



Geography – Autumn 2

Protecting Our World



Targets to be covered:

Human and Physical Geography

Y4-HPG-T1- I can describe and understand key aspects and processes of Physical geography, including: climate zones, biomes and the water cycle. (KPI)

Y4-HPG-T2- I can describe and understand key aspects and processes of Human geography including types of settlement. (KPI)

Y4-HPG-T3- I can understand how people can damage their environments. (KPI)

Y4-HPG-T4- I can begin to explain how changes in the Human and Physical environments affect the people living there. (KPI)

Y4-HPG-T5- I can express my views on the environment of my local area or the place I'm studying and consider the views of others.

Place knowledge

Y4-PK-T1- I can compare a region in the UK with a region in a different climate zone e.g. Arctic or Antarctic Circles or Tropical region. (KPI)

Locational Knowledge

Y4-LK-T1- I can locate the main countries of Europe, inc. Russia, and identify capital cities of Europe.

Y4-LK-T2- I can locate and name the main counties and cities in/around the place I'm studying.

Y4-LK-T3- I can identify the location and significance of the Arctic and Antarctic Circles and the Tropics of Cancer and Capricorn. (KPI)

Y4-LK-T4- I can locate areas of similar environmental regions e.g. climate zones and biomes on a world map. (KPI)

Fieldwork

Y4-GSF-T1- I can use age-appropriate maps, atlases and globes to locate and name places I'm studying. (KPI)

Y4-GSF-T2- I can use the eight points of a compass and 2 figure grid references (maths co-ordinates). (KPI)

Y4-GSF-T3- I can begin to ask and answer questions about a place I've studied.

Y4-GSF-T4- I can observe, measure and record the Human and Physical features in the local area. (KPI)

Y4-GSF-T5- I can present my findings using a range of methods, with support e.g. sketch maps, plans and graphs. (KPI)

Week

Order of Study – Main plots and Subplots – links to geographical skills

1	Stick in KO Pre-assessment
2	<u>Y4-HPG-T4: LI: I can begin to explain how changes in the Human and Physical environments affect the people living there. (KPI)</u> BQ: What are fossil fuels? Today we are going to learn all about fossil fuels. Has anyone heard of these before? Does anyone know the different types of fossil fuels? Let's watch this video below to find out. Make notes on your mini whiteboards as you watch. https://www.bbc.co.uk/bitesize/topics/zxy4cmn/articles/zc69r2p Task: Complete the table of fossil fuels to explain what they are and how they are used. Lets look at some information that will help us to answer the Big Question. There are 3 types of fossil fuels, these are: • coal • Oil • Gas Natural resources called fossil fuels are the remains of plants, animals and other living things that died millions of years ago. When these organisms died, their remains sank into the ground. Over time, many layers built up on top of them and the remains changed into fossil fuels, such as coal, oil and natural gas. Fossil fuels come from many places all over the world and most energy comes from burning them. They are actually forming all the time but it takes millions of years and many people worry that we are using them up far too quickly. Discuss what each of the fossil fuels are used for and then look through each one. Task: Fill in the worksheet that gets the children to explain what each fossil fuel is used for and where they are found. Then discuss the process.
3	<u>Y4-HPG-T3 LI: I understand how people can damage their environments (KPI)</u> BQ: What Are the advantages and disadvantages of fossil fuels?

	We are going to look at the advantages and disadvantages of using fossil fuels. What do these words mean? Task: Children to look at a variety of cards – can they sort them into 2 groups – disadvantages/advantages for the usage of fossil fuels. Then go through these as a class. Discuss each one. If the children complete the task, there is a sheet that they can read through with their learning partners about fossil fuels (facts). Give them the questions and children can highlight the information they need answering in full sentences in their books.
4	<u>Y4-HPG-T4 LI: I can begin to explain how changes in the Human and Physical environments affect the people living there. (KPI)</u> <u>Y4-HPG-T5 LI: I can express my views on the environment of my local area or the place I'm studying and consider the views of others.</u> BQ: How are people affected by their environments? Today we are going to focus on what alternatives we can use instead of fossil fuels that damage our environment. There are five main types: • Solar energy from the sun. • Geothermal energy from heat inside the earth. • Wind energy. • Biomass from plants. • Hydropower from flowing water. Let's look at the information and watch the video to find out more. https://www.bbc.co.uk/bitesize/topics/zshp34j/articles/zntxgwx If more info is needed: https://www.youtube.com/watch?v=KEeH4EniM3E&t=72s or https://www.youtube.com/watch?v=rK5f8KEKrwC
5	<u>LI: Y4-GSF-T4- I can observe, measure and record the Human and Physical features in the local area. (KPI)</u> <u>Y4-HPG-T2- I can describe and understand key aspects and processes of Human geography including types of settlement. (KPI)</u> <u>Y4-HPG-T4- I can begin to explain how changes in the Human and Physical environments affect the people living there. (KPI)</u> <u>Y4-GSF-T5- I can present my findings using a range of methods, with support e.g. sketch maps, plans and graphs. (KPI)</u> BQ: Where is the best place to put a source of renewable energy in the environment? (within my local town?) Show the children all of the locations that we will visit on our fieldtrip.

	Before we leave, look over the map of the local area and discuss a suitable route. When the walk is complete... Task: Stick on the pictures carefully. Write 3 sentences about your fieldtrip today... 1. Where did we walk to? 2. What did we do? 3. What did you notice? Discuss the readings that were taken. Task: In conclusion, our data suggests that the area with weakest wind was..... The result here was The area with the strongest wind was The result here was The best place for a wind turbine in Bedworth would be This is because there is barely any My predictions were correct/incorrect because.... I think the best season to carry out this research would be.... I think this because.....
6	Post-assessment