

**Pentecost 2**  
**Geography Yr4: Our World**

**Scripture Link:**

**National Curriculum Objective**

	Lesson 1	Lesson 2	Lesson 3
<b>Learning intention for each lesson</b>	Know the position of key features of the World.	Know the locations of some countries within each hemisphere – using grid references (discussion around what they know about identified countries eg. Mexico, Norway and applying their knowledge)	Know where to find the Tropic of Cancer and Tropic of Capricorn and what the climate is like there.
<b>Recall and Retrieval</b>	there are 7 continents and their names. there are 5 oceans and their names. the equator is an imaginary line around the world. where you can find the North and South poles. a climate describes the usual weather condition for a country.	parts of the world are labelled as the Equator, Northern hemisphere, southern hemisphere, tropic of Cancer and tropic of Capricorn.  give example of 3 hot countries (places near the equator)  give examples of 3 cold countries (places further away from the equator)  Egypt is located in the continent of Africa.	there are 2 hemispheres  any circle drawn around the earth divides it into two halves, called hemispheres.  there are differences in climate in the Northern and Southern Hemispheres because of the Earth's tilt toward and away from the sun.  when there is summer in one hemisphere, <u>winter</u> falls in the other.  The UK has 4 seasons, Egypt has 3-flooding, planting harvesting.
<b>Sequence of substantive knowledge throughout the lesson</b>	I will know that:  Parts of the world are labelled as the Equator, Northern hemisphere, southern hemisphere, tropic of Cancer and tropic of Capricorn.	I will know that:  There are 2 hemispheres  Any circle drawn around the earth divides it into two halves, called hemispheres.  There are differences in climate in the Northern and Southern Hemispheres because of the Earth's tilt toward and away from the sun.	I will know that:  The region of Earth's surface that is closest to the <u>Equator</u> is called the tropics.  Two imaginary lines that circle the globe mark the boundaries of the tropics.  The line called the Tropic of Cancer marks the northern edge  The line called the Tropic of Capricorn marks the southern edge.

		When there is summer in one hemisphere, <u>winter</u> falls in the other.	<p>The tropics are the only part of Earth where the Sun sometimes shines straight down.</p> <p>The tropics are generally warmer than other parts of Earth.</p> <ul style="list-style-type: none"> <li>Tropical temperatures are warm or hot throughout the year.</li> </ul>
<b>Key Skills/disciplinary knowledge</b>	Observe and collect information and data from fieldwork, and a range of sources, choosing an appropriate method to record evidence.	<p>Observe and collect information and data from fieldwork, and a range of sources, choosing an appropriate method to record evidence.</p> <p>Analyse and communicate geographical information from one source by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing at length, using appropriate geographical vocab.</p>	<p>Observe and collect information and data from fieldwork, and a range of sources, choosing an appropriate method to record evidence.</p> <p>Analyse and communicate geographical information from one source by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing at length, using appropriate geographical vocab.</p> <p>Reach geographical conclusions from given evidence.</p>
<b>Key Vocabulary</b>	World, locate, identify, find, explore, label, Equator, Northern hemisphere, southern hemisphere, tropic of Cancer and tropic of Capricorn.	Locate, map, identify, grid, reference, identify, halves, hemisphere, Equator, tilt, climate, seasons, weather.	Region, Equator, lines, tropics, climate, weather, southern, northern, locate, identify
<b>Main teaching activity</b> <i>If the school has another short term planning format, this does not need to be included.</i>			
<b>Scaffolding</b>			
<b>Challenge</b>			
<b>Diversity Links</b>			
<b>Catholic Social Teaching Principles</b>	Stewardship: All things are connected. Seeing God in creation.	Stewardship: All things are connected. Seeing God in creation.	Stewardship: All things are connected. Seeing God in creation.

