Learning journey	Geography	Water, Weather and Climate	Year 4 Summer	

Building on prior learning	Theme overview	Preparing for future learning	Vocabulary	
Before the start of the unit the children… **The pupils know** how to use an atlas and find key countries on a map. **The pupils can use** positional and directional vocabulary while using a variety of maps. **The pupils have studied** how mountains are formed and the variety of mountain formations **The pupils have studied** OS maps and discuss what different map symbols mean. **The pupils have identified** the different countries, cities, mountains and rivers of the UK. **The pupils have compared** weather in their local area to other areas in the UK	**The pupils will learn** what the water cycle is **The pupils will identify** different types of weather around the UK **The pupils will evaluate** the UK's 'wild' weather **The pupils will study** rain shadows and **identify** possible locations for rain shadows around the UK **The pupils will study** the Northern and Southern Hemisphere's seasons **The pupils will study** the world's changing weather	**In Summer 2** the pupils will go on to study **Natural Resources in Northern Chile** where they will need to use their climate knowledge to help them understand how natural resources are made **They will learn about** the world's resources and how climate and weather can affect the resources that are produced. **The pupils will** learn about how resources uses have changed over time	Water cycle Graph Weather Climate Rain Precipitation Wind Air mass Sun Snow Cold Hot Temperature Rain shadow Northern Hemisphere Southern Hemisphere Seasons Climate change	Freshwater Groundwater Evaporation Surface runoff Condensation Transpiration Atmosphere Polar Tropical Maritime Lake Stream River Infiltration

NC coverage and HWJS skills development

National curriculum coverage for Geography

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge

- 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
- 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;
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere

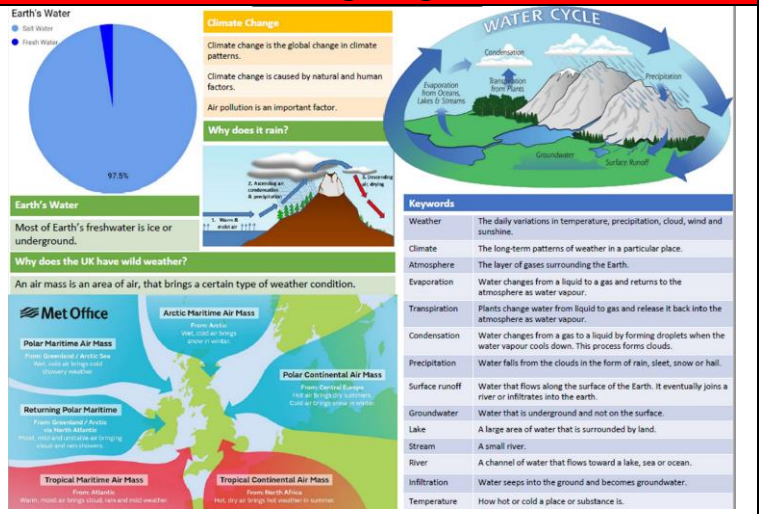
describe and understand key aspects of:

- physical geography, including: rivers, mountains, and the water cycle
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use fieldwork to observe, measure, record and present the physical features in the local area using a range of methods, including sketch maps,

HWJS skills development

- Identify different weather symbols to report their own weather forecast
- Compare seasons in the northern and southern hemisphere
- Describe how the water cycle works
- Explain why and how it rains
- Evaluate why the world's weather is changing

Knowledge organisers



Connections / deepening understanding	**RADE**	**Assessment**
English – The Green Ship – A journey through a storm Science – Living habitats Art - Weather Art with ICT and collage	**Article 6** - (life, survival and development) **Article 12** - (respect for the views of the child) **Article 13 -** (freedom of expression) **Article 17 -** (access to information from the media) **Article 28 -** (right to education) **Article 29 -** (goals of education)	**The pupils will be assessed** through ongoing assessment using the globe and atlas games **By the end of the unit** the pupils will know what the water cycle is and they will be able to identify different types of weather around the UK. **The pupils will be able to identify** rain shadows and possible locations for rain shadows around the UK.

Assessment recording for the unit - checking the level of pitch of the work			
Key skill(s)/ knowledge to be assessed by the end of the unit	**Lower attaining**	**Middle attaining**	**Higher attaining**
Key skills: Identify different types of weather and their symbols	**The pupils can** identify different types of weather	**The pupils can** identify different types of weather and match them to their symbols	**The pupils can** identify different types of weather, match them to their symbols and explain why each symbols represents that weather
Key knowledge : **Know** why and how it rains	**The pupils can** explain the water cycle in their own words	**The pupils can** draw and label the water cycle with the appropriate vocabulary	**The pupils can** draw and label the water cycle with the appropriate vocabulary with reference to rain shadows

NB: The assessments are completed for two reasons – to enable the class teacher and in turn the subject leader to evaluate the pitch of the learning within the unit in order to consider any necessary updates and for the class teacher to report to parents on the attainment of pupils in the end of year reports