Summer Term

North America

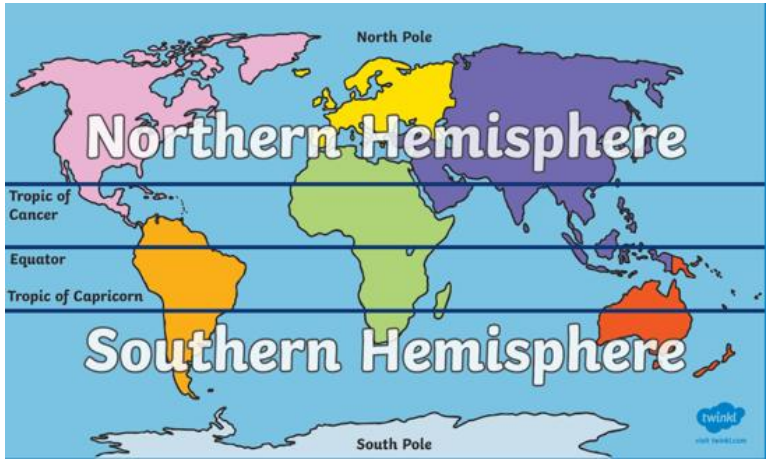
Year 4

Prior Learning KS1
- Describe a locality using words and pictures (Y1)
- Name key features associated with a town or village (Y1)
- Point out where the equator, north pole and south pole are on a globe or atlas (Y1)
- Identify physical and human features on aerial photographs (Y2)
- Name the continents of the world and find them in an atlas (Y2)

Prior Learning KS2
- Use correct geographical words to describe a place and the things that happen there (Y3)
- Confidently describe physical features in a locality (Y3)
- Be aware of different weather in different parts of the world (Y3)

Vocabulary

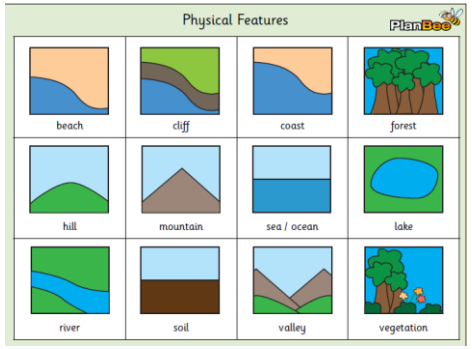
Biomes	Large geographical areas which are home to certain plants and animals, specially adapted to suit the environment.
Climate	The usual or average weather conditions in a place measured over a long period of time.
Settlement	Place where people live and work. They can be bigger or smaller depending on how many people live there and the facilities they have.
Continent	A large are of land made up of many countries.
Country	An area controlled by it's own government.





Physical Features

The **natural** features of a place:
- Oceans and coastlines
- Rivers and lakes
- Mountains and volcanoes
- Plants and animals



Mountainous West



Great Plains



Canadian Shield

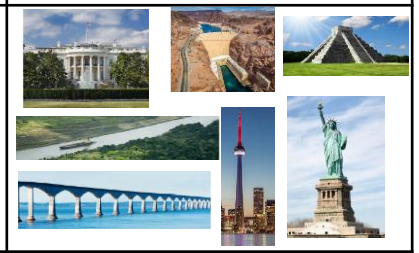


Eastern Region



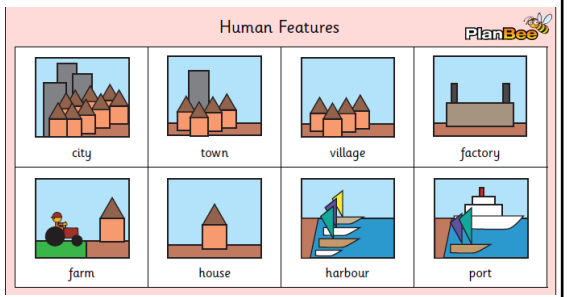
Caribbean





Human Features

Features of the environment that have been **shaped by people**.
- Country or region borders
- Buildings, roads, land use
- Language and signs
- Religion, government, art and music



YEAR 4 Summer Term Help our Habitats! (Science)

