Year Group	4
Term	SUMMER 2
Subject	GEOGRAPHY

Topic	United Kingdom - Land Use and Agriculture
Curriculum Intent	Inspire pupils to become analytical and inquisitive thinkers building curiosity and deeper thinking and understanding of the county in which they live and the wider United Kingdom

Key Vocabulary	• region • country • location • county • features • unique • human features • physical features • tradition • landmarks • seasonal • variety • crops • produce • vegetation • native • wildlife • habitat • climate • temperate • city • capital city • businesses • transport • culture

Geographic Skills	• To use maps, atlases and globes to locate and describe the counties of the United Kingdom • To use digital/computer mapping to describe human and physical features • To recognise and use a range of geographical terms when describing physical features

Geographic Knowledge	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. Describe and understand key aspects of: **physical geography**, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle and understand the physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and their impact on land-use patterns in relation to farming. • To describe how farming is dependent on physical characteristics of their locations and understand how some of these aspects have changed over time. **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 and to know the features of different types of farming – arable, pastoral and mixed.

Week	Learning Objective	Activities	differentiation	Outcome

1	**What are the counties in the United Kingdom?** **National Curriculum Reference** 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	Starter using UK maps/ atlases recap knowledge of the UK. Visit prior learning from Key Stage 1 by discussing the four countries that make up the UK. **Main Teaching** Introduce the word 'county'. What does it mean? Do the pupils know what county they live in? Look at the United Kingdom as a whole, examining the counties and regions. **Activity** Pupils will research different counties, locating their counties on a map and use research tools, such as an atlas, books or the internet, to write facts about each one e.g. size , population, land features, fun fact and place their cards on a large map of the UK to make a giant 'puzzle' using all their pieces. **Plenary:** elements of stretch task discussed as a class	Core and stretch handouts Mixed ability working groups for peer support Stretch task Support: elements of stretch task discussed as a class	- Name and locate some counties of the United Kingdom on a map - Identify and label the counties of the United Kingdom on a map - Compare counties of the United Kingdom by size and population
2.	**What makes a county in the UK unique?** **National Curriculum Reference** 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	**Starter:** Recap on the last lesson by asking the pupils if they can find their school's county on a map of the United Kingdom. In pairs, can they use the map in the presentation to discuss facts they know about their county? **Main Teaching**: Recap what human and physical features are. What human and physical features of our county do the pupils already know? Children learn about common features of UK counties and in more detail about West Berkshire. **Activity**: Pupils to research some geographical facts about their home county using books or the internet. Pupils can choose to explore a particular topic, such as the landmarks or buildings in their county or the best local food. Pupils should ensure they create bright, colourful posters that advertise how unique and interesting their home county is. **Plenary:** Pupils to share their posters and discuss how interesting and diverse their county is. Would they recommend their county to tourists? Why? *X curricular opportunity - letter writing- pupils might write a letter to a family member or friend from a different county? Ask them to write a paragraph about their own county and some questions about the county the family member lives in.*	**Differentiated handouts available** **Challenge Task**: Ask the pupils to ensure their posters include persuasive language to entice a visitor to their home county	• Identify where a county is and describe its location • Research human and physical features that make a county unique • Describe a feature of a county and explain its significance
3	What food is produced in the United Kingdom? **National Curriculum** Describe and understand key aspects of: physical geography, including: climate zones, biomes and	**Starter**: Recap the pupils' prior learning about counties and what makes counties around the UK unique. Children might sample regional produce with well know links to specific counties. As the pupils try the foods, locate which county that food is traditionally made in and consider, why? **Main Teaching**: Introduce the pupils to the diverse selection of foods produced and grown in this country. The presentation will discuss why the UK can grow certain types of crops and not others. The pupils will learn that the temperate	**Mixed ability pair working** **Small group support** **Challenge task**	• Name some foods that are grown and made in different parts of the UK • Identify foods that come from specific counties in the UK • Explain how the weather and landscape in different

	vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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	climate, the vast farming fields, rivers, seas and the history of recipes play a role in the food that is local to certain counties. **Activity:** In pairs, the pupils will go on a "food adventure". Provide each pair with a selection of food cards. Ask the pupils to research which county the food traditionally comes from – regional food tasting and visit from Clover the goat to support understanding of how food is produced. **Challenge Task:** where British food is exported to around the world. **Plenary**: Children share their research about the food that they researched. Did some foods have a story behind their origin? Would they like to try it? Would it encourage them to visit that county? Spend time as a class highlighting where these foods come from on the map of the United Kingdom.		counties help to produce food
4	What types of plants and animals can be found in the UK? **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	**Starter**: Ask the pupils to give examples of wild animals and plants live in the United Kingdom (not pets) and some wild plants and animals that are not found in the UK. Discuss the physical features of the United Kingdom and why those features might be suitable for native living things. Use starter to draw out children's knowledge of the UK's temperate climate. **Main Teaching** Pupils will learn about the common and less common animals and plants that are found in the United Kingdom, explore regional variations, giving the pupils more opportunities to learn about the UK counties. The pupils will learn about the habitats (such as topographical features and climate) in the United Kingdom and why these living things are suited to their environment. **Activity:** Matching game – animals / plants to counties. Followed by choosing one to research and create a fact file. They should use research tools such as books or the internet to find out where in the UK they are found and why they are suited to that particular area. **Plenary**: Children demonstrate their knowledge by sharing research as a class and highlight the best places to see wildlife on a map of the United Kingdom. Ask the pupils to share their research and explain where different types of plants and animals are found in the United Kingdom.	**Differentiated handouts available** **Mixed ability pair working** **Challenge Task:** Using tablets and computers, ask the pupils to research which animals are native to the UK and which animals have been introduced from other countries. e,g, red squirrels and grey squirrels What impact has this had on native species?	• Understand that different types of plants and animals are found across the United Kingdom • Research the different types of plants and animals found across the United Kingdom • Explain why different types of plants and animals are found across the United Kingdom
5	Which cities are found in the United Kingdom? **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	**Starter** Recap pupils' knowledge of UK counties so far. Explain to the pupils that in each county, there is usually a major city, and in this lesson, they will be exploring the major cities around the UK. The pupils will have learnt about the capital cities in each of the four UK countries in Year 2. Ask if they can recall London, Edinburgh, Belfast and Cardiff and where they are located. **Main Teaching** Explore the major cities across the UK including a brief recap on the four capital cities of the UK. This lesson will introduce pupils to Birmingham, Manchester, Glasgow, Bristol, Cambridge and St Davids in Wales. The pupils will learn that in the UK, all cities have specific features that enable them to be classified as a city. They will also learn why cities play such an important role in supporting the surrounding area.	**Differentiated handouts available**	• Name the major cities in the United Kingdom • Describe the features of a city in the United Kingdom • Explain why cities are important to their surrounding areas

	land-use patterns; and understand how some of these aspects have changed over time	**Activity:** The pupils to explain the features of a UK city working pupils can work individually or in groups to research a city in the UK. Ask them to highlight the features that give it 'city status'. **Additional challenge:** Ask the pupils to explain why their chosen city is important to its surrounding areas. **Plenary**: Ask the pupils to present their UK city research, explaining which features have enabled it to achieve city status. Encourage the pupils to discuss why their city is important to its surrounding areas.		
6.	Assessment: Why do people visit the United Kingdom? **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	**Starter:** Ask the pupils what they have enjoyed learning about during this unit. Assess their knowledge and understanding of the counties in the UK. Can the pupils name any counties? What do they remember about the human and physical features in their own county? **Main Teaching: R**ecap the main points from this unit. The presentation will begin by presenting a map of the UK's counties. The slides will remind pupils that each county is unique and known for its specific traditions, landscape and landmarks. Pupils will have the opportunity to look at the locations of the main cities in the UK and discuss their importance to the surrounding counties. Activity: Ask the pupils to create a poster to promote a **county** of their choice. Teachers should give the pupils some research tools as this task is to assess the pupils' understanding of all the factors that make a county unique, not whether they can remember details about every county! In their posters, they should include the location of their chosen county, some geographical features (such as the landscape or specific landmarks), and any well-known traditions. The pupils should include information about the nearest city and its importance to people living in the nearby counties. **Challenge Task**: To compliment their poster, ask the pupils to prepare a persuasive argument to entice someone to visit their chosen county. *(x curricular English opportunity)* **Plenary** Ask the pupils to present their posters and explain what makes the chosen county unique. Some pupils may wish to share their persuasive argument - can they persuade the class to visit their county?	**Differentiated assessment handouts** **Challenge task**	• Identify a UK county and describe its location • Describe some human and physical features within a UK county • Explain why a UK county is unique