

## Year 4 Geography    Treasure Seekers

<b>Assessment Questions</b>		
<p>- <i>Where did the Anglo Saxons come from and why did they choose to settle in the UK? Show me where the 7 kingdoms were on a UK map.</i></p> <p>- <i>What do the terms <b>population</b>, <b>settlement</b> and <b>emigration</b> mean? What were the Anglo Saxons looking for in a settlement?</i></p> <p>- <i>How did land-use and population density change after Anglo Saxons settled in Britain? How were their settlements less sophisticated than the Roman villas/settlements?</i></p>		
<b>Know</b>	<b>Do</b>	<b>Understand</b>
<p><b><u>Locational Knowledge</u></b> Children can explain that the Anglo Saxons travelled to England from Europe and the route they took to get here.</p> <p><b><u>Human and Physical Geography</u></b> The Anglo Saxons were 3 warring tribes: Angles (German), Saxons (North Danish) and Jutes (South Danish.) They moved to England because they wanted to find land to farm on (their own land was flooded.) Children will know some reasons why they chose to settle in England and the effect this had on land use in certain towns. Know that by 600AD, Britons had been defeated by the Anglo Saxons and they separated areas into <b>7 kingdoms: Northumbria, East Anglia, Mercia, Wessex, Essex, Sussex and Kent.</b></p> <p>Children will know that the Anglo Saxons farmed and grew many cereal crops. This meant that many regions became more densely populated (more people lived more closely together) than ever before. Name some of the trades and skills the Anglo Saxons brought to this country.</p> <p><b><u>Key Vocabulary</u></b> Settlement - the way people organised how, where and with whom they would live. Emigration Population density Land use patterns    Agriculture <b>Geography Core Concepts:</b> Settlement Population    Land-Use    Environment</p>	<p><b><u>Locational knowledge</u></b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> </ul> <p>Use different maps and atlases to locate the continent of Europe and within that: England, Germany and the other countries from where the Anglo Saxons originated. Study topographical maps of Denmark and Germany and explain how land form contributed to Anglo Saxon emigration.</p> <p>Chart the routes (and name the seas) that the Anglo Saxons would have travelled through to reach England. Label the seven kingdoms created by the Anglo Saxons on a map of the UK.</p> <p><b><u>Human and Physical Geography</u></b> <b>NC describe and understand key aspects of:</b> ♣ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, 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</p> <p>List the reasons why people emigrate and settle in different countries. What are they looking for? What do they need? Explain the reasons why Anglo Saxons chose to build settlements in certain areas and what they would have needed within that settlement. Draw an Anglo Saxon settlement and compare it to a Roman villa/settlement in England (revisit Year work on Roman villas). Describe how land use and population changed when the Anglo Saxons settled (more dense population in certain areas)</p> <p><b><u>Geographical skills and fieldwork</u></b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b><u>Fieldwork Opportunities.</u></b> Study photographs of Sutton Hoo ancient burial ground and its surrounding area (linked with history). Observe the shape, size and position of the burial mounds.</p>	<p>Children will understand that throughout time, tribes and people have moved and settled within England for various reasons. Children will be able to explain the changes in land use and the effect on population with the influx of other tribes over many years. Children will develop their understanding of the position of certain countries within Europe and be able to give simple reasons as to why people travelled to settle in England (weather, farming conditions, trade etc) They will be able to explain the push and pull factors people experience which drives them to migrate. They will be able to describe the key features found in an Anglo-Saxon settlement. They will begin to understand how the borders and distribution of land has changed in the UK over time. For example the seven kingdoms of England drawn up by the Anglo Saxons. Children will have some knowledge of how many English towns and cities have names derived from Anglo Saxon origins.</p>

