

## PENTECOST TERM 1

### GEOGRAPHY – Year 4 - Medium Term Planning – Australia (Great Barrier Reef)

#### COMPARATIVE STUDY OF NON-EUROPEAN AREA WITH LOIRE VALLEY, FRANCE AND LOCAL RIVER

<u>LESSON 1</u>	<u>LESSON 2</u>	<u>LESSON 3</u>
<p><b>PHYSICAL GEOGRAPHY</b></p> <p><b>LEARNING INTENTION:</b> To know that water cycle is a path that all water follows as it moves around Earth in its different states.</p> <p><b>Disciplinary Knowledge:</b></p> <ul style="list-style-type: none"> <li>Describe and explain the distribution of natural resources such as water.</li> </ul> <p><b>Aim:</b> Understand the processes that give rise to key <b>physical</b> and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.</p>	<p><b>GEOGRAPHICAL SKILLS (MAP SKILLS)</b> <b>LOCATIONAL KNOWLEDGE</b></p> <p><b>LEARNING INTENTION:</b> To know that Australia is in Oceania.</p> <p><b>Disciplinary Knowledge:</b></p> <ul style="list-style-type: none"> <li>Use maps, atlases and <b>digital/computer</b> mapping to locate countries and describe features. (Recap Year 3)</li> <li>Create maps of locations identifying some features using a key.</li> <li>Name and locate <b>Australia</b> on a map and its key places.</li> </ul> <p><b>Aim:</b> Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</p>	<p><b>PHYSICAL GEOGRAPHY</b></p> <p><b>LEARNING INTENTION:</b> To know that the Great Barrier Reef is a marine biome.</p> <p><b>Disciplinary Knowledge:</b></p> <ul style="list-style-type: none"> <li>Describe and <b>compare</b> key aspects of physical geography in a European country (<b>France</b>) and a non-European country (<b>Australia</b>)- biomes, <b>rivers</b>, mountainous areas and valleys, landscapes, weather and season.</li> </ul> <p><b>Aim:</b> Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</p>
<p><b>Key Vocabulary:</b> water cycle, evaporation, condensation, precipitation, groundwater, run-off, closed cycle</p>	<p><b>Key Vocabulary:</b> <b>Oceania, Australia, Southern Hemisphere, Pacific Ocean</b></p>	<p><b>Key Vocabulary:</b> Equator, <b>organisms, Great Barrier Reef, marine biome, coral reef</b></p>

<b>Recap &amp; retrieval</b>	<b>Recap &amp; retrieval</b> <ul style="list-style-type: none"> <li>The water cycle is a closed system because new water is never added to the earth or its atmosphere.</li> </ul>	<b>Recap &amp; retrieval</b> <ul style="list-style-type: none"> <li>The water cycle is a closed system because new water is never added to the earth or its atmosphere.</li> <li>Oceania is a region made up of thousands of islands throughout the Central and South Pacific Ocean.</li> <li>Oceania is dominated by the nation of Australia.</li> </ul>
<b>Key Knowledge:</b>  <b>Child:</b> <ul style="list-style-type: none"> <li>The water cycle is a closed system because new water is never added to the earth or its atmosphere.</li> <li>Water that reaches land may directly flow across the ground into oceans, rivers or lakes (known as surface run-off)</li> </ul> <b>Teacher:</b> <ul style="list-style-type: none"> <li>If water falls on vegetation it can evaporate from leaves back into the air.</li> <li>In colder climates, precipitation builds up on land as snow, ice and glaciers.</li> </ul>	<b>Key Knowledge:</b>  <b>Child:</b> <ul style="list-style-type: none"> <li>Oceania is a region made up of thousands of islands throughout the Central and South Pacific Ocean.</li> <li>Oceania is dominated by the nation of Australia.</li> </ul> <b>Teacher:</b> <ul style="list-style-type: none"> <li>Most of Australia and Oceania is under the Pacific Ocean.</li> <li>The Great Barrier Reef is a site of remarkable variety and beauty on the north-east coast of Australia.</li> <li>The Great Barrier Reef is off the coast of Queensland.</li> </ul>	<b>Key Knowledge:</b>  <b>Child:</b> <ul style="list-style-type: none"> <li>Coral reefs need warm, shallow water to form.</li> <li>They form close to the Equator near coastlines and around islands throughout the world.</li> <li>The Great Barrier Reef contains the world's largest collection of coral reefs.</li> </ul> <b>Teacher:</b> <ul style="list-style-type: none"> <li>The Great Barrier Reef stretches for 2,600 miles.</li> <li>The coral reef is made up of live organisms.</li> <li>These organisms are tiny little animals called polyps.</li> <li>After a period of time, coral reefs develop zones.</li> </ul>