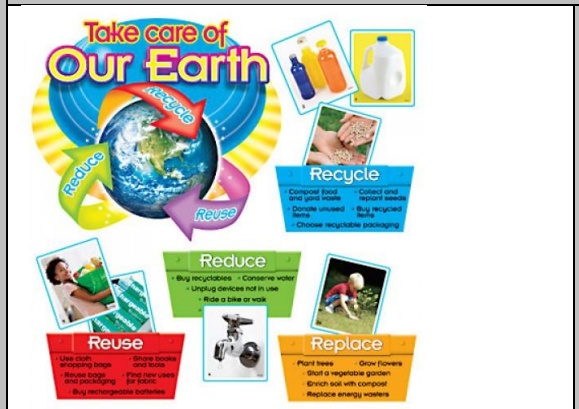
Prior Learning

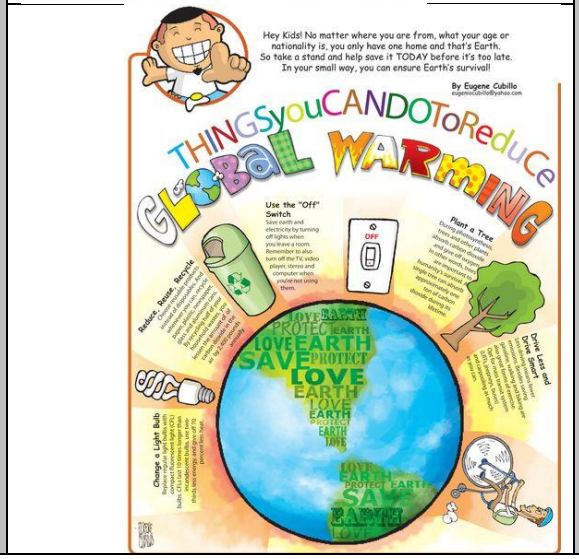
- **Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. (Y1 - Plants)**
- **Identify and describe the basic structure of a variety of common flowering plants, including trees. (Y1 - Plants)**
- **Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. (Y1 - Animals including humans)**
- **Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). (Y1 – Animals, including humans)**

Identify and name a variety of plants and animals in their habitats, including microhabitats. (Y2 - Living things and their habitats)

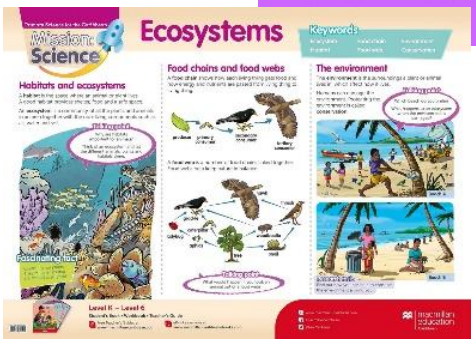
Vocabulary	
Environment	All the things together that surround animals and humans in the natural world, including the air, water and the soil.
Danger	Something that causes harm.
Endangered	This describes plant and animal species that are not doing well and often means that there are not many of the species left and it is at risk of becoming extinct.
Adapt	Changes for plants and animals to enable them to survive in a particular habitat.
Threat	Something that may cause trouble or harm for an animal.
Climate	The usual weather conditions in a place.
Impact	The effect of an action on someone or something.
Local	To do with the area around us.
Benefit	Anything that does good or makes improvements.
Habitat	The natural environment of an animal or plant.
Conservation	The protection of natural resources, such as soil, water or forests from loss, pollution, or waste.
Biodiversity	The different life on earth: plants, animals, insects, fish, birds and reptiles.
Eco System	An area where plants, animals and other organisms, as well as weather and landscape, work together to form a bubble of life.

