

Year 4: Spring 1 Misty Mountain, Winding River	
Previous learning: In this project, children revisit the physical and human features of the United Kingdom. They use maps to identify the geographical features of the United Kingdom looking closely at rivers and mountain ranges. The children will revisit the 3 stages of a rivers journey from prior learning in Year 3, they will then develop on this by exploring how the journey will affect the surrounding landscapes.	
Sticky Knowledge	
<ol style="list-style-type: none"> 1. Significant rivers of the world include the Mississippi, Nile and Nile. 2. Rivers, seas and oceans can transform a landscape through erosion, deposition and transportation. 3. Mountains are made when the Earth's tectonic plates push together or move apart. 	
Lesson 1 Geography Driver	Journey of a river <ul style="list-style-type: none"> • To be able to identify the upper, middle and lower course of a river and its characteristics. • To be able to describe how rivers transport materials in four ways: solution, suspension and saltation. • To know that an atlas is a collection of maps and information that shows geographical features.
Lesson 2 Geography Driver	Rivers of the world <ul style="list-style-type: none"> • To be able to name, locate and explain the importance of significant mountains or rivers • To know that significant rivers of the UK include the Thames, Severn and Ouse.
Lesson 3 Geography Driver	Changing landscapes <ul style="list-style-type: none"> • To be able to explain how the physical processes of a river, sea or ocean have changed a landscape over time.
Lesson 4 Geography Driver	What are mountains? <ul style="list-style-type: none"> • To know that a physical feature is one that forms naturally and can change over time due to physical processes, such as erosion and weathering. To know that physical features include rivers, forests, hills, mountains and cliffs. • To know that a mountain is a natural elevation of the Earth's surface, rising to a summit.
Lesson 5 Geography Driver	Mountain types <ul style="list-style-type: none"> • To know that there are five types of mountain: fold, fault-block, volcanic, dome and plateau. • To be able to identify, describe and explain the formation of different mountain types
Vocabulary	
Mountain River Landscape Ocean Sea Erosion Transportation Deposition Summit Tectonic plates Magma Upper course Middle course Lower course	
Local Connection	
Local rivers	

Year 4: Spring 2 Misty Mountain, Winding River	
Previous learning: In this project, children revisit the physical and human features of the United Kingdom. They use maps to identify the geographical features of the United Kingdom looking closely at rivers and mountain ranges. The children will use their knowledge from Spring 1 to continue their discovery of local and global mountain ranges. The children will build on their prior science learning to compare habitats of a range of animals around the world.	
Sticky Knowledge	
<ol style="list-style-type: none"> 1. There are four mountain ranges in the UK. 2. Significant mountain ranges include the Himalayas and Alps. 3. Water is constantly recycled through a process called the water cycle. 4. The four stages of the water cycle are evaporation, condensation, precipitation and collection. 	
Lesson 1 Geography Driver	Mountains of the United Kingdom
	<ul style="list-style-type: none"> • To be able to identify the four mountain ranges in the UK that are home to each country's highest mountain: Grampian Mountains, Scotland; Cumbrian Mountains, England; Snowdonia Mountains, Wales; Mourne Mountains, Northern Ireland • To know that significant mountains and mountain ranges include Ben Nevis and Snowdon.
Lesson 2 Geography Driver	Mountains of the world
	<ul style="list-style-type: none"> • To be able to name, locate and explain the importance of significant mountains or rivers.
Lesson 3 Geography Driver	The water cycle
	<ul style="list-style-type: none"> • To know that water cannot be made. It is constantly recycled through a process called the water cycle. • To be able to identify that the four stages of the water cycle are evaporation, condensation, precipitation and collection. • To create a diagram of the water cycle.
Lesson 4 Geography Driver	Comparing habitats
	<ul style="list-style-type: none"> • To know that altitudinal zonation describes the different climates and types of wildlife at different altitudes on mountains.
Lesson 5 Geography Driver	The importance of soil and Trip to The Deep/River Hull/ Humber Estuary
	<ul style="list-style-type: none"> • To be able to identify the different types of soil - clay, sandy, silty and loamy. • To be able to identify the physical and human features • To understand that fieldwork techniques can provide evidence to support and answer a geographical hypothesis.
Vocabulary	
Mountain range climate habitat altitudinal zones water cycle evaporation condensation precipitation collection altitude clay sandy silty loamy	
Local Connection	
Trip to The Deep/River Hull/Humber Estuary	