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LESSON 4	LESSON 5	LESSON 6
<p><b>HUMAN GEOGRAPHY</b>  <b>FIELDWORK SKILLS - GEOGRAPHICAL ENQUIRY</b></p> <p><b>LEARNING INTENTION:</b>  To know that The Great Barrier Reef provides economic revenue to the local area.</p> <p><b>Disciplinary Knowledge:</b></p> <ul style="list-style-type: none"> <li>Describe key aspects and compare human geography in the UK and an area in a European country (<b>France</b>) and a non-European country (<b>Australia</b>) – settlements, land use, population, economy, supply of food and its trade and tourism.</li> </ul> <p><b>Aim:</b>  Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a</p>	<p><b>FIELDWORK SKILLS - ANALYSING</b></p> <p><b>LEARNING INTENTION:</b>  To know that climate change and tourism are having an impact the coral reef.</p> <p><b>Disciplinary Knowledge:</b></p> <ul style="list-style-type: none"> <li>Analyse evidence and draw <b>conclusions</b> by making <b>comparisons</b> between <b>multiple</b> locations or human / physical features (e.g. using photos / pictures / maps.</li> </ul> <p><b>Aim:</b>  Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.</p>	<p><b>PRESENTING GEOGRAPHICAL SKILLS – WHOLE SCHOOL EXHIBITION</b>  <b>PLACE KNOWLEDGE</b></p> <p><b>LEARNING INTENTION:</b>  To know that there are similarities and differences between a local river, Loire Valley and the Great Barrier Reef.</p> <p><b>Disciplinary Knowledge:</b></p> <ul style="list-style-type: none"> <li>Compare geographical regions and their identifying human and physical characteristics (<b>Lincolnshire, Loire Valley in France and Great Barrier Reef</b>).</li> </ul> <p><b>Aim:</b>  Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</p>

geographical context for understanding the actions of processes.		
<b>Key Vocabulary:</b> economic, activity, tourism, landmark	<b>Key Vocabulary:</b> climate change, organisms, bleaching, pollution, impact, recreational, tourists	
<b>Recap &amp; retrieval</b> <ul style="list-style-type: none"> <li>The water cycle is a closed system because new water is never added to the earth or its atmosphere.</li> <li>Oceania is a region made up of thousands of islands throughout the Central and South Pacific Ocean.</li> <li>Oceania is dominated by the nation of Australia.</li> <li>Coral reefs need warm, shallow water to form.</li> <li>The Great Barrier Reef contains the world's largest collection of coral reefs.</li> </ul>	<b>Recap &amp; retrieval</b> <ul style="list-style-type: none"> <li>The water cycle is a closed system because new water is never added to the earth or its atmosphere.</li> <li>Oceania is a region made up of thousands of islands throughout the Central and South Pacific Ocean.</li> <li>Oceania is dominated by the nation of Australia.</li> <li>Coral reefs need warm, shallow water to form.</li> <li>The Great Barrier Reef contains the world's largest collection of coral reefs.</li> <li>Tourism is one of the major industries in the Great Barrier Reef region.</li> </ul>	
<b>Key Knowledge:</b>  <b>Child:</b> <ul style="list-style-type: none"> <li>Tourism is one of the major industries in the Great Barrier Reef region.</li> <li>Visitors to the Great Barrier Reef play an important role in helping protect this iconic landmark.</li> </ul> <b>Teacher:</b> <ul style="list-style-type: none"> <li>The reef has become increasingly important as a tourist attraction.</li> <li>Approximately five million people visit the Great Barrier Reef each year.</li> <li>A visitor to the Great Barrier Reef can enjoy many experiences including snorkelling, scuba diving, helicopter tours, boat trips, whale watching and swimming with dolphins.</li> </ul>	<b>Key Knowledge:</b>  <b>Child:</b> <ul style="list-style-type: none"> <li>The behaviour of tourists can have a negative impact on both coral reefs and communities.</li> <li>Pollution happens from plastic, rubbish and human waste being dumped in the reef.</li> <li>Sea and air temperatures will continue to increase.</li> </ul> <b>Teacher:</b> <ul style="list-style-type: none"> <li>The Great Barrier Reef has experienced eight mass bleaching events since 1979, triggered by unusually high sea surface temperatures.</li> <li>Sea level is rising, the ocean is becoming more acidic, intense storms and rainfall will become more frequent, and ocean currents will change.</li> <li>Lots of organisms depend on the coral reef to survive and will be effected by climate change.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Impacts include physical damage to reefs and coral from boats, trampling and snorkelling</li> <li>• Tourists disturb wildlife by not keeping a respectful distance.</li> <li>• There is increased pressure from recreational fishing.</li> </ul>	
<b>Assessment</b> Cumulative quiz. Retrieval practice.		