## Year 4 Geography      Raiders (Vikings)

<b>Assessment Questions</b>		
<p>- Which countries did the Vikings come from? Show on a map Where did they first land in the UK? What is <b>trade</b>? Where did the Vikings go to trade?</p> <p>- Why did the Vikings emigrate and invade? What were the Vikings looking for in a <b>settlement</b>? Why? How were they different similar to Anglo Saxon/Roman?</p> <p>- What is <b>agriculture</b> and why was it important to the Vikings?</p>		
<b>Know</b>	<b>Do</b>	<b>Understand</b>
<p><b><u>Locational Knowledge</u></b> Discover where the Vikings came from and where they settled.</p> <p>Name the countries where the Vikings first came from and find the location of those countries on different maps (world, globe, European)</p> <p>Know some reasons why the Vikings first travelled to England.</p> <p>Know that the Vikings first invaded Lindisfarne in the North East of England</p> <p><b><u>Human and Physical Geography</u></b> Know the settlement patterns of the Vikings. Know that Vikings travelled to many other countries for trade purposes.</p> <p><b><u>Key Vocabulary</u></b> Settlement - the way people organised how, where and with whom they would live. Emigration Population density/ Agriculture Land use patterns / Vikings – Scandinavia (Norway, Sweden and Denmark)</p> <p><b><u>Geography Core Concepts:</u></b> Settlement Population Land-Use Environment</p>	<p><b><u>Locational knowledge</u></b></p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> </ul> <p>Use different maps (world and European) globes and atlases to find and label the countries where the Viking came from and the route they took to get to England.</p> <p>Identify parts of the UK where the Vikings first landed (Lindisfarne) and where they settled (Danelaw East Anglia) in the UK.</p> <p>Label other countries on a map of the world to show where else the Vikings travelled to and why.</p> <p>Draw the routes taken by the Vikings to get to France Spain Italy and further afield like Russia, Constantinople (modern day Turkey) and Baghdad.</p> <p><b><u>Human and physical geography</u></b></p> <ul style="list-style-type: none"> <li>describe and understand key aspects of: ♣ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ♣ human geography, including: <u>types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</u></li> </ul> <p>Explain the types of settlements that the Vikings were looking for and why. Describe features of Viking settlements and compare with Anglo Saxon settlements. Explain where historians think Viking trading routes reached.</p> <p><b><u>Geographical Skills and Fieldwork</u></b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>	<p>Children will have a greater locational knowledge – particularly regarding countries and seas around Europe. They will know where the Vikings came from and the routes they travelled to get to England. They will begin to understand that as an Island, the UK has had many invaders and settlers arrive and stay throughout its history. They will know that historically the Vikings settled after the Anglo Saxons and they will also have a broader knowledge of the traditions and customs that they brought with them to England. They will have a deeper understanding of the reasons why people choose to move locations and emigrate to different lands and what those people require in a settlement. Push and pull factors)</p>

## Year 4 Geography      Wild Water

<b>Assessment Questions</b>		
<p>- <i>Geographers study physical processes. Why is this important? Can you name some famous world rivers and show me where they are on a world map?</i></p> <p>- <i>How long is the longest river in the world? Which countries does it span? Describe some physical features of a river.</i></p> <p>- <i>What is an Ordinance Survey Map? What information does it tell us? Why do people tend to settle near large rivers?</i></p>		
<b>Know</b>	<b>Do</b>	<b>Understand</b>
<p><b><u>Human and Physical Geography</u></b> Children to know key facts about of some of the world's most significant rivers (Amazon, Thames, Severn) They will know which countries and continents they can be found in and how long each one is.</p> <p>Name the physical and human features of rivers. Human - defence, trade, tourism Physical - source to mouth and changes to its size/direction along its route.</p> <p><b><u>Geographical Skills and Fieldwork</u></b> Know what an OS map is. Recognise some symbols on an OS map.</p> <p><b><u>Key Vocabulary</u></b> Amazon, Thames, Nile, river source, tributary, meander, floodplain, delta, mouth <b>Ordinance Survey map. Physical Processes Resources</b> <b>Geography Core Concepts:</b> Resources (natural and economic) Physical Processes Population Land-Use Environment</p>	<p><b><u>Locational knowledge</u></b></p> <ul style="list-style-type: none"> <li>• 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, <u>key physical</u> and human characteristics, countries, and major cities</li> <li>• 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</li> </ul> <p>Use a variety of maps (world European, UK) and atlases to locate significant rivers worldwide (focus on either the Amazon, Thames, Severn and Hudson rivers). Track the flow of some of these rivers, charting their routes.</p> <p><b><u>Human and physical geography</u></b> <u>NC: describe and understand key aspects of:</u> ♣ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, 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</p> <p>Describe the physical and human features of some of these rivers (human involves why people settle near rivers, trade, fishing, food, while the physical involves the parts of a river). Label parts of a river (source, tributary, meander, floodplain, delta, mouth).</p> <p><b><u>Geographical skills and fieldwork</u></b> <u>NC: 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.</u> Find Sarehole Mill and track the River Cole on an OS map. <a href="https://osmaps.ordnancesurvey.co.uk/">https://osmaps.ordnancesurvey.co.uk/</a> Recognise the OS symbols for lakes, water and rivers on a map. <u>Fieldwork Opportunities</u></p> <p><b><u>Opportunity for Field Work Project</u></b> Observe, measure or record the physical features of the local river on a trip to the river Cole. Take photographs of some of the physical features of the river, label and annotate photos for books. Investigate the flow of the river and measure the depth/speed using sticks.</p>	<p>In this unit children will develop their locational knowledge of rivers by learning about some of the world's most famous rivers, where they are, which countries they travel through and how long they are. They will be able to name and label different physical features of a river and will get real life experience of identifying features of a river on their field trip to the River Cole. They will develop their understanding of the human features which are often found around large rivers by thinking about why people tend to settle near rivers.</p> <p>In this unit the children will also be introduced to Ordinance Survey maps and become familiar with how they are read and will know some of the OS symbols.</p>

