Year 4 Geography Wild Water

Assessment Questions

- *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?*
- *How long is the longest river in the world? Which countries does it span? Describe some physical features of a river.*
- *What is an Ordinance Survey Map? What information does it tell us? Why do people tend to settle near large rivers?*

Know	Do	Understand
Human and Physical Geography 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 oneis. 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. **Geographical Skills and Fieldwork** Know what an OS map is. Recognise some symbols on an OS map. **Key Vocabulary** **Amazon, Thames, Nile, river source, tributary, meander, floodplain, delta, mouthOrdinance Survey map. Physical Processes Resources** **Geography Core Concepts:** Resources (natural and economic) Physical Processes Population Land-Use Environment	**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** 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. **Human and physical geography** **NC: 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: types of settlement and land use, economic activity including trade links, and the distribution of natural resources Including energy, food, minerals and water** Describe the physical and human features ofsome 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). **Geographical skills and fieldwork** **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.** Find Sarehole Mill and track the River Cole on an OS map. https://osmaps.ordnancesurvey.co.uk/ Recognise the OS symbols for lakes, water and rivers on a map. Fieldwork Opportunities **Opportunity for Field Work Project** Observe, measure or record the physical features of thelocal 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.	In this unit children will develop their locational knowledge of riversby learning about some of the world's most famous rivers, wherethey are, which countries they travel through and how long they are. They will be able to name and labeldifferent physical features of a riverand 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 settlenear rivers. In this unit the children will also beintroduced to Ordinance Survey maps and become familiar with how they are read and will know some of the OS symbols.

Year 4 SCIENCE Topic 6: Wild Water (5 Weeks)		
Assessment Questions: *How have you classified (grouped) animals? How have humans damaged animals' environments? How might you measure the temperature of something?* *Can you group these animals into vertebrates and invertebrates? Define solid, liquids and gases. Can you give an example of each? Describe the water cycle.*		
Values: Forgiveness		
KNOW	DO	UNDERSTAND
Living Things and their Habitats **S: recognise that living things can be grouped in a variety of ways** **S: explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment** **S: recognise that environments can change and that this can sometimes pose dangers to living things** ***Vocabulary:*** *classification, keys, local and wider environment, fish, amphibians, reptiles, birds and mammals, human impact, positive, negative.* Children know how the living environment changes throughout the year, with regards to plants and animals. Children know that animals can be grouped in to categories. They will know the definitions for fish, amphibians, reptiles, birds and mammals. **Science: (States of Matter)** S**: compare and group materials together, according to whether they are solids, liquids or gases** **S: observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) S: identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature** ***Vocabulary:*** *solids, liquids, gases , state, heated, cooled, temperature, Celsius, evaporation, condensation.* Children know the definitions of solids, liquids and gases (solids hold their shape; liquids form a pool not a pile; gases escape from an unsealed container). They can also give examples of each. Children know that some materials change state when they are cooled or heated. Children can give examples of these. Children know the different steps of the water cycle Children know that water can be a solid, liquid or a gas.	WS: gathering, recording, classifying and presenting data in a variety of ways to help in answering questions WS: reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions WS: identifying differences, similarities or changes related to simple scientific ideas and processes **Living Things and their Habitats** Children can group a selection of living things in the local area, e.g. flowering and non-flowering plants (ferns and mosses), animals etc. Children can group animal into vertebrate and invertebrate, as well as fish, amphibians, reptiles, birds and mammals. Pupils can assess the impact of humans on their local area and on the wider area. Children can look at positive effects, for example, **Moseley Bog**, which is very natural and encourage wild life to thrive. **Science: (States of Matter)** Children can use their scientific knowledge to group different materials according to their state. Children use thermometers (Celsius) to measure the temperature. Using this information, children will create graphs and tables to show their data. ***Health for Life: Growing*** *Plant a mix of* ***wildflower seeds****. Use classification keys to identify and name the seeds. Sort the seeds according to their type and plant each type of seed in a separate pot. Plant in March*	*PRIOR LEARNING: Children have already learnt the words* ***vertebrates*** *and* ***invertebrates.*** *However, they have not been taught about how animals can be categorised. Children can also distinguish between an object andthe material from which it is made. They can describe the simple physical properties of a variety of everyday materials.* Children will use their geography skills to look at areas that are being affected by climate change. They will identify the continent and country on a map. Children will look at rivers in the local area and globally in geography. This will really support their learning of the water cycle. Children will create graphs and tables, using their mathematical skills.

Year 4 ART Topic 6: Wild Water		
Assessment Questions Who is David Hockney? What are the features of his work? How have you created the surface texture effect? Why have you chosen those colours?		
KNOW	DO	UNDERSTAND
Can explain the life and work of David Hockney. Know how to create different texture effects using different media (oil pastel/watercolour/ink). Know how to choose colours purposefully and their impact on the art work. Know how to apply paint with increasing control. Key vocabulary: David Hockney Texture Effect Media Layer Blend Horizontal/Vertical lines Dilute Carrier Resist	Children will explore David Hockney's water painting such as "A Bigger Splash" and "Portrait of an Artist (Pool with Two Figures)". Discuss with the students how people look like under water -flowing hair, lighter skin. What causes the shimmering surfaces on the water and what do they look like? The students draw one or more people in swimsuits and colour them with oil pastels. Use white oil pastel to draw a water pattern in the background, consisting of wavy horizontal, vertical and diagonal lines. Paint the picture with blue and/or green diluted coloured ink. The swimmers and the white lines will not resist the ink. **NC Aims:** - produce creative work, exploring their ideas and recording their experiences - become proficient in art, craft and design techniques - evaluate and analyse creative works using the language of art, craft and design - know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. **NC Content:** Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. - to improve their mastery of art and design techniques, including painting. about great artists, architects and designers in history	This is a Science/Geography unit, where children are learning about the water cycle. They will explore British artist David Hockney's famous water paintings. Children have previously explored coloured in- depth in Year 3,and will build upon these skills. Children have previously used oil pastels in sessionslike Black History Day, Bonfire night art work, Diwali celebrations, but not for specifically planned content from the art curriculum, apart from in Year 1 when learning about Fauvism.