



Geography – Rivers

Main plot- What is a river?



Targets to be covered:

Locational Knowledge

- Y5-LK-T1- I can locate and name the main counties and cities in England.

Human and Physical Geography

- Y5-HPG-T1- I can describe and explain key aspects and processes of Physical geography. (kpi)
- Y5-HPG-T3- I can explain how people can both improve and damage their environments. (kpi)
- Y5-HPG-T4- I can explain how changes in the Human and Physical environments affect the people living there, and how they can be managed sustainably. (kpi)

Geographical Skills and Fieldwork

- Y5-GSF-T1- I can use age-appropriate maps, atlases and globes to describe places I'm studying and their Human and Physical features. (kpi)
- Y5-GSF-T2- I can use four-figure grid references. (kpi)
- Y5-GSF-T3- I can ask geographical questions that are relevant to my topic and suggest ways to investigate them.
- Y5-GSF-T4- I can use fieldwork to observe, measure, record and present the Human and **Physical features**, using a range of methods. (kpi)

Week	Order of Study – Main plots and Subplots – links to geographical skills
1	LI- I can locate and name the main counties and cities in England. What is a county? Where are the main cities and counties in the UK located? Complete first two sections of KWL grid. Stick in knowledge organiser. Starter- Recap from KS1: Do the chn know the countries that make up the UK and their capital cities? What is the difference between UK, Great Britain and British Isles? <i>Great Britain consists of just England, Wales and Scotland, whereas the United Kingdom (political) also includes Northern Ireland. The British Isles (geographical) also includes the Republic of Ireland.</i> Focus on England today. Make sure the chn know this is a country which is part of a larger continent (Europe). Explain that the country is split up into smaller areas called counties (possibly watch second link if suitable?) Look at ppt. If time, watch first link to show that all counties have different things they are well known for, although make it clear these are broad generalisations. Which county is Bedworth in? Chn stick in map of Warwickshire. Does anything surprise them? What are the main towns and cities in Warwickshire? Give chn a labelled map of English counties. Which counties border Warwickshire? Chn to use the map and the 8 points of a compass (may need to recap this) to fill out the missing counties based on the clues. What is a city? What is Bedworth's nearest city? What is the capital city? Chn to then use atlases to locate and label some of the main English cities. You will need to model how to do this (finding key similarities of the Atlas and their own map). Challenge- which counties are these cities in? Peer assessment. Resources: Ppt, https://www.youtube.com/watch?v=HNLRX6EI02k; https://www.youtube.com/watch?v=hCc00syMbQk, locate the counties worksheet, labelled counties map, Atlas, blank English cities map, map of Warwickshire Key terminology: UK, Great Britain, British Isles, country, continent, England, Europe, city, capital city, county, border, Warwickshire
2	LI- I can use maps to describe contour lines and slope. Where do rivers begin? Why do rivers flow downhill? What are contour lines? Link to year 4 learning on the water cycle - look at diagram on Oddizzi and recap water cycle. Chn use diagram on knowledge organiser to write a brief summary of the water cycle.

