expectation is that ALL pupils can learn, explain and write coherently about the aspects below.

Trip and Visit: Stage 1 – trip to the River Aire at Kirkstall. Stage 2 – trip to Malham, including a stream study of Malham Beck (tributary to River Aire)

Reading of books at home and in school on rivers, teaching of how to use the glossary and contents.

Pupils will learn	Vocabulary pupils will learn	Writing using a genre/tables/diagrams	Fundamental principles and teaching techniques to ensure that work is of a high standard from all pupils
<p>Week 1 – 1 hour Human and physical features in Malham and Kirkstall</p> <p><u>Revise</u> Human features – man made, there because of humans e.g., canal, buildings & roads Physical feature – a natural feature (not man-made) e.g., rivers, hills, mountains, coastal features</p> <p>Kirkstall is an urban area – town, an area with high human population and influence (buildings, industry, transport, population) Pupils provide examples of their own to justify why Kirkstall is urban.</p>	<p><u>Revision of terms:</u> human feature, physical feature, symbol, OS Map, county, rural, urban</p>	<p>Use google maps to show location of Kirkstall and Malham (use aerial and OS views). Show the direction of travel to reach Malham.</p> <p>Look at the differences that can be seen on the maps and revise the OS terms (symbols, legend) and why we use symbols.</p> <p>Revise the terms ‘human’ and ‘physical’ features and locate examples on the maps. What are the differences between Kirkstall and Malham? Look at the use of space, the absence of buildings in Malham, the symbols for vegetation. Discuss any similarities – river, areas of water.</p>	<ul style="list-style-type: none"> • Clear expectations for listening – repeating and learning the information. Clear bite-size instruction and explanation from the teacher using parts of video’s where appropriate. • Behave from all pupils is exemplary and comments are made on sitting and listening. • Bite sized chunks of knowledge making time for repetition discussion and rehearsing in pairs. • Emphasis on learning and exploring key vocabulary. Repetition in oral WORK AND

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<p>Malham is a rural area – village in the countryside</p> <p>Use different maps to compare and contrast geographical areas</p>		<p>Explain that we are trying to visualise a 3D image of Malham in our heads when we look at the 2D map.</p> <p>Focus on Malham OS Map. Use symbols from the legend and discuss what we can expect to see in Malham. table of features drawn under OS maps</p> <ul style="list-style-type: none"> • diagrams of symbols and features noted in table • Short explanation of what we will expect to see in Malham 	<p>INSISTENCE THAT THE CORRECT TERMS ARE USED IN WRITING.</p> <ul style="list-style-type: none"> • Drafting process for tables and writing • Writing of date and modelling of key letters e.g. in January. • Demonstration and insistence on high standards of construction and presentation • Finger under words to copy words – insist accurate. • The vocabulary is broken down into the weekly learning, it is revised and used in writing
<p>Week 2: 2 hours</p> <p>The journey of a river</p> <p>Revise what we already know about the journey of a river.</p> <p>Introduce key terms – see vocab.</p> <p>Identify key features on a river model</p>	<p>upper stage, middle stage, lower stage, source, waterfall, confluence, meander, ox-bow lake, erosion, deposition, sediment, transportation, flood plain, delta, estuary, mouth</p>	<p>Revise what we know about the journey of a river – model diagram on board and add to it. Key words – source, meander</p> <p>Watch BBC video https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/z7w8pg8</p> <p>Use rope to create a river model (in playground to allow downhill) and place key terms/pictures in correct place</p> <p>Draw and label a diagram to show the journey of a river and key features</p> <ul style="list-style-type: none"> • annotated diagram to show the key features of a river through the 3 stages (use RGS exemplars) • drafted sentences explaining key features • explain key features to a partner 	<ul style="list-style-type: none"> • Pupils write their own vocabulary into their books putting their finger under the words to copy correctly. • End products – handwriting and colouring is beautifully presented.

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<p>Week 3: 1 hour <u>Where Are We?</u></p> <p>Know the eight points of the compass</p> <p>Know what a county is.</p> <p>Know that we live in the county of West Yorkshire which is made up of 5 districts – Leeds, Bradford, Kirklees, Calderdale, Wakefield</p> <p>Use maps to locate other rivers in West Yorkshire</p>	<p>compass, north, east, south, west, north-east, north-west, south-east, south-west, county, district, suburb</p>	<p>Use Google maps and county maps to locate districts in the county.</p> <ul style="list-style-type: none"> • label points of a compass • use county map to locate different places on the map (using compass point questions) <p>list other rivers in a table</p>	
<p>Week 4: 1 hour (prior to Malham residential)</p> <p><u>Four-Figure Grid References</u></p> <p>Grid references are used on a map to narrow down the area you are looking at/searching</p> <p>Know how to find grid references – use the rule ‘along the corridor and up the stairs’. Revise compass points</p> <p>On an OS Map lines running left to right (west to EAST) are eastings. Numbers are at the top and bottom.</p>	<p>northing, easting, grid lines, features, symbol, legend,</p>	<p>Use PPT to introduce and explain grid references</p> <p>Pupils complete activities on PPT – teacher led</p> <p>Use OS Map for Kirkstall to find features in given grid references (again refer to whether these are human or physical features). Teacher checks 1:1 that mapping knowledge is consolidated.</p> <p>Identify names of features, definitions and photos of features that will be seen when visiting Malham.</p>	

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<p>Lines running bottom to top (south to NORTHINGS) are northings</p> <p>We read eastings first then northings.</p> <p>Read four-figure grid references on OS Maps</p>		<p>Use Malham OS Map to give grid references for features we will see in Malham.</p> <ul style="list-style-type: none"> • table to show features found at different four-figure grid references • FIELDWORK – four figure grid references in and around Malham. 	
<p>Week 5: 1 hour <u>Mapping The River Aire</u></p> <p>Develop use of four-figure grid references and OS Maps and link directly to river features.</p>		<p>Revise four-figure grid references and symbols.</p> <p>Use extracts from OS Maps. Answer questions based on RGS 'Mapping The River Thames' for Malham, Kirkstall and Airmyn</p>	
<p>ON RESIDENTIAL: 2-3 hours Stream Study</p>	<p>bed, channel, width, depth, velocity, erosion</p>	<p>Stream study to measure width and depth of stream in different locations. Sketch stones on bed of stream. Calculate velocity using 1 metre stretch, timer.</p> <ul style="list-style-type: none"> • collect data in tables on Malham Beck • record data in tables • calculate velocity of stream • make observations regarding Malham Beck 	