

Year 4- United Kingdom



Term:	Spring 1
Subject focus:	Geography and Design Technology
Non-Fiction:	Non-Chronological Report
Fiction:	Poetry

Concepts	
Geography	Design Technology
People and Places/Global Citizenship	Innovate/Technique/Evaluate
<p>This topic extends children’s understanding of where they live from learning about the city and borough they live in (taught in Year 2) to the country and island nation (which is addressed in Y1 ‘Island Life’). Children are able to develop their geography skills that started in KS1 and extend these to looking at more detailed maps, including topographical maps and aerial photographs.</p> <p>They are able to develop their knowledge of the physical features found in the UK, which were addressed in <i>Disaster Strikes</i> and <i>Journeys Around London</i>. Children will be able to identifying regions of the UK and their natural features, giving a greater understanding to why different places were chosen as settlements by different civilisations throughout time.</p> <p>Children’s knowledge of the United Kingdom creates a foundation of knowledge to support their understanding of World War 1 and 2 as well as ‘The Mayflower’. Once children establish their geographical knowledge within this topic, they can then explore these places within a historical context later on in KS2.</p> <p>This topic gives children the opportunity to explore seasonal vegetables in the UK and learn about the chef Jamie Oliver. Through the process of design, inspired by the work of others, and their knowledge of produce from the UK, the children will make a vegetable pasty. This builds upon their previous food technology skills and also prepares them for future units where they consider healthy alternatives to sugary food in Year 5, and in Year 6 they bake bread-after learning about a range of different process that can be used.</p>	

Geography

National Curriculum

Geography <ul style="list-style-type: none">• I can understand and use a widening range of terms such as contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes• I can measure straight line distances using the right scale• I can explore features on OS maps using 6 figure grid references• I can draw accurate maps with more complex keys• I can show I know features nearby and beyond the UK• I can recognise that people have differing quality of life living in different locations and environment• I can describe human features of UK regions, cities and/or counties• I can understand the effect of landscape features on the development of a locality• I can understand the effect of landscape features on the development of a locality• I can describe how people have been affected by changes in the environment• I can explain about key natural resources e.g. water in the locality• I can explore weather patterns around parts of the world• I can show I know about the wider context of places-region, country• I can understand why there are similarities and differences between places	D&T <ul style="list-style-type: none">• I can understand what makes a healthy and balanced diet, and that different foods and drinks provide different substances the body needs to be healthy and active• I can understand seasonality and the advantages of eating seasonal and locally produced food I can read and follow recipes which involve several processes, skills and techniques	Computing Using Computer <ul style="list-style-type: none">• I can use different software programs and different types of hardware• I can use a range of programs to complete a task
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Year 4 Geography United Kingdom

Foundation subject Knowledge and skills

Where in the world?	<ul style="list-style-type: none">• Understand differences between England, Great Britain and UK• Use a map to identify different countries and cities in UK and• Know the four countries of the United Kingdom are England, Scotland, Wales and Northern Ireland• Know the capital cities of the four countries: London, Edinburgh, Cardiff and Belfast• Use an atlas to locate London and other major cities in the United Kingdom• Use an atlas to locate London in the local area• Know points of a compass – North, South, East, West
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	<ul style="list-style-type: none"> • Use a compass to follow simple directions • Use a compass to follow a route on a map • Use directional language • Use aerial photographs to identify known features and landmarks in the local area • Add detail to a sketch map using observational skills and an aerial photograph • Use aerial photographs of the local area to plan a view map
Physical Geography	<ul style="list-style-type: none"> • Name the seas that surround the United Kingdom • Know the physical features of the United Kingdom • Use maps to identify different regions of the UK and describe in terms such as, contours, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquake • Know that there are no active volcanos in the UK • Know the names of the main rivers which run through the UK and key importance of them • Know the terrain of the UK • Know weather patterns in the UK • Understand importance of natural features e.g. the river Thames • Study of London and how the land use has changed over time-how has the environment been affected • Physical geography of London • Comparison with another part of the UK • Understand some of the effects of erosions • Understand the effect climate change is having on our coastlines. • Understanding of seasonal changes and how temperature is changing due to climate change • Understand native animals to the UK and their habitats
Human Geography	<ul style="list-style-type: none"> • Explore how climates and land features impacts on travel and modes of travel • Know about the human features of regions of the UK • Understand how jobs different in different parts of the country e.g. countryside, industrial work, jobs in the cities • Know what goods are imported and exported to and from the UK • Understand some of the links we have with Europe and how Brexit will affect this • Comparison with other part of the UK • Know what crops are grown in the UK and in what seasons
Comparison	<ul style="list-style-type: none"> • Identify similarities and differences between countries in UK; land use, population, jobs, weather • Draw maps with keys to show differences and similarities • Understand that we will remain part of the continent of Europe but not part of the EU after Brexit • Identify changes in the land use over time, looking at maps of London from the last 100 years. • Identify how the River Thames has changed over time, using geographical terms

Design Technology

Year 4

Design Technology-Food

Seasonal Vegetable Pasty

Year 4

- Know about seasonal vegetables
- Use tools and techniques (such as cutting, steaming, rolling and baking)
- Know what vegetables are grown in the UK
- Know where in the UK they are grown
- Know what vegetables can be eaten raw and those which need to be cooked
- Research Jamie Oliver and take influence from some of his recipes
- Evaluate likes and dislikes of a range of vegetables (raw and cooked)
- Design a pasty with seasonal vegetables, thinking about who it might be for, where it would be eaten, what meal it might be fore
- Use appropriate tools and techniques to prepare vegetables for the filling of a pasty
- Use appropriate methods to cook pasty
- Evaluate end product

Writing Outcomes

Non-Fiction

Comparing London with Eynsford

Fiction

Text: From a Railway Carriage
Write descriptive verses about view from a train (Rhyming couplets)