Year 4: Summer 1 Ancient Civilisations	
Previous learning: They sequence significant dates and events in chronological order, deciding how a timeline gets them to sequence, and cause and effect, of different events. Children will draw upon their Year 3 work, exploring similarities and differences over a period of time. In year 4, pupils will begin to understand which sources are more reliable and why.	
Sticky Knowledge	
<ol style="list-style-type: none"> 1. Features of a civilisation include cities, inventions and vital water supplies. 2. Archaeological finds are important because they can tell us about the materials used at the time. 3. Ancient Sumer was the first civilisation in the world. 	
Lesson 1 History Driver	Archaeological finds
	<ul style="list-style-type: none"> • To know that some artefacts can also show us what people believed, what was important to them and how they spent their time. • To be able to identify what the materials and decoration used to make an artefact can tell us about the status of the owner.
Lesson 2 History Driver	What is a civilisation?
	<ul style="list-style-type: none"> • To know that characteristics of a civilisation include cities, government or leadership, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures. The form these characteristics take can be similar or contrasting across different civilisations • To be able to use historical terms such as invasion and monarchy.
Lesson 3 History Driver	Development of Ancient Sumer
	<ul style="list-style-type: none"> • To know that relevant historical information can be presented as written texts, tables, diagrams, captions and lists. • To be able to produce a written text about the development of Ancient Sumer
Lesson 4 History Driver	Hierarchy of Ancient Sumer
	<ul style="list-style-type: none"> • To know that hierarchy structures in ancient civilisations include (from most to least powerful) a ruler; officials, nobles or priests; merchants, workers and peasants and slaves.
Lesson 5 History Driver	The world's first emperor
	<ul style="list-style-type: none"> • To understand that every significant historical event has a cause or a number of causes, such as the need for power and wealth, retaliation for past wrongs, the need to improve quality of life. • To understand that the consequences are the outcomes of an event, such as changes in power, people being killed or displaced during war, improvements in quality of life or damage and destruction from a natural disaster.
Vocabulary	
Ancient Sumer Ancient Egypt similarities and differences civilisation nomadic Inventions empire rulers	
Local Connection	
Visit to a local Mosque	

Year 4: Summer 2 Ancient Civilisations	
Previous learning: They sequence significant dates and events in chronological order, deciding how a timeline gets them to sequence, and cause and effect, of different events. Children will draw upon their Year 3 work, exploring similarities and differences over a period of time. In year 4, pupils will begin to understand which sources are more reliable and why.	
Sticky Knowledge	
<ol style="list-style-type: none"> 1. Ancient Egyptian civilisation grew up around the banks of the Nile, because there was fertile soil in the floodplains. 2. A pharaoh was a ruler of ancient Egypt. 3. Ancient Sumer and ancient Egypt shared many similarities. 	
Lesson 1 History Driver	Ancient Egypt
	<ul style="list-style-type: none"> • To know that relevant historical information can be presented as written texts, tables, diagrams, captions and lists.
Lesson 2 History Driver	Hierarchy of ancient Egypt
	<ul style="list-style-type: none"> • To be able describe hierarchy structures in ancient civilisations (from most to least powerful) a ruler; officials, nobles or priests; merchants, workers and peasants and slaves.
Lesson 3 History Driver	Role of the pharaoh
	<ul style="list-style-type: none"> • To know that a profile of a leader can include their significant achievements, the events in which they played a part, the opinions of others about the person and the positive or negative consequences of their actions.
Lesson 4 History Driver	Tales from the tomb
	<ul style="list-style-type: none"> • To understand that the materials and decoration used to make an artefact can tell us about the status of the owner. • To be able to describe how artefacts can also show us what people believed, what was important to them and how they spent their time.
Lesson 5 History Driver	Compare and contrast two civilisations
	<ul style="list-style-type: none"> • To know that characteristics of a civilisation include cities, government or leadership, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures. • To know that characteristics can be similar or contrasting across different civilisations.
Vocabulary	
Ancient Sumer Ancient Egypt similarities and differences civilisation nomadic inventions empire rulers pharaoh	
Local Connection	
Hands On History Museum- Ancient Egypt	