

Our Intent is: To support our children to engage in enquiry about , "How the Earth's features are shaped and changed over time?" and understand their place in Forton and connection to the wider world.



Forton Primary School
Geography

**Pendle Class
Spring 2
Year A**

Etymology – channel - early 14c., "bed of a stream of water," from Old French *chanel* "bed of a waterway; tube, pipe, gutter,"



Raging Rivers (Horrible Geography)
by Anita Ganeri and Mike Phillips

Key Concept: Raging Rivers

Key Question: Why are rivers such a vital part of towns and villages?

Unit Overview:

The Water Cycle
The Course of a River

N.C. LINKS: Geographical skills and fieldwork

Pupils should be taught to:

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Human and physical geography

- describe and understand key aspects of:
- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Vocabulary:

- Channel
- Dam
- Deposition

Geographical Enquiry:

Aerial map, ordnance survey maps, google map, political map, topographic map, physical map, economic/ resource map, scale, key, symbols, location, compass,

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<p>Meanders</p> <p>Oxbow Lakes</p> <p>Use of Rivers</p> <p>Dams</p> <p>Hydroelectric Power</p>	<ul style="list-style-type: none"> • Discharge • Erosion • Mouth • Source • Tidal bore Valley 	<p>direction, bearing, north, south, east, west, northeast (NE), southeast (SE), southwest (SW), northwest (NW), six figure grid reference, grid box, equator, northern and southern hemispheres, Tropics of Cancer/ Capricorn, Arctic/ Antarctic Circle, longitude and latitude, degrees, colour layering, contour, contour interval, cross section height above sea level, distance, kilometres (km)</p>
<p>New Knowledge Progression:</p> <ul style="list-style-type: none"> • Revisit The Water Cycle • Identify and locate key rivers in UK • Identify and locate key rivers of the world • Describe the features of a river • Identify the features of the river system • Understand the uses of rivers by humans • Understand the impact of the damming system of rivers and why it is needed. 	<p>Building on Prior learning when A follows B:</p> <ul style="list-style-type: none"> • To use a map to locate mountain ranges of the world. • To use a map to find and describe features of a mountain (eg height) • To describe the key features of a mountain range. • To understand how mountains are formed. • To understand a mountain climate. • To understand the effect of tourism on the environment. 	
<p>Key Skills (Disciplinary)</p> <ul style="list-style-type: none"> • Use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments. • Demonstrate understanding of how and why some features or places are similar or different and how and why they change. Recognise patterns in human and physical features and understand some of the conditions, processes or changes which influence these patterns. • Explain some links and interactions between people, places and environments. • Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here? 		

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Sequence of Lessons:

1. **Where does our water come from?** – To explain the water cycle. To locate key rivers on a map of the UK.
2. **Rivers of the World** – To locate the key rivers of the world.
3. **Features of a River** – To describe the features of a river system.
4. **Erosion and Deposition** – To describe the features of a river system. To use atlases and maps to identify the key features of a river system.
5. **How do we use rivers?** – To describe the ways rivers are used.
6. **Holding Back the Flood** – To explain the impact of dammed rivers.

Enhancements:

- Local river study.

End of Unit Outcome:

Make a model river using a plastic bottle, water, soil and stones.
Create a fast flowing river to see how it carries a load and then deposits it as it slows down.

Oral Assessment:

Why are rivers such a vital part of towns and villages?

Can you explain the water cycle?

Where are the key rivers on a map of the UK?

Where are the key rivers of the world?

Can you describe the features of a river system?

Can you use an atlas and maps to identify the key features of a river system?

How do we use rivers?

Can you explain the impact of dammed rivers?