

# YEAR 4 – Spring Term 1 Planning – Geography

## **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: 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.

## **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.

## **Year 4: How do rivers and mountains shape life?**

### **Locational knowledge**

Create a detailed study of geographical features including hills, mountains, coasts and rivers of the UK.

Name, locate and explain the importance of significant mountains or rivers.

### **Place knowledge**

Describe and compare aspects of physical features.

### **Human and physical geography**

Use specific geographical vocabulary and diagrams to explain the water cycle.

Identify, describe and explain the formation of different mountain types.

### **Geographical skills and Field work**

Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping.

Investigate a geographical hypothesis using a range of fieldwork techniques.



## **Cross Curricular: Science Links – States of matter**

As part of the science unit, pupils will identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature

## **NC Objectives covered:**

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 rate of evaporation with temperature.