	Which direction does water flow in (up, down, north, south, east west)? Why? How does in know which direction the sea is in? Do rivers flow in straight lines? Explain that water is affected by gravity. It takes the easiest route down. Discuss that this means it often winds and bends rather than flowing straight down. Explain that we are going to test this theory out by looking at some OS maps at the start and end of the river. Introduce the terms source and mouth if chn are not familiar with these. Where will the land be highest altitude? Where will it be the lowest altitude? Why do they think that? How will we know from looking at the map whether the land is high or low altitude? Introduce idea of contour lines to help us understand the relief (height or elevation) of the land. Show the first link. Look at ppt and discuss that when the lines are closer together, it is steeper, and if the lines are further apart it is flatter/shallower. Chn to work in pairs to create a model of a mountain. Take photos to stick in books. Practise reading contour lines by matching up the contours with the landforms. Give chn OS map of River Severn source and mouth (with contour lines). What can they tell from looking at the map? Chn to answer questions using the maps e.g. what is the height at the source? Is it steep? Teacher mark. Possible marking task: Explain what you have learnt about the direction rivers travel in and why? How do we know? Resources: https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/zjdkhbk, ppt, 3D model worksheet and instructions, scissors, cardboard, glue Key terminology: water cycle, evaporation, gas, water vapour, condensation, precipitation, transpiration, surface runoff, groundwater, infiltration, contours, slope, relief, steep, gradual/shallow, v-shaped valley, source, sea level, altitude, elevation
3	LI- I can describe and explain key aspects of the River Severn and how they change from source to mouth. What are the key features of a river? How does a river change from source to mouth? Give chn a diagram of a river to label. Can they remember where the source and mouth are from last lesson? Watch introductory video and videos about the River Severn. Chn to label sheet as they listen and learn of new features. Chn/class to make notes on the upper, middle and lower course of a river. In pairs, sort statements about a river into upper, middle and lower course section of the chart. Discuss and confirm answers. In table groups use the match up cards to match the feature of a river (River Severn?) to a map, aerial view and photograph of the same feature. Check together. Use what they have learnt to create their own 'A river's Journey' diagram. They could label features, characteristics and the upper, middle and lower course of the river. Self assessment. Resources: https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/z7w8pg8. River Severn video links, https://www.bbc.co.uk/programmes/b007hw7w/clips, River Tay video clips – upper, middle and lower course, 'From Source to sea' diagram in CGP book pg 4-5, journey of a river explanation text Key terminology: source, mouth, waterfall, main channel, tributary, confluence, meander, oxbow lake, levee, floodplain, estuary, delta, upper course, middle course, lower course, altitude, sea level, erosion, deposition, load, sediment
4	LI- I can describe and explain key processes involved in the formation of a meander and oxbow lake. What are meanders? Why do rivers change shape? How are oxbow lakes formed? Starter- give chn an aerial photo of a meander/oxbow lake. How do they think the river made this shape? Make a 'river' using a tray and sand or watch video. Chn to draw a diagram or take a photo at the beginning. Chn to make predictions about what they think will happen. Pour water to represent the water as discussed in the water cycle. Watch what happens to the sand. Discuss. Chn to record how it changes through diagrams or photos. Discuss why they think this happens. Were their predictions right? Intro the word erosion. Demonstrate using a jar filled with water. Add mud, sand and small stones and put the lid on. Swirl the jar around. What do the chn notice? The sediment (load) should be moving around, as it would when it is eroding. Then leave the jar at the front to stand. Chn to check on the jar at regular intervals to show the process of deposition (when there's no energy, the load is dropped and settles at the bottom).

	Recap what a meander is from last lesson. Explain how erosion takes place on the outside bends as water has a high velocity (speed) and so lots of energy. Use examples such as water slides where you're thrown to the outside of a bend or going round a corner too fast in the car. Deposition happens on the inside bends where the water has low velocity and little energy so the water drops its load. How are oxbow lakes formed? https://www.bbc.co.uk/bitesize/guides/z6jx382/revision/4 https://www.dkfndout.com/uk/earth/rivers/how-does-an-oxbow-lake-form/ Order the diagrams (on the worksheet) of the formation of an Ox Bow lake and describe what is happening at each stage. Peer assessment. Resources: Ppt, diagrams, photos. https://www.youtube.com/watch?time_continue=346&v=ZNJe6hrdL3M&feature=emb_logo river section – about half way through. Key terminology: erosion, deposition, meander, load, sediment, oxbow lake, neck, main channel, outside bend, inside bend, island, river bank, high velocity, low velocity, energy
5	LI- I can explain the causes of flooding, its effect on people and how it can be managed sustainably. Starter- show chn photo of aftermath of flooding. What do they think has happened? Teacher mark. Resources: https://www.bbc.co.uk/bitesize/guides/zx9kfld/revision/5 Key terminology:
6	LI- I can use four-figure grid references. How can you describe or locate key features on a map? What is a four-figure grid reference? Starter- give chn some OS map symbols. Can they identify what they represent? Look at grid reference ppt. Introduce eastings and northings. Remind chn the easting is listed first e.g. along the corridor and up the stairs. Make sure the chn know the grid reference indicates the bottom left corner of the grid square. Use simple 4 figure grid reference map on ppt. Answer questions together referring back to previous year group knowledge of map symbols such as church etc. Identify features of a river on the map worksheet reading the 4 figure grid reference. Look at an Ordnance Survey map and or Digimap of the local area – can the children identify local rivers? And other physical and human features? Self assessment. Resources: river grid references worksheet, grid references ppt, Bedworth OS map/Digimap Key terminology: Grid reference, eastings, northings, Ordnance Survey map, symbol, key
7 Fieldwork Day	LI- I can ask geographical questions that are relevant to my topic and suggest ways to investigate them. LI- I can use fieldwork to observe, measure, record and present the Human and Physical features, using a range of methods. Resources: Key terminology:
8	Assessment- Chn complete KWL grid.

Useful links:

<https://www.bbc.co.uk/bitesize/topics/z849q6f/resources/1> various geog videos including rivers and coasts

<https://www.dkfndout.com/uk/search/rivers/>

<https://www.bbc.co.uk/bitesize/clips/zb39jxs>

journey of a river