British Values			
Wider links			

**Lent 2**  
**Geography Yr4: Settlements**

	Lesson 4	Lesson 5	Lesson 6
<b>Learning intention for each lesson</b>	Know where the Polar regions are and compare the climates with the tropics	L5/6. Know some of the climate changes and impacts that are occurring in these regions. (Greta Thunberg, cafod letters, Earthshot prize, links to English writing tasks)	L5/6. Know some of the climate changes and impacts that are occurring in these regions. (Greta Thunberg, cafod letters, Earthshot prize, links to English writing tasks)
<b>Recall and Retrieval</b>	<p>the region of Earth's surface that is closest to the <u>Equator</u> is called the tropics.</p> <p>two imaginary lines that circle the globe mark the boundaries of the tropics.</p> <p>the line called the Tropic of Cancer marks the northern edge</p> <p>the line called the Tropic of Capricorn marks the southern edge.</p> <p>the tropics are the only part of Earth where the Sun sometimes shines straight down.</p> <p>the tropics are generally warmer than other parts of Earth.</p> <p>tropical temperatures are warm or hot throughout the year.</p>	<p>The North pole is at the top.</p> <p>The South pole is at the bottom.</p> <p>the northern polar region is called the Arctic, and in the south the polar region is the continent of Antarctica.</p> <p>the Arctic circle is an imaginary circle around the North Pole.</p> <p>the Arctic consists of the Arctic Ocean and parts of Canada, Russia, USA, Greenland, Norway, Finland, Sweden and Iceland.</p> <p>Antarctica is made entirely from ice whereas the Arctic is land covered in snow.</p> <p>there are no trees or bushes that can survive living on the Antarctic.</p> <p>examples of plants and animals found in hotter/colder countries.</p>	<p>damage is being done to the planet due to climate changes and can name some examples</p> <p>there are people and organisations that provide information and ideas about how to slow down the damage.</p> <p>some land I protected for conservation and sustainable development</p>
<b>Sequence of substantive knowledge throughout the lesson</b>	<p>I will know that:</p> <p>The northern polar region is called the Arctic, and in the south the polar region is the continent of Antarctica.</p> <p>The Arctic circle is an imaginary circle around the North Pole.</p>	<p>I will know that:</p> <p>Damage is being done to the planet due to climate changes and can name some examples</p> <p>There are people and organisations that provide information and ideas about how to slow down the damage.</p>	<p>I will know that:</p> <p>Damage is being done to the planet due to climate changes and can name some examples</p> <p>There are people and organisations that provide information and ideas about how to slow down the damage.</p>

	<p>The Arctic consists of the Arctic Ocean and parts of Canada, Russia, USA, Greenland, Norway, Finland, Sweden and Iceland.</p> <p>Antarctica is made entirely from ice whereas the Arctic is land covered in snow.</p> <p>There are no trees or bushes that can survive living on the Antarctic.</p>		
<b>Key Skills/disciplinary knowledge</b>	<p>Ask and respond to geographical questions using multiple pieces of evidence to support answers</p> <p>Understand and explain why some knowledge about the world can be revised as we collect new data and information</p> <p>Observe and collect information and data from fieldwork, and a range of sources, choosing an appropriate method to record evidence.</p> <p>Analyse and communicate geographical information from one source by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing at length, using appropriate geographical vocab.</p> <p>Express their own views about the people, places and environments studied, giving reasons.</p> <p>Reach geographical conclusions from given evidence.</p>	<p>Ask and respond to geographical questions using multiple pieces of evidence to support answers</p> <p>Understand and explain why some knowledge about the world can be revised as we collect new data and information</p> <p>Observe and collect information and data from fieldwork, and a range of sources, choosing an appropriate method to record evidence.</p> <p>Analyse and communicate geographical information from one source by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing at length, using appropriate geographical vocab.</p> <p>Express their own views about the people, places and environments studied, giving reasons.</p> <p>Compare their views with other.</p> <p>Reach geographical conclusions from given evidence.</p>	<p>Ask and respond to geographical questions using multiple pieces of evidence to support answers</p> <p>Understand and explain why some knowledge about the world can be revised as we collect new data and information</p> <p>Observe and collect information and data from fieldwork, and a range of sources, choosing an appropriate method to record evidence.</p> <p>Analyse and communicate geographical information from one source by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing at length, using appropriate geographical vocab.</p> <p>Express their own views about the people, places and environments studied, giving reasons.</p> <p>Compare their views with other.</p> <p>Reach geographical conclusions from given evidence.</p>
<b>Key Vocabulary</b>	Polar, area, region, climate, same, different, continent, survive, thrive, adaptations,	Change, time, impact, problems, conservation, sustainability, protect, future,	Change, time, impact, problems, conservation, sustainability, protect, future,
<b>Main teaching activity</b> <i>If the school has another short term planning format, this does not need to be included.</i>			

<b>Scaffolding</b>			
<b>Challenge</b>			
<b>Diversity Links</b>			
<b>Catholic Social Teaching Principles</b>	Stewardship: All things are connected. Seeing God in creation.	Participation – We have the right and duty to participate fully. Subsidiarity – Exploring our responsibilities.	Participation – We have the right and duty to participate fully. Subsidiarity – Exploring our responsibilities.
<b>British Values</b>			
<b>Wider curriculum links</b>			