



Term 1
Unit Overview: LKS2 Geography
Rivers

<p>National Curriculum Objectives</p> <ul style="list-style-type: none"> ❖ Name and locate countries and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed. ❖ Begin to develop the skills of comparing regions, by focusing on specific features. ❖ Understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom. ❖ Explore similarities and differences comparing the physical geography of a region of the UK and a region of South America (Amazon River). <p>By the end of this topic: Children should know:</p> <ul style="list-style-type: none"> ❖ That rivers are physical geographical features, and they can be identified on different types of maps. ❖ That many important towns are built on rivers and that rivers are useful to humans. ❖ How rivers are formed and how the journey of a river. <p>Children should be able to: Describe the water cycle, explain what a river is and locate the world's longest rivers on a map. Describe how rivers are used around the world. Identify the stages and features of a river, and the way that land use changes from the source to the mouth. Recognise and explain how human activity affects rivers & recognise and explain how flooding affects communities. Identify the key characteristics of one of the world's longest rivers.</p>	<p>Substantive knowledge</p> <ul style="list-style-type: none"> ❖ I explain what a river is and locate the world's longest rivers on a map. ❖ I can describe how rivers are used around the world. ❖ I can identify the stages and features of a river, and the way that land use changes from the source to the mouth. ❖ I can recognise and explain how human activity affects rivers. ❖ I can recognise and explain how flooding affects communities. ❖ I can identify the key characteristics of one of the world's longest rivers. <p>Support Children will know that rivers are physical geographical features and that they can be identified on different types of maps. Children will know that many important towns are built on rivers and that rivers are useful to humans.</p> <p>Extend Children will understand the risks of living near rivers and be able to explain some of the causes of flooding. They will be able to relate this to physical features on a map e.g., plains.</p>	<p>Vocabulary</p> <table border="1"> <thead> <tr> <th><u>Locational terms</u></th> <th><u>Geographical terms</u></th> <th><u>Place names</u></th> </tr> </thead> <tbody> <tr> <td>❖ Altitude</td> <td>❖ Confluence</td> <td>❖ Egypt</td> </tr> <tr> <td>❖ Estuary</td> <td>❖ Flood plain</td> <td>❖ Ethiopia</td> </tr> <tr> <td>❖ Lower course</td> <td>❖ Meander</td> <td>❖ South Sudan</td> </tr> <tr> <td>❖ Middle course</td> <td>❖ Mouth</td> <td>❖ Sudan</td> </tr> <tr> <td>❖ Upper course</td> <td>❖ Source</td> <td>❖ Uganda</td> </tr> <tr> <td></td> <td>❖ tributary</td> <td>❖ United States of America</td> </tr> <tr> <td></td> <td></td> <td>❖ Bangladesh</td> </tr> </tbody> </table> <p>Phonics focus</p> <p>Condensation (tion) / evaporation (tion) / precipitation (tion) Cycle (i) Egypt (i) confluence (oo)</p> <p>Key Geographers Captain Meriwether John Powell William Clark Montgomery Pike Anthony Nau</p>	<u>Locational terms</u>	<u>Geographical terms</u>	<u>Place names</u>	❖ Altitude	❖ Confluence	❖ Egypt	❖ Estuary	❖ Flood plain	❖ Ethiopia	❖ Lower course	❖ Meander	❖ South Sudan	❖ Middle course	❖ Mouth	❖ Sudan	❖ Upper course	❖ Source	❖ Uganda		❖ tributary	❖ United States of America			❖ Bangladesh
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<p>Weekly challenge "Thinking like a Geographer"</p> <p>Map Monday: Identify the River Nile on a world map. Topic Tuesday: What is the purpose of the Thames Barrier in London? What if Wednesday: Consider why there are so many buildings in the centre of London. Travel Thursday: Can you name the capital city in which the River Vltava flows through?</p>	<p>Disciplinary knowledge</p> <ul style="list-style-type: none"> ❖ Use different types of maps (aerial and atlas) to explore the different features of a river. ❖ Explore how and why rivers are used around the world. 	<p>Fieldwork</p> <ul style="list-style-type: none"> ❖ Use the schools and its grounds as a site for studying aspects of physical and human geography by investigating questions such as 'Where does the water go when it rains?' ❖ Make models, annotated drawings and field sketches to record observations at the local stream. 																								



