





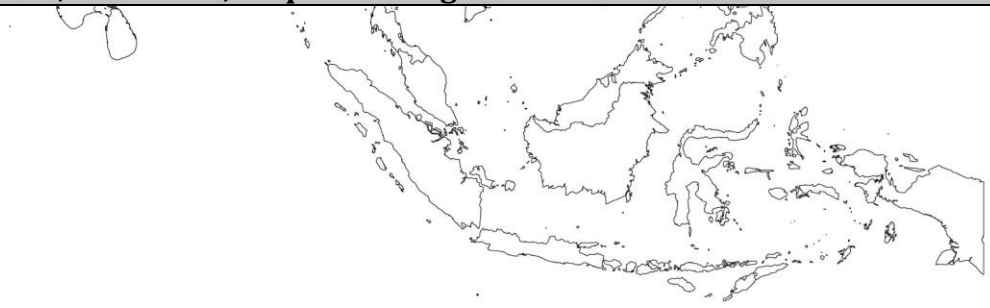




Asia Year 4					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Roman Invasion	Electricity	Water World	Incredible India	The Indus Valley	Sound
Somewhere to Settle Are all settlements the same?	Local Area: What needs changing?	Rivers What are rivers and how are they used?	Asia: India How do India's diverse landscapes and climates affect the way people live and work?		Local Area Earning a Living
					
National Curriculum					
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 (LK)	Describe and understand key aspects of physical geography, including: rivers and the water cycle, (PG) Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. (GSF) 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 (HG)	Describe and understand key aspects of physical geography, including: rivers and the water cycle. (PG) Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 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 (HG)	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 (LK) ASIA/INDIA Additional	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 (LK) Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. (GSF)	
Sequence of Lessons					
Lesson 1 and 2: Explain why settlements develop in certain locations Lesson 3: Use maps to identify settlements built by invaders Lesson 4: Compare land use in different settlements Lesson 5: Use maps to identify links between settlements Lesson 6: Create a map of a settlement	Lesson 1: use past and current sources of evidence to identify how I could investigate change in the locality. Lesson 2: identify and adapt appropriate techniques to support a fieldwork enquiry. Lesson 3: help plan a fieldwork visit and know how to keep myself safe. Lesson 4: gather data and record it accurately through fieldwork.	Lesson 1: Explain what a river is and locate the world's longest rivers on a map Lesson 2: Uses of rivers Lesson 3: Stages and features of a river Lesson 4: Effect of human activity on rivers Lesson 5: Effects of flooding Lesson 6: World's longest Rivers	Lesson 1: Explore India and where it is in the world Lesson 2: Explore the mountain ranges Lesson 3: Explore the human and physical features of cities in India. Lesson 4: To explore some of the major rivers and mountains in India. Lesson 5 and 6: Explore India's culture and its influence on other countries Lesson 7 and 8: Compare India to the United Kingdom Lesson 8: Virtual Fieldwork	Lesson 1: To explore jobs and why they are important. Lesson 2: To be able to group jobs into sectors. Lesson 3: To explore industries of the UK. Lesson 4: To find out how people earn a living in other parts of the world. Lesson 5: To find out about unemployment and its effects.	
VIRTUAL FIELDWORK					



