

Summer 1 OVERVIEW YEAR 3/4 – Geography

Summer Term 1 Book(s) – The Iron Man

Topic(s) – Human and Physical Geography- Rivers		3 Lessons
Assessment:	Teachers should be providing regular quizzes throughout the day/at the end of lessons asking children to recap on core learning. VIPs from the previous lesson can be recapped at the start of the next one. Teacher judgement through the final pieces of work. Quiz at the end of topic to check understanding.	Very Important Points (VIPs): <ul style="list-style-type: none"> - A river is a flowing, moving stream of water. - Usually a river feeds water into an ocean, lake, pond, or even another river. - Water from a river can come from rain, melting snow, lakes, ponds or even glaciers. - Rivers can be found on every continent in the world. - Most settlements were built along major rivers. - Rivers provide us with food, energy, recreation, transportation routes and of course water for irrigation and drinking. - Rivers carry water and nutrients to areas all around the earth. They play a very important part in the water cycle, acting as drainage channels for surface water. Rivers drain nearly 75% of the earth's land surface. Fat Question: <ul style="list-style-type: none"> - Why do you think many towns and cities have been built near rivers? Justify your answer.
Links to prior learning (sequencing) and canon book	Children will build on their prior learning from human and physical geography. They will use their prior learning of biomes and vegetation belts to compare it to their new learning. They will use their locational knowledge of continents and countries from KS1 in order to locate the rivers of the world on maps. They also learnt about oceans and how to locate rivers on maps. The Iron Man- Discussion of what The Iron Man is made of and what river water might do to him.	
Links to other learning (cross fertilisation)	Science- The effect of water on different metals- irreversible change (rusting). DT – How can we use rivers to provide renewable energy? Can you design and build a water mill to power something? Art – Claude Monet – River Thames series. Investigate impressionism and create their own painting of a river in the style of Claude Monet. History – Why are a lot of big cities and ancient civilisations built around rivers?	
Links to future learning	Pupils will continue learning about physical geography in Summer Term 2 in LKS2. This is then continued into UKS2 where they will learn about types of settlement and land use, and the distribution of natural resources including energy, food, minerals and water.	
Character/Wider Development ('50	School trip to a river to observe physical features. Visitor in from Yorkshire Water about safe drinking water. 50 Things first aid- Water safety. Thematic questions:	

things', cultural capital, skills)

The World Beyond us

Do you think it might be possible for rivers to exist on other planets?

World around us

Do rivers in different countries have the same features? In what ways might they differ? Think about your knowledge of biomes and other countries.

Culture

Do some cultures rely on rivers more than others? Do some rivers have cultural or religious importance to the civilisations that reside near them?

Healthy Bodies Healthy Minds

How can human geographical features benefit our health?

Technology in action

How have rivers helped develop industry? Can rivers be used to create power?

Modern Britain

In the past, many settlements were built in close proximity to rivers. Why do you think this was? Why don't we need to build towns and cities near rivers anymore?

OVERVIEW OF TEACHING SEQUENCE

Key Facts/Learning	Learning Focus or Key Question	Learning Outcomes (NC)	Key Words/ Vocabulary	Greater Depth/SEND	Misconceptions	Activities and Resources
Lesson 1 To identify and understand the physical features of a river	Pupils will share any knowledge of rivers they may already have including names of rivers that they are aware of. They will learn key physical features of rivers and their definitions. They will then identify the features on a diagram of a river and give descriptions.	NC: To understand that a river has an upper, middle and lower course. To name some of the rivers and compare their features. To use geographical vocabulary to talk about rivers.	Water cycle, evaporation, condensation, precipitation, collection, run off, rivers, lakes, seas, oceans, rainfall, snow, sleet, hail, erosion, source, tributary, floodplain, mouth, journey/ pollution, valley, channel, waterfall, rapids, gorge, meander, confluence, delta, estuary.	GD Children completing GD will need to give detailed definitions for each river feature. SEND Children completing this task will receive more support than those completing the red task. This support will include guidance finding the correct definition for each feature, and support with reading.	Rivers are man-made features. Rivers never change their features. Rivers don't have bends in them. Rivers don't cross countries.	The children will discuss what they already know about rivers first. The children will watch a video that discusses rivers and features. The slides will then go through names of features of rivers and definitions. The children will complete the lesson with a task finding the features on a diagram and writing the definitions of each feature. They will finish the lesson by completing a short quiz in pairs on the features that they have learnt about in this lesson. Year 3 Tasks: SEND - Match up the descriptions of features to the images of each feature with support with reading. Red – Match up the descriptions of features to the images of each feature. Blue – Find each feature of a river on the diagram. Then Match up the descriptions to each feature. Gold – Find and identify each feature on the diagram and write a detailed description of each feature. Deepen the moment – What do you think rivers might have looked like millions of years ago? How have rivers changed over time?

