Rivers – Year 5 – How do rivers shape our landscape?

Prior Learning

Y4 – Mountains, volcanoes and earthquakes; water cycle (Science)

Y3 – Project Arctic, European Neighbours – human and physical features

	Key question and NC objective	knowledge to be taught
L1	**Rivers Launch Day**– **Where are the important rivers of the UK and the world located?** **LO: identify and locate rivers of the world and the UK.** NC: Locational knowledge: • name and locate rivers Geographical skills and fieldwork: • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	• Retrieval – continents and rivers previously studied (Thames and others from old Mapping the UK unit) • Revision of the bodies of water surrounding the UK: North Sea, English Channel, Irish Sea, Atlantic Ocean • Significant Rivers of the UK: Thames, Severn, Trent, Mersey, Tay, Bann, Tyne, Dee, Exe, Clyde • Revision of oceans of the world: Atlantic, Pacific, Southern, Arctic and Indian Oceans. • Significant rivers of the world: Nile, Amazon, Rio Grande, Mississippi, Murray Darling, Ganges, Danube, Hang He, Congo, Yangtze, Rhine, Volga, Euphrates • Rivers, lakes, seas, oceans etc. are represented in blue on maps • Map work – atlases
L2	**How are rivers formed?** **The journey of a river.** **LO: to identify the stages and features in a river's journey.** NC: Human and physical geography: • describe and understand key aspects of rivers • present the human and physical features in the local area using a range of methods, including sketch maps	• Retrieval - the water cycle. • Rivers begin in upland areas and have a source. • The journey of a river from its source to its mouth. • The characteristics of a river in its upper course, middle course and lower course. • Produce labelled sketches
L3	**How have rivers shaped the landscape and how do they change over time?** **LO: to understand key river processes and how they shape rivers and the surrounding land.**	• Retrieval - the journey of a river. • Understand that river systems are dynamic and ever changing. • Understand the river processes: erosion, transportation and deposition and how these create river features such as meanders, oxbow lakes and waterfalls.

	NC: Human and physical geography: • describe and understand key aspects of rivers	• Produce labelled sketches
L4	**Which river is closest to our school and what is it like?** **LO: recall facts about a local river and explain the land use nearby.** NC: Human and physical geography: • describe and understand key aspects of rivers • human geography: types of settlement and land use Geographical skills and fieldwork: • use maps, digital/computer mapping to describe features studied • use symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the UK • present the human and physical features in the local area using a range of methods, including sketch maps	• Retrieval – river processes • The river Trent – source, course, mouth, tributaries, confluences, direction of flow, • Settlements located along the river Trent • Focus on the stretch of the river closest to school – what is the land used for? (local links) • Land use mapping • Interpreting OS maps • Digital maps
	RIVER FIELDWORK TRIP **Possible visits:** • **Whistlestop Centre Matlock** • **Lea Brook (Lea Green self-led)** • https://www.peakdistrict.gov.uk/learning-about/planning-a-self-led-school-visit/planning-a-hydrology-rivers-visit-to-the-edale-valley • 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.	Fieldwork skills: • Sketch map • Identify examples of river features • River measurements – flow, water quality, channel depth (cross-section) Complete a double page spread to demonstrate learning from fieldwork. Explicit maths links – bar charts, averages, tallies. (local links)
L5	**Why do rivers flood and what is the environmental impact?** **LO: to identify the causes, effects and management of river flooding.** NC Human geography: • types of settlement and land use	• Retrieval - name the main land use categories that you learnt about last lesson. Can a place or area have more than one land use? • Causes and effects of flooding (local links) • Link to land use (previous lesson) • Flood prevention and management

	Geographical skills and fieldwork: • use maps and digital/computer mapping to locate and describe features studied • use four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps)	• Produce a flow chart to show the causes and effects
L6	**What are the environmental impacts of pollution and other threats on the river Ganges?** **LO: reach an informed conclusion of the environmental impact of pollution and other threats on the River Ganges.** NC Human geography: • types of settlement and land use	• Retrieval – major rivers of the world, environmental geography • Locational knowledge – where is the river Ganges? What is it like? What are the issues currently affecting the river? • The environmental impacts of pollution
• Assessment – end of unit quiz and assessment grid		
	Vocabulary	
Tier 1	mouth river stream sea ocean waterfall flooding bed bank	
Tier 2	course current transportation source channel pollution precipitation	
Tier 3	confluence delta deposition erosion meander estuary oxbow lake tributary flood plain deposition suspension sediment recreation agriculture residential transport commercial	