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<p>Find out Friday: Can you name all 7 continents of the world?</p>	<ul style="list-style-type: none"> ❖ Consider how the land use changed from the source of the river to the mouth. ❖ Investigate the how dams can be seen to have positive and negative impacts. ❖ Consider how flooding can affect communities and how communities can prepare for flooding. 	
<p><u>Map skills</u></p> <ul style="list-style-type: none"> ❖ Use a wide range of maps: Digimap, atlases, globes and Google Maps/Google Earth to locate countries and rivers. ❖ Locate and identify the world's principal rivers on a world map. . ❖ Use maps at more than one scale. ❖ Recognise that contours show height and slope, identifying rivers at different heights and surrounding physical features. ❖ Link features on maps to photos and aerial views. ❖ Use a street map of the local area to identify the route to the river, 		<p><u>Deeper thinking. What if...</u></p> <ul style="list-style-type: none"> ❖ What if all rivers flowed underground? ❖ What if rivers were the only way to get about? ❖ What if we didn't clean our wastewater?
<p><u>British Values</u></p> <ul style="list-style-type: none"> ❖ Rule of Law: Children have opportunities to discuss why rules and laws are needed and the impact they have on us as citizens. Children will look at sustainability ❖ Mutual Respect for and tolerance of those with different faiths and beliefs: Pupils will look at similarities and differences between their lives and others around the world. They will explore how humans use rivers, considering how we use rivers in this country compared to a village in Zambia. ❖ Democracy: Our geography units encourage pupils to think about how they can be active citizens and think about how they can implement current and future change. ❖ Individual liberty: Pupils consider how the actions we take as citizens can impact our own community. Throughout the term, children will discuss how we can live responsibly and ensure we are not wasting water. 	<p><u>School Values:</u></p> <p><u>Respect:</u> Showing respect for our environment and being proactive in taking care of it. Children can consider how we can look after our planet through careful use of water usage.</p> <p><u>Courage:</u> Children feel that they have great influence in the future world enabling them to feel that the changes they make can support the planet positively.</p> <p><u>Trust:</u> Having faith in ourselves that we can each play a part in building a brighter future, considering the impact of our actions on the environment.</p>	
<p><u>Case studies / examples</u></p>	<p><u>Guided Reading opportunities</u></p>	<p><u>Reading support</u></p>



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<ul style="list-style-type: none"> ❖ Tewkesbury flooding ❖ Cirencester flooding ❖ Bangladesh flooding ❖ Three Gorges Dam 	<ul style="list-style-type: none"> ❖ Fact-file The River Nile ❖ Fact file: Three Gorges Dam 	<ul style="list-style-type: none"> ❖ Rivers word mat ❖ Phonics teaching of key vocabulary ❖ Vocabulary game ❖ Word ban game ❖ Writing frames ❖ Videos and photographic examples
<p>Prior learning</p> <p>Key Stage 1</p> <p>Locational knowledge:</p> <ul style="list-style-type: none"> ❖ Name the world's 7 continents and 5 oceans. ❖ 4 countries and capitals of the UK and surrounding seas. <p>Place knowledge:</p> <ul style="list-style-type: none"> ❖ Similarities and differences in human and physical geography. <p>Human and physical geography</p> <ul style="list-style-type: none"> ❖ Identify seasonal and daily weather patterns. ❖ Use basic geographical vocabulary to refer to key physical and human features. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> ❖ Use world maps, atlases and globes. ❖ Use simple compass directions and locational and directional language. ❖ Use aerial photographs, plan perspectives to recognise landmarks and basic human and physical features; devise a simple map, use and construct basic symbols in a key. ❖ Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 	<p>Key questions</p> <ul style="list-style-type: none"> ❖ What are the key features of a river? ❖ How is an oxbow lake formed? ❖ What is the process of the water cycle? ❖ How are rivers used? ❖ How are rivers formed? ❖ What factors cause a river to flood? ❖ What is the process of treating water? ❖ How can you reduce water pollution? ❖ What can we do to prevent flooding? ❖ How can we help to improve the future of our planet? ❖ Can you name rivers from around the world and give key facts about them? 	<p>Future learning</p> <p>Key Stage 3:</p> <p>Locational knowledge:</p> <ul style="list-style-type: none"> ❖ Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world. <p>Place knowledge:</p> <ul style="list-style-type: none"> ❖ Understand geographical similarities, differences and links between places through the study of human and physical geography. <p>Human and physical geography:</p> <ul style="list-style-type: none"> ❖ Physical geography: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts. ❖ Human geography: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources. <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> ❖ Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field. ❖ Interpret OS maps, use grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs. ❖ Use GIS to view, analyse and interpret places and data.