Knowledge





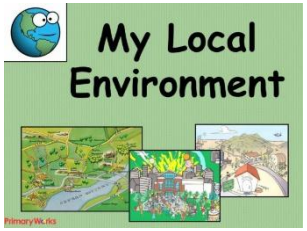




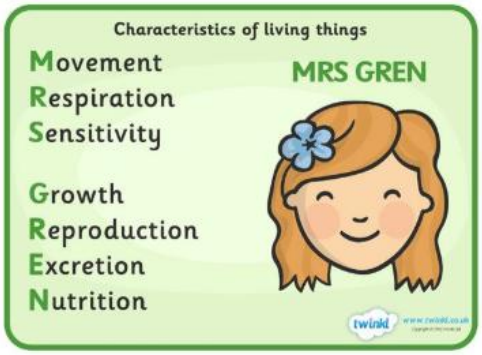
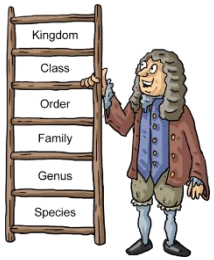
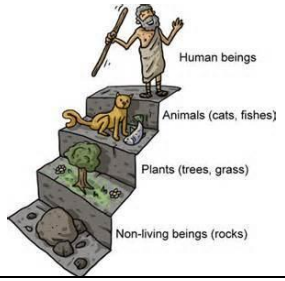
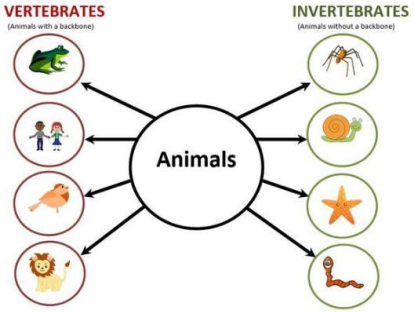
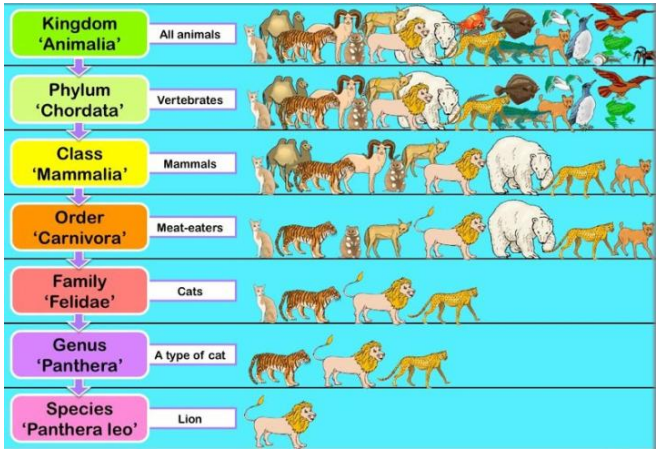
RSPB other wildlife to look for

RSPB What's that bird?

Woodlands Trust Tree identification



Use the links to learn the names of different species that live in our local environment.

Summer Term		Classification (Science)	YEAR 4
Vocabulary		**Knowledge**	
Mammals	Warm-blooded Have hair on their bodies Parents care for their young Females produce milk for their babies Breathe through lungs Most are terrestrial (live on land) Some are aquatic (live in sea)		 **Carl Linnaeus** simplified the naming of living things in 1735. Names of living things were often very long so he gave them a two-part (binominal) name. It was a mixture of genus and species (and in Latin) e.g. Human was Homo Sapien, Wolf was Canus Lupus and Lion was Felis Leo. 
Birds	Warm-blooded Most can fly Have feathers and wings Most build nests Hatch from eggs Most baby birds must be fed by their parents and cared for until they can survive on their own Some, such as chickens and quail can search for food a few hours after hatching		
Fish	Cold-blooded Aquatic animals Breath through gills Most have scales Most develop from eggs that the female lays outside her body	In about 350BC Aristotle (a Greek philosopher) classified all things into 4 main groups.  	
Amphibians	Cold-blooded Live part of their life cycle in water and part on land Have gills when young Develop lungs later Usually have moist skin		
Reptiles	Cold-blooded Mostly hatch from eggs Have dry, thick, scaly skin	**Man-made threats to the environment** **Air Pollution:** Petrol and diesel used to power motor vehicles release carbon monoxide – a poisonous and harmful chemical. The burning of fossil fuels contribute to environmental damage too. **Water pollution:** Industrial waste and runoff from farming, which often uses fertilisers, can pollute rivers and streams. **Rubbish:** Plastic and household waste ends up on the streets, in the sea or in rubbish dumps, destroying habitats and wildlife.	
Classification	Arranging things into groups of similar things.		
Classification keys	A **key** is a set of questions about the characteristics of living things		
Positive	Good things to happen.		
Hibernate	Hibernation is when an animal slows its heart rate to save energy and survive the winter without eating much. Hibernating animals get ready for their winter sleep by eating extra food and storing it as body fat which they then use as energy while sleeping.		
Negative	Bad things to happen.		
Environment	. The **environment** includes everything living and everything non-living.		
Human impact	How human behaviour affects the environment.		
migrate	Travelling long distances in search of a new habitat.		