



# Year 4 / 5: A river runs through it – a European study

What do you want children to learn?

## Substantive knowledge (significant concepts and facts / content matter)

1. Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
2. Identify the position and significance of Equator, Northern Hemisphere, Tropic of Cancer, Arctic Circle, Greenwich/Prime Meridian and time zones (including day and night).
3. Understand geographical similarities and differences through the study of human and physical geography of a region in a European country.
4. Physical geography, including climate zones.
5. Physical geography, including mountains.
6. Human geography, including types of settlement and land use.
7. Human geography, including economic activity.

## Disciplinary Knowledge (action taken to gain knowledge to be a geographer)

8. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
9. Use the four (introduce eight) points of a compass to build their knowledge of the wider world.
10. Use symbols and key to build their knowledge of the wider world.
11. 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.

### Key statement:

Aim: Children to build their knowledge and understanding of an area in Germany and an area of USA in order to identify and evaluate the similarities and differences with their local area.

What is the key question?	What geography content are you going to teach?	What resources are you going to use?	What knowledge, understanding and skills will children take away?
<p>Where in the world is Europe and what is it like?</p> <p>1, 2, 8, 9, 10</p>	<p>Children identify the continents and oceans bordering Europe.</p> <p>Children read maps to find out about Europe's environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Children describe the pattern of features they have identified using the four points of a compass.</p>	<p>Maps, globe, atlas, images.</p> <p>Blank Europe map.</p> <p>KS2 continent session (downloadable resource).</p> <p>See additional notes for an activity for this lesson.</p>	<p>Children will embed accurate knowledge of the location of each continent and ocean.</p> <p>Children will identify continents and oceans bordering Europe.</p> <p>Children will identify the human and physical features of Europe and describe the pattern</p>

			across the continent using the four points of a compass.
<p>Where in Europe is Germany and what is it like?</p> <p>1, 2, 8, 9, 10</p>	<p>Children locate Germany using key vocabulary including its position within Europe, bordering countries and oceans.</p> <p>Children identify the time in Germany compared to the UK.</p> <p>Children plot and plan a journey from the UK to Germany.</p> <p>Children read maps to find out about Germany's environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Children describe the pattern of features they have identified using the four points of a compass.</p>	<p>Maps, globe, atlas. Blank Germany map.</p>	<p>Children will embed key locational and positional vocabulary.</p> <p>Children will identify the human and physical features of Germany and describe the pattern across the country using the four points of a compass.</p>
<p>We are a world away from Bad Homburg.</p> <p>3, 8, 10, 11</p>	<p>Children predict their answer to the key statement with yes or no and suggested reasons.</p> <p>Children locate Bad Homburg, explain what people will be doing for their local time and identify the human and physical features.</p> <p>Children make comparisons between the identified human and physical features to those in the local area.</p>	<p>Google Maps.</p> <p>Street view (if available).</p> <p>Atlas.</p> <p>YouTube clips.</p> <p>Google images and photos.</p> <p>See fieldwork idea below the table.</p>	<p>Children will have knowledge of the human and physical features of Bad Homburg and their local area.</p> <p>Children will use maps and images to compare the similarities and differences between the two places.</p>
<p>The land of Bad Homburg is the same as ours. 3, 5, 6, 8, 9, 10</p> <p>The climate of Bad Homburg is the same as</p>	<p>Children update their prediction and remove or add to their suggested reasons.</p> <p>Children look at physical features of the land, eg biomes, height, mountains, water, fields.</p>	<p>Google Maps.</p> <p>Street view (if available).</p> <p>Google images and photos.</p> <p>YouTube.</p> <p>Maps of the local area.</p>	<p>Children will have knowledge of the physical features in both areas and be able to compare them.</p> <p>Children will understand how the</p>

<p>ours. 3, 4, 8, 10</p> <p>The economy of Bad Homburg is the same as ours</p> <p>3, 8</p>	<p>Children look at the settlement and land use as a result of the physical features.</p> <p>Children look at the similarities and differences between Bad Homburg and their local area.</p> <p>Children update their prediction and remove or add to their suggested reasons.</p> <p>Children find out the weather of Bad Homburg and the local area to see if they are similar or different today.</p> <p>Children find out the climate of Bad Homburg and their local area and make comparisons.</p> <p>Children look at the difference in seasons and think about how life changes throughout the year in each place in terms of what activities people do, what jobs people do and what clothes people wear.</p> <p>Children think about why the climate is different between both places.</p> <p>Children identify, describe and explain where they go in the local area to spend money and who benefits.</p> <p>Children find out how the local area makes money.</p> <p>Children find out how Bad Homburg makes money.</p> <p>Children compare the two locations to identify and evaluate the similarities and differences in how they make money.</p>	<p>Google search – weather Bad Homburg</p> <p>Climate graphs of Bad Homburg and the local area.</p> <p>Google Maps. Maps of the local area. Photos.</p> <p>Google search – economy of Bad Homburg to find out how it makes its money.</p> <p>See below the table for notes.</p>	<p>settlement and land use are different between the locations.</p> <p>Children will have knowledge of the different climates, the changes throughout the year and how this affects people's lives.</p> <p>Children will think about why the climate is different up a mountain compared to Hampshire.</p> <p>Children will know people are employed in their local area and how people spend their money to benefit the local area.</p> <p>Children will know how Bad Homburg makes money and will compare the similarities and differences to their local area.</p>
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<p>Where in North America is the USA and what is it like?</p> <p>1, 2, 8, 9, 10</p>	<p>Children locate the USA using key vocabulary including its position within North America, bordering countries and oceans.</p> <p>Children identify the time in the USA compared to the UK.</p> <p>Children plot and plan a journey from the UK to the USA.</p> <p>Children read maps to find out about the USA's environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Children describe the pattern of features they have identified using the eight points of a compass.</p>	<p>Maps, globe, atlas. Blank USA map.</p> <p>KS2 country session (downloadable resource).</p>	<p>Children will embed key locational and positional vocabulary.</p> <p>Children will identify the human and physical features of the USA and describe the pattern across the country using the eight points of a compass.</p>
<p>How does the Mississippi compare to others we've studied?</p>	<p>Chn learn about the Mississippi and discover what is the same and what is different.</p> <p>Focus on features, course and human uses and how humans are affected.</p>	<p>Maps, atlases and globes.</p> <p>Aerial images of the course of the river.</p> <p>Photos to identify and order river features</p>	<p>Chn can locate and identify features of another river.</p> <p>Chn can compare the rivers and say what is similar and what is different.</p>
<p>We are a world away from San Francisco</p> <p>3, 8, 10, 11</p>	<p>Children predict their answer to the key statement with yes or no and suggested reasons.</p> <p>Children locate San Francisco, explain what people will be doing for their local time and identify the human and physical features.</p> <p>Children make comparisons between the identified human and physical features to those in the local area.</p>	<p>Google Maps.</p> <p>Street view (if available).</p> <p>Atlas.</p> <p>YouTube clips.</p> <p>Google images and photos.</p> <p><i>See fieldwork idea below the table.</i></p>	<p>Children will have knowledge of the human and physical features of San Francisco and Portsmouth.</p> <p>Children will use maps and images to compare the similarities and differences between the two places.</p>

Assessment - Children not yet on track	Assessment - Children working at Greater Depth

