



Y4 - Would you prefer to live in London or Hull?

National Curriculum Program of study and Key skills – Geography:

- Accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.)
- label the same features on an aerial photograph as on a map
- carry out a survey to discover features of cities and villages
- describe the main features of a well-known city
- describe the main physical differences between cities and villages
- explain why people are attracted to live in cities
- explain how a locality has changed over time with reference to human features
- know the difference between the British Isles, Great Britain and UK
- name up to six cities in the UK and locate them on a map
- name the areas of origin of the main ethnic groups in the UK & in their school

National Curriculum Program of study – Science:

- recognise that living things can be grouped in a variety of ways
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- Recognise that environments can change and that this can sometimes pose dangers to living things.

Links to Geography / History - Previous Years

Links with map work, UGG (Y3) Why was Hull built where it was? Links with (Y3) What makes the Earth angry? / Where would you prefer to live? (Y2) What was it like when the queen came to the throne?

Links to Science - Previous Years

KS2 Science (Y3 Animals, including humans)

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat

KS2 Science (Y3 Plants) – (May or June)

- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant

Tier 1, 2 and 3 words to be used:

United Kingdom, Tourism, Tube System, Survey, Diversity, Coastal, Growth

Subject specific vocabulary:

United Kingdom, Tourism, Tube System, Survey, Diversity, Coastal, Growth

Fieldwork / trips or visits: None due to COVID-19.

British Values links:

Democracy, Rule of Law, Individual Liberty, Tolerance, Mutual Respect.

SMSC links:

Spiritual - use of imagination and creativity in their learning willingness to reflect on their experiences

Moral - Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Cultural - Appreciate cultural influences; understand, accept, respect and celebrate diversity.

Outcome:

To use ICT/green screen to showcase what they have learnt.