## Year 4 Geography

## Environmental Engineers

Assessment Questions		
<p>- How do we measure rainfall and water does the term <b>water stress</b> mean?</p> <p>- Why is water essential to life? What problems do people experience if they don't have access to clean water?</p> <p>- Where in the world are there areas of water stress (show countries on a world map)? How is life there different to life in Birmingham?</p> <p>- Where does our water come from? Describe the process it goes through to get to our taps. Explain the terms <b>overpopulated, land-use and infrastructure.</b></p>		
Know	Do	Understand
<p><b>Locational Knowledge</b></p> <p>I can some countries where water stress is a real problem.</p> <p><b>Human and Physical Geography</b></p> <p>I know where we get our clean water from and that water must be cleaned before it gets to us or it will make us ill.</p> <p>I know where Birmingham gets its water from and why.</p> <p>I know will know that water travels through sewer to a treatment plant (where it is cleaned) before it returns to rivers and then the sea.</p> <p><b>Key Vocabulary</b></p> <p><b>Water distribution, reservoir, infrastructure, sewage, water stress, drought, shanty towns, water aid, developing countries, shanty towns, overcrowding, overpopulation</b></p> <p><b>Geography Core Concepts:</b> Resources (natural and economic) Physical Processes Climate Population Land-Use Environment</p>	<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their <b>environmental regions, key physical and human characteristics, countries, and major cities</b></li> <li>identify the position and significance of latitude, longitude, 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)</li> </ul> <p>Understand the link between low levels of rainfall and the high levels of water stress in certain parts of the world (Middle East, North Africa etc.).</p> <p>Locate countries and regions of the world, using maps which show levels of rainfall and the areas of water stress.</p> <p><b>Place knowledge</b></p> <p><b>NC: 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</b></p> <p>Study a shanty town and explore the living conditions through photographs and videos and describe what makes life so difficult for people (Orangi Town in Karachi, Pakistan has over 1 million people living in slums.)</p> <p><b>Human and physical geography</b></p> <p><b>NC: describe and understand key aspects of:</b> ♣ <b>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</b> ♣ <b>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</b></p> <p>List ways in which water is essential for life.</p> <p>Explain the detrimental effect on life for children and adults who live in areas of high water stress (Loss of education, risk to health etc).</p> <p>Explain reasons/contributing factors to water stress (urbanization and overcrowding, poor infrastructure, government corruption).</p> <p>Research the charity Water Aid and the job it does to provide clean water, decent toilets and good hygiene to everyone.</p> <p>Explain the process of how and from where Birmingham gets its water.</p>	<p>Children begin to develop an understanding of the issues around water supply and shortages globally. They consider the vital importance of water to survive.</p> <p>They gain more insight into the problems of water distribution throughout the world and learn how the charity Water Aid is helping those in most need. In human geography, children explore how we distribute natural resources such as water locally and how during the Industrial Revolution Birmingham had similar problems with many of today's developing countries. Through their work with Water Aid, children learn to become more responsible global citizens and consider ways in which we can support and raise awareness/money for Water Aid.</p>