<p>MAP MAKING of a Settlement</p>	<p>Lesson 5: analyse, interpret and reflect on geographical data gathered through fieldwork. Lesson 6: suggest and argue for preferred change in the local area using sources of evidence.</p>	<p>FIELDWORK – Local River RIVER SKETCH</p>		<p>Lesson 6: To find out children around the world who help earn a living for their families.</p> <p>FIELDWORK/Survey</p>
<p>Vocabulary</p>				
<p>settlement food defence water fuel origin agriculture land use village journey route countie industrial key symbol pattern retail</p>	<p>4-figure grid reference 8-figure compass directions 2D map symbols Local Area, Fieldwork Health and Safety Data, Analyse , Interpret Reflect Natural and manmade features</p>	<p>oceans, rivers, bays, gulfs' glaciers water cycle evaporation overland flow mouth channel condensation</p>	<p>Continent, Country, Population, Capital City, Climate, Climate Zone, Monsoon, Mountain, Mountain Range, Elevation, Peak, Plate Tectonics, Formation, River, Source, Mouth, Flood, Tributary, Delta, Human Features, Physical Features, City, Urban, Landmark, Geography, Culture, Religion, Cuisine, Architecture, Tradition, Influence Four-figure grid reference compass directions eight-point compass</p>	<p>Job, Employment, Unemployment, Full-Time, Part-Time, Industry, Economy, Business, Salary, Income, Trade, Manufacturing, Agriculture, Resources, Service, Economy Strengths, Climate, Retirement, Government Support, Job Vacancy, Living Wage, Benefits.</p>
<p>Cross – curricular links</p>				
<p>Settlement Models: Have students create 3D models of Roman settlements, including key features such as roads, houses, and defensive structures. They can use materials like cardboard, clay, or recycled items. Creative Writing: Ask students to write a diary entry or letter from the perspective of a Roman soldier or a local inhabitant living in a newly established settlement. They can describe daily life, challenges, and interactions with invaders.</p>	<p>English: Imagine you are one of the world's longest rivers and you are battling it out to be the best river in the world. Write a short speech persuading everyone you are the best!</p>	<p>River Art Project: Have students create a mural or collage depicting a river ecosystem. They can include animals, plants, and human activities related to rivers. Creative Writing: Ask students to write a narrative from the perspective of a river. They can describe its journey from source to mouth and the various landscapes and human interactions it encounters along the way.</p>	<p>Map Creation: Design artistic maps of India highlighting its geographical features, cities, and cultural landmarks, using mixed media to represent different regions. Storytelling and Writing: Read and discuss Indian folktales or stories (like those from Panchatantra). Students can then write their own stories inspired by Indian culture or geography. Exploration of Ancient Civilizations: Study the Indus Valley Civilization and its contributions to architecture and urban planning. Students can create presentations or models based on their findings.</p>	<p>Mathematics: Interpret and present data using bar charts and tables</p>
<p>Knowledge: Mapwork, Fieldwork, Enquiries Progression</p>				





<p>Enquiries</p> <ol style="list-style-type: none"> 1. What are important features of a settlement site? 2. Why settlements were built in different times in history? 3. Why a settlement site might be unsuitable? <p>Mapwork</p> <ul style="list-style-type: none"> • Know that a large scale map is one that shows lots of detail, normally over a smaller area • Know that a small scale map is one that shows less detail, normally over a larger area • Know that an aerial photograph is a photograph taken from above • Understand that a map is an aerial perspective of an area with 2D symbols representing the world • Know that the positioning of symbols on a map is important and must be accurate in relation to one another as maps are used for navigating 	<p>Mapwork</p> <ul style="list-style-type: none"> • Know that a large scale map is one that shows lots of detail, normally over a smaller area • Know that a small scale map is one that shows less detail, normally over a larger area • Know that an aerial photograph is a photograph taken from above • Understand that a map is an aerial perspective of an area with 2D symbols representing the world Use four figure grid references to identify features on a map, including the use of a key • Know that 6 figure Grid References can help you find a place more accurately than 4-figure coordinates 	<p>Enquiries</p> <ol style="list-style-type: none"> 1. What can I find out about one of the world's longest rivers? 2. How might people meet their needs while also caring for the rivers? <p>Fieldwork</p> <ul style="list-style-type: none"> • Know that sentences can be used to label drawings, maps and photographs so they are clearer and describe the features • Know the four points of a compass (NSEW) as well as positional language such as above, below, beneath, next to, between, opposite 	<p>Enquiries</p> <ol style="list-style-type: none"> 1. What is life like for an Indian child my age living in a town the same size as Knutsford? 2. Why are cyclones much more common in India than the United Kingdom? 3. What geographical features could I find in India that I wouldn't have seen before? 4. Why is the Taj Mahal one of the New 7 Wonders of the World? 5. Why is the population of India more than 20 times bigger than the United Kingdom? <p>Understanding Map Types:</p> <ul style="list-style-type: none"> • Physical Maps: Recognizing the natural features of India, such as mountains, rivers, and climate zones. • Political Maps: Identifying the boundaries of India and its neighboring countries, as well as major cities and capitals. <p>Locating Key Geographical Features:</p> <ul style="list-style-type: none"> • Major Rivers: Knowing the locations of significant rivers like the Ganges, Yamuna, and Brahmaputra and their importance to the region. • Mountain Ranges: Identifying the Himalayas, Western Ghats, and other mountain ranges, understanding their formation and geographical significance. 	<p>Mapwork</p> <ul style="list-style-type: none"> • Identify and locate major industries within the UK on a map, understanding the geographic distribution of economic activities. • Use a world map to explore where specific jobs and industries are concentrated globally, connecting these with climate and resource availability in different regions. • Recognise and interpret symbols and labels on maps representing industrial and economic areas, enhancing spatial awareness of where jobs are located.
<p>Skills: Mapping, Fieldwork, Enquiries Progression</p>				
<p>Mapwork</p> <ul style="list-style-type: none"> • Identify features on an aerial photograph, digital or computer map • Give maps a key with standard symbols • Use some Ordnance Survey style symbols 	<p>Fieldwork Skills</p> <p>Observation:</p> <ul style="list-style-type: none"> • Systematically observe the local area to identify the locations of public litter bins and assess their condition. • Take note of the types and amounts of litter found around each bin. <p>Data Collection:</p> <ul style="list-style-type: none"> • Record data on the number of litter bins in specified areas and document the quantity of litter near each bin. • Use tally charts or counting methods to accurately quantify litter amounts. <p>Mapping Skills:</p>	<p>Fieldwork – sketching</p> <p>Draw an annotated sketch from observation including descriptive and explanatory labels and indicating direction and position</p> <p>Mapwork</p> <ul style="list-style-type: none"> • Locate and identify the world's principal rivers on a world map. • Use aerial images to identify the stages and features of a river. • Use resources (including online maps) to identify the key characteristics of one of the world's longest rivers. 	<p>Mapwork</p> <ul style="list-style-type: none"> • Locate places and features on a range of maps (variety of scales) • I can use photographs and maps to explore the human and physical features of India • I can interpret data about climate zones and landforms. • Locating India and its surrounding countries on a world map. • Understanding Scale and Distance: Understanding how to measure distance on maps and interpret scale. 	<p>Fieldwork – Local Area</p> <ul style="list-style-type: none"> • Conduct surveys or simple interviews (within a classroom context or community setting) to gather information on the types of jobs people do and why they are important. • Observe and categorize local businesses or workplaces by sector, noting types of services or goods produced. • Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs



