

## Geography Year 3 & 4- information for teachers

### 2014 National Curriculum links:

‘Name and locate geographical regions and their identifying human and physical characteristics, key topographical features (including rivers), and understand how some of these aspects have changed over time’.

*‘Describe and understand key aspects of:*

Physical geography, including: rivers...and the water cycle’.

Human geography, including: energy... minerals and water’.

‘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’.

### **Science links:**

‘Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties’.

Objectives covered (linking to the Chris Quigley ‘Essentials’)

### **To investigate places:**

‘Ask and answer geographical questions about the physical and human characteristics of a location’.

‘Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans’.

*‘Use a range of resources to identify the key physical and human features of a location’.*

### **To communicate geographically:**

*‘Physical geography:* including: rivers and the water cycle’.

*‘human geography:* including the distribution of natural resources including energy’.

## **Year 3 & 4:**

### **Activities**

#### **1) Trail (to be used as children go through the park):**

\*Children spot key landmarks in the park relating to rivers such as the stream, weir, viaduct and Petrifying Well. These are all explained in child friendly language.

\*Children identify the Petrifying Well platform susceptible to flooding. They then discuss how flooding is caused and what makes flash floods particularly dangerous.

\*The process of petrification is explained and children collect some of the water to test its mineral content.

\*Spot the difference- children find geographical differences between the well 5 years ago and the well now.

\*Children finally map the park and the key landmarks for members of the public as they walk through.

#### **2) Powerpoint presentation:**

The presentation should be used as a follow-on activity back in the classroom as children:

- ✓ Revisit landmarks spotted
- ✓ Test their water against normal tap water to compare mineral content
- ✓ Look at porous and non-porous rocks- experiment with water reduction
- ✓ Group rock crystals according to size, shape, colour, texture etc.
- ✓ Study flooding in more detail, understand how flash floods are caused
- ✓ Watch BBC video describing flooding prevention methods
- ✓ Create their own flooding prevention method to prevent flooding of the Petrifying Well platform and houses along the river Nidd

*\*possible extension activity ideas included*

#### **Resources needed:**

- *Pencils*
- *Rubbers*
- *Water bottles to collect water from the well*

- *Water testing kit*
- *Porous and non-porous rock*
- *Measuring jugs*
- *Selection of rocks and rock crystals (available to purchase from the museum)*

Testing well water- <http://www.wikihow.com/Test-Water-Quality>