

# YEAR 4 – Spring Term Planning – Geography - How do rivers and mountains shape life?

## Cross Curricular: Art and Design Links:

Students will research the work of Claude Monet. We will be focusing on techniques that artists use when composing landscape images, such as colour and atmosphere.

## NC Objectives:

I can mix colour, shades and tones with increasing confidence.  
I can work in the style of a selected artist.  
I can create textures and patterns.  
I can use compliment and contrasting colours for effect.  
I can identify modifications/ changes and see how they can be developed further.

## Cross Curricular: Reading Links:

Our class novel this term will be King of the Cloud Forests by Michael Morpurgo.

## NC Objectives:

I can read books that are structured in different ways and read for a range of purposes.  
I can identify themes and conventions in a wide range of books.  
I can check that the text makes sense to me, discuss my understanding and explain the meaning of words in context.  
I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.  
I can predict what might happen from details stated and implied.  
I can identify the main ideas drawn from more than one paragraph and summarise these.  
I can identify how language, structure, and presentation contribute to meaning.  
I can retrieve and record information from non-fiction.

## Cross Curricular: Writing Links:

Children will write an explanation text about the journey of a river from its source, till it reaches the mouth.

## NC Objectives:

I can orally rehearse a sentence or a sequence of sentences.  
I can use simple organisational devices. For example, headings and sub-headings.  
I can write in paragraphs.

## NC Geography objectives:

- I can use an atlas / map to locate rivers?
- I can describe the river's course?
- I can describe how it impacts the environment and people?
- I can describe how rivers are similar and different?

## Knowledge and understanding of patterns and processes

- I can recognise some physical and human processes (such as erosion, the water cycle and building dams).
- I can explain the impact of processes, i.e. the change to the river and its environment?
- I can recognise how people can improve and damage rivers.

In this unit of work children will use musical water instruments (which they will create), body percussion and voice to compose a piece that represents a river's journey from its source to its mouth alongside the beat of a drum.

## NC Objectives covered:

### Experimenting with, create, select and combine sounds

•Experiment vocally/ instrumentally in drafting, rehearsing and performing situations using a wide range of stimuli

### Composing:

- Organise music into simple structures showing awareness of the content and purpose
- Develop an understanding of formal and written notation which includes minims and quavers.
- Aurally identify, respond to and use musically basic symbols (standard and

## Cross Curricular: Science Links

We will also identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature

## Knowledge (NC Objectives):

Compare and group materials together, according to whether they are solids, liquids or gases. 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). Identify the part played by evaporation and condensation in the water cycle, and associate the