<ul style="list-style-type: none"> • Create a map indicating the locations of public litter bins in Knutsford, using symbols to represent bins and areas with litter. • Understand how to use keys and legends to enhance map clarity. 	<p>Photography:</p> <ul style="list-style-type: none"> • Take photographs of the litter bins and surrounding areas to visually document findings. • Use images to support observations and data in presentations or reports. 			<ul style="list-style-type: none"> • Consider if there is more than one data set that leads to the same conclusion • Identify data that do not support an enquiry.
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A child who is exceeding expectations might:

<ul style="list-style-type: none"> • give reasons why a settlement site might be unsuitable; • identify patterns of historical settlement using maps • identify who built a settlement from clues in its name; • identify similarities and differences between land use in different places 	<p>Conduct In-Depth Analysis:</p> <p>Go beyond simply identifying litter bin locations and amounts of litter. They might analyze the effectiveness of litter bins by comparing litter levels in different areas and suggesting improvements.</p> <p>Use Advanced Mapping Techniques: Create a detailed map that not only marks litter bin locations but also includes annotations about their condition, the type of litter found, and possible reasons for littering in those areas.</p>	<ul style="list-style-type: none"> • Demonstrate good locational knowledge of the world's longest rivers and/or the UK's rivers • Be able to describe the different stages of a river in some detail, matching key features to the typical stage/location between the source and the mouth • Produce a detailed and accurate profile of one of the world's longest rivers, using online resources • Demonstrate an in-depth understanding of the impact human activities can have on rivers – their response to one of the What if challenges might provide evidence of this. 	<ul style="list-style-type: none"> • Demonstrate a thoughtful approach to finding out about a contrasting place; this may be reflected in the quality of their questions • Identify a range of similarities and differences between the lifestyle of people who live in India and in UK 	<ul style="list-style-type: none"> • Explain complex concepts related to jobs, sectors, and industries with clarity, using relevant vocabulary accurately. • Articulate how various factors, such as climate and resources, influence the types of jobs available in different regions. • Analyse and compare the job sectors in different countries, drawing insightful connections between economic activities and cultural contexts.
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WHAT IF CHALLENGES...Higher Order Thinking Questions

<p>What if the Romans never came to England? What if...maps didn't use symbols, just words?</p>	<p>What if there were no public litter bins in Knutsford? What if local businesses sponsored litter bins?</p>	<p>What if...one day, the water cycle stopped? What if...you couldn't water the crops using the river? What if...this river could talk?</p>	<p>What if...the world's climate got slightly cooler every year? What if...you moved to live in the tropics? What if the equator ran through the UK? What if there was only one season where you lived?</p>	<p>What if India was located near the South Pole? What if... India only produced things for people who lived in that country?</p>	<p>What if Knutsford did not have a train station? What if a country experiences a sudden increase in unemployment?</p>
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