

Y4 – The countries and capitals of Europe; Comparing the North East with Campania, Italy; the water cycle; comparing Whitby with Ingleby Barwick

Rationale

Children start Y4 by looking at the countries and capitals of Europe. This will help them understand how the UK fits into the wider context of Europe and provide knowledge for comparison in Y5 and Y6 to compare with North and South America. This also gives them an introduction to the next study of Campania in Italy. As this links in with their historical topic of the Romans and the Roman Empire, they will encounter many places that the Romans conquered and start to see how some of them have changed over time. Children will also identify some of the key physical and human features of Europe such as rivers, lakes and mountains etc.

Children will then build on from their learning in Y3 and Y4 with a comparative study of the North East with a region of Italy called Campania. They will use the information that they have learned about the North East in Y3 to help them make meaningful links through human and physical geography with those elements in Campania. This allows them to see that different parts of the world have similarities and differences, many of which are based on the environment. They will explore the different cultural impacts of each place and see how people have interacted with their environments over time. This also ties in with their historical study of the Ancient Romans, helping to build contextual knowledge of the native areas that the Romans existed in. This unit also helps develop the children’s abilities to compare and contrast different places ready for future studies in Y5 and Y6.

Children learn about the water cycle through a combined study of ‘states of matter’ in science and geography to help embed their understanding. They will learn the fundamental principles of the water cycle as well as the impact that it has on the world. So that the children can contextualise the water cycle, they will study it at the local level as well as nationally and internationally, identifying key bodies of water in the local area that contribute to the water cycle. They will see how bodies of water in our area have changed over time and identify how much our area contributes to the water cycle in comparison to other places. This builds on from their learning in Y3 and Y4 about the North East and the human and physical features of it.

Children use their knowledge of Ingleby Barwick to provide comparison to another local but different environment. As many of our children have already been to Whitby for days out, they have some sense of familiarity with it. They will compare how landscape of the area dictates the buildings that are there and how people have interacted with the land to make it a successful tourist destination. Children will compare the human and physical features of both areas to identify why Whitby receives more tourists each year than Ingleby Barwick. This also provides an excellent opportunity for fieldwork in the form of a trip in which the children undertake meaningful fieldwork through sketches and mapping.

Learning

Prior Knowledge	In Year 4, pupils are taught	In Year 5 pupils will learn
<p>In Y3, pupils are taught</p> <p>How and why volcanoes exist in certain places and not the UK</p> <p>Why the UK only experiences smaller earthquakes than other places</p> <p>The human and physical features that make up the North East</p> <p>How the North East compares and contrasts with the South West</p> <p>How the landscape and land use of the North East, and Teesside in particular, has changed over time</p>	<p>The countries and capitals of Europe</p> <p>Some of the major human and physical features of Europe</p> <p>That regions in other parts of the world have similarities and differences to the North East</p> <p>That humans have to interact carefully with their environments to build successful settlements</p> <p>That humans interact with their environments in positive and negative ways which can affect the water cycle</p>	<p>The countries and capitals of South America as well as the major human and physical features</p> <p>How Manaus is similar or different to the North East in terms of both human and physical features</p> <p>About conservation efforts to save specific environments such as the rainforests</p> <p>About a variety of rivers and coastlines in the UK and their importance to our islands</p> <p>That rivers and coasts can change over time and need conservation</p> <p>That the UK is divided into different counties and that division of the land has changed over time</p>

That humans interact with the physical world and can have long-lasting impacts	<p>That different parts of the world contribute differently to the water cycle</p> <p>That areas that are close by can have different environments, different physical and human features and different purposes</p>	That counties are used by local government to organise boundaries and services
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Key Vocabulary

Using geographical language such as:

Body of water, mountain, river, lake, population

Region, landscape, environment, UNESCO, industry

Evaporation, condensation, precipitation, collection, contribution

Tourism, housing estate, economy, leisure

Skills gained

Place	Space	Scale	Environment	Interconnections	Environmental impact and sustainability	Cultural awareness and diversity	Vocabulary and communication
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<p>Identify countries and capitals throughout Europe</p> <p>Identify that different places have different regions within them</p> <p>Identify that the water cycle can occur in any number of different places</p> <p>Identify that different places have a variety of purposes</p>	<p>Identify that the continent of Europe is divided into separate spaces</p> <p>Identify that the water cycle can occur in a number of different spaces</p> <p>Identify that humans can make the most of the space they have been given in relation to places like Whitby</p>	<p>Identify that Europe is one of the smallest continents but has a large population</p> <p>Identify the differences in population between Ingleby Barwick and Campania</p> <p>Identify the varying scales of the water cycle in different places</p> <p>Identify the scale of the populations in Ingleby Barwick and Whitby as similar yet laid out differently</p>	<p>Identify key physical features of Europe such as lakes, mountains, rivers etc.</p> <p>Identify the variety of environments that are found in both the North East and in Campania</p> <p>Identify that the water cycle can occur in most environments</p> <p>Identify the similarities and differences in the environments of Ingleby Barwick and Whitby</p>	<p>Identify some of the connections between the different countries and capitals of Europe</p> <p>Identify connections between the North East and Campania through related features</p> <p>Identify the connection between humans and the water cycle</p> <p>Identify how Whitby is connected to Ingleby Barwick through tourism</p>	<p>Begin to identify Europe's environmental impact</p> <p>Identify the impact of humans on the environments of the North East and Campania</p> <p>Identify some of the major issues that can impact the water cycle</p> <p>Identify the impacts of housing in both Ingleby Barwick and Whitby on the local environment</p>	<p>Identify that there are lots of different types of cultures and diversity across Europe</p> <p>Identify some of the cultural similarities and differences between the North East and Campania</p> <p>Identify the cultural similarities and differences between Ingleby Barwick and Campania</p>	<p>Recall key countries and cities across Europe</p> <p>Use geographic language more consistently when comparing different places</p> <p>Communicate similarities and differences between different places/environments in a more balanced manner (highlighting both places instead of just one)</p>
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