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| **Geography Year 4 Medium Term Planning – The water cycle** | | | |
| **National Curriculum**  Pupils should be taught to:  Human and physical geography  describe and understand key aspects of:   * physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle   Geographical skills and fieldwork   * use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied * use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world * use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.   Catholic Social Teaching Principles   * Stewardship | | | |
|  | Lesson 1 | Lesson 2 | Lesson 3 |
| **Learning intention** | What is the water cycle? | How does the water cycle work? | What affects the water cycle? |
| **Recall and retrieval** |  | What is the water cycle? | How does the water cycle work? |
| **Sequence of knowledge throughout the lesson** | **Key knowledge**  Discuss the latin words and meaning for precipitation, condensation, evaporation, percolation.  Discuss the water cycle process and show diagrams. | **Key knowledge**  Discuss the water cycle in detail and show exactly how this works using videos, diagrams and demonstrations. | **Key knowledge**  Discuss what can affect the water cycle process.  Discuss the effects on the planet. |
| **Scaffolding** | word mat  sentence starters  pre written sentences with selection of words to be chosen from to complete sentence | word mat  sentence starters  pre written sentences with selection of words to be chosen from to complete sentence | word mat  sentence starters  pre written sentences with selection of words to be chosen from to complete sentence |
| **Challenge** | Challenge question from the selection that requires an explanation.  Giving reasons for their answer.  Giving examples. | Challenge question from the selection that requires an explanation.  Giving reasons for their answer.  Giving examples. | Challenge question from the selection that requires an explanation.  Giving reasons for their answer.  Giving examples. |
| **Key Vocabulary**  **Tier 2** | sequence  infiltrate | reoccurring  recurring | pollution  consequences  permeate |
| **Key Vocabulary**  **Tier 3** | groundwater  precipitation  condensation  transportation  percolation  evaporate |  |  |