


<b>Topic Name – Mountains and Rivers</b> <b>Disposition Developing Compassion:</b> Caring for Others, Animals and the Environment.		 <b>Year Group - Year 4 Autumn 2</b> <b>Topic Purpose Question:</b> Why are ecosystems an important part of natural life?		<b>Curriculum Coverage: Geography</b> <b>Topic Purpose</b> – To extend knowledge and understanding beyond the local area to include characteristics of a range of the world’s most significant human and physical features. This should allow the children to have a deeper understanding of the interaction between human and physical processes and of the formation and use of landscapes and environments.		<b>Class Novel: Mr Stink</b> <b>Purpose-</b> Topic specific vocabulary to support the writing focus for this term, as well as immersing the children in a novel by a modern day author.
<b>Links to previous topics.</b> Year 1 – Seasons Year 2 – The Coast <b>Links to future topics.</b> Year 5 – Ancient Civilisation Year 5 – Amazon Rainforest		<b>Geography</b> <b>Locational Knowledge</b> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Activities: Topography and contour lines. Mountains of the UK. Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Activity: Name, locate and explain importance significant mountains and rivers. <b>Place Knowledge</b> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. Activity: What are mountains? <b>Human Geography</b> Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Activity: Explain settlement, land use or water system used in different parts of the world. <b>Physical Geography</b> Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Activities: Physical process of a river on changing landscape overtime <b>Purpose Question:</b> How can rivers change the landscape? The Water cycle. Comparing habitats. <b>Purpose Question:</b> How does the different climates on a mountain effect habitat? <b>Geographical Skills and Fieldwork</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Activity: Track a river’s journey – noting down physical and human features using four to six figure grid references and symbols. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Activities: Investigate the River Trent – explore upper, middle and lower courses of the river. Track a rivers journey – noting down physical and human features using four to six figure grid references and symbols. Physical process of a river, sea or ocean on changing landscape overtime				
<b>Engage Stage/Memorable Experience</b>  Explorer Academy – Mountains workshop.						
<b>PE</b> <b>Swimming – Teacher Led</b> To become competent, confident and proficient swimmer over a distance of at least 25 metres. To practise a range of strokes effectively. To perform safe self-rescue in different water-based solutions.  <b>Gymnastics – PPA (Sport Coach)</b> Use both the floor and apparatus to perform a range of jumps, leaps, balances and rolls. Use the vault to perform different jumps and balances.						
<b>DT</b> <b>Electrical systems</b> – torch to go up the mountain – simple circuits and switches – see planning.  <b>Electrical systems Skills–</b> to make a simple circuit and switch to turn the torch on and off so it can be used during dark periods of walking up a mountain by making a secure connection.  Key Vocabulary: series circuit, fault, connection, toggle switch, push-to-make switch, push-to-break switch, battery, battery holder, bulb, bulb holder, wire, insulator, conductor, crocodile clip control, program, system, input device, output device user, purpose, function, prototype, design criteria, innovative, appealing, design brief		<b>Computing</b> Creating media – Audio production  Learners will identify the input device (microphone) and output devices (speaker or headphones) required to work with sound digitally. Learners will discuss the ownership of digital audio and the copyright implications of duplicating the work of others. In order to record audio themselves, learners will use Audacity to produce a podcast, which will include editing their work, adding multiple tracks, and opening and saving the audio files. Finally, learners will evaluate their work and give feedback to their peers.  See planning		<b>Science</b> <b>Living things and their habitats.</b> Recognise that environments can change and that this can sometimes pose dangers to living things. Activity: Our changing environment. Pupils should explore examples of human impact (both positive and negative) on environments. <b>Purpose Question:</b> Does nature or humans have the biggest impact on our environment?  Recognise that living things can be grouped in a variety of ways. Pupils should explore possible ways of grouping a wide selection of living things that include animals, flowering plants and non-flowering plants. Pupils could begin to put vertebrate animals into groups such as fish, amphibians, reptiles, birds and mammals; and invertebrates into snails and slugs, worms, spiders and insects.  Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. <b>Purpose Question Love to Investigate</b> – What animals live in a river?  <b>States of Matter</b> Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. Activity: Demonstrate how to make a model of the water cycle. Once set up, ask the children to predict what will happen and why, ensuring they use scientific terminology. Place the model somewhere warm and observe at regular intervals during the day.		
<b>RE</b> Theme: Christmas  Key Question: What is the most significant part of the nativity story for Christians today?  Religion: Christianity  Disposition: Being Loyal and Steadfast		<b>PSHE</b> <b>Celebrating Differences</b> Judging by Appearances Understanding Influences Understanding Bullying Special Me Anti-Bullying Week Parliament Week  <b>Spanish</b> See planning on Language Angels.  I am able... I know how...		<b>Music</b>  Taught during PPA  Tuned percussion Class Jam Level 1		
					<b>Writing focus connected to topic</b> See writing map 23-24	
					<b>Extended/linked reading</b>	