						<p>Year 4 Tasks:</p> <p>SEND - Match up the descriptions of features to the images of each feature with support with reading.</p> <p>Red – Find each feature of a river on the diagram. Then Match up the descriptions to each feature.</p> <p>Blue - Find and identify each feature on the diagram and write a detailed description of each feature.</p> <p>Gold – Write about each feature of a river and draw and label a diagram of a river with each feature.</p> <p>Deepen the moment – What do you think rivers might have looked like millions of years ago? How have rivers changed over time? Think about what rivers look like now and what you now know about how rivers are created. For example, erosion.</p> <p>Other useful resources https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/z7w8pg8 https://www.bbc.co.uk/teach/class-clips-video/geography-ks1--ks2-rivers/z6qsf4j</p>
<p>Lesson 2</p> <p>To learn about famous rivers of the world.</p>	<p>Pupils will recap their knowledge of the physical features of rivers from last lesson. They will discuss famous</p>	<p>NC: To understand that rivers can be found all over the world.</p>	<p>Water cycle, evaporation, condensation, precipitation, collection, run off, rivers, lakes, seas, oceans, rainfall, snow,</p>	<p>GD Children will be given less resources and support to complete the activity and will do more independent</p>	<p>Rivers are man-made features.</p> <p>Rivers never change their features.</p> <p>Rivers don't have bends in them.</p>	<p>The lesson will begin by recapping the features and VIPs from last lesson. They will discuss previous knowledge of different famous rivers around the world. The slides will go through some of the most famous rivers in the world and why they are famous. The children will complete a fact file on a famous river, including all of the information they have learnt about each river during the lesson. They will then present their fact files to the class.</p>

	<p>rivers from around the world that they may already know, learn key facts about some of the most famous rivers in the world.</p>	<p>To name rivers around the world and compare their features. To use geographical vocabulary to talk about rivers.</p>	<p>sleet, hail, erosion, source, tributary, floodplain, mouth, journey/ pollution, valley, channel, waterfall, rapids, gorge, meander, confluence, delta, estuary</p>	<p>research into a river of their choice.</p> <p>SEND Children completing this task will be given more support than those completing the red task. They will be assisted through picking out key points to include on their fact files, and given a template to fill in on the River Amazon.</p>	<p>Rivers don't cross countries.</p>	<p>Year 3 Tasks: SEND – With assistance, use key information to complete the fact file on the Amazon River.</p> <p>Red – Fill in the fact file on the Amazon River using information from the slides and the reading for productivity text.</p> <p>Blue – Create a fact file on a river of their choice. Complete the fact file using information from the slides, the information on the reading for productivity and their own independent research using atlases and the internet.</p> <p>Gold – Create a fact file on a river of their choice. Complete the fact file using information from the slides, the information on the reading for productivity and their own independent research using atlases and the internet. Compare your facts about your river with a partner's fact file on a different river.</p> <p>Deepen the moment – How do people use rivers in their everyday life around the world?</p> <p>Year 4 Tasks: SEND – With assistance, use key information to complete the fact file on the Amazon River.</p> <p>Red – Fill in the fact file on the Amazon River using information from the slides and the reading for productivity text.</p> <p>Blue – Create a fact file on a river of their choice. Complete the fact file using information from the slides, the information on the reading for productivity and their own independent research using atlases and the internet.</p>
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						<p>Gold – Create a fact file on a river of their choice. Complete the fact file using information from the slides, the information on the reading for productivity and their own independent research using atlases and the internet. Compare your facts about your river with a partner’s fact file on a different river.</p> <p>Deepen the moment - Some people think that the Amazon River is longer than the Nile. Why do you think this might be open for debate?</p> <p>Other useful resources</p>
<p>Lesson 3</p> <p>To investigate the uses and benefits of a river.</p>	<p>Pupils will recap their knowledge of features of rivers, and of some key facts of famous rivers around the world. Pupils will investigate uses and benefits of rivers.</p>	<p>NC: To identify uses and benefits of rivers in civilisation. To analyse evidence and draw conclusions. Eg. Make comparisons between locations using photos, pictures and maps. To use geographical vocabulary to talk about rivers.</p>	<p>Water cycle, evaporation, condensation, precipitation, collection, run off, rivers, lakes, seas, oceans, rainfall, snow, sleet, hail, erosion, source, tributary, floodplain, mouth, journey/ pollution, valley, channel, waterfall, rapids, gorge, meander, confluence, delta, estuary, leisure,</p>	<p>GD Children completing GD will be given fewer supporting resources and be expected to create a poster that shows at least 4 uses of rivers, using alliteration for a catchy title.</p> <p>SEND SEND will be giving a scaffolded poster to fill in information with sentence starters provided.</p>	<p>Rivers are man-made features.</p> <p>Rivers never change their features.</p> <p>Rivers don’t have bends in them.</p> <p>Rivers don’t cross countries.</p>	<p>The lesson will begin by recapping previous learning from the last two lessons, and previous VIPs. They will discuss ways in which rivers might benefit people and uses of rivers. The slides will go through a selection of uses and benefits of rivers. The children will complete a poster detailing what they have learnt. The unit will end by completing a quiz on everything they have learnt this term.</p> <p>Year 3 Tasks: SEND – Create an informative poster that explains one use or benefit of a river. Include a drawing that shows that use. Sentence starters will be available.</p> <p>Red – Create an informative poster that explains one use or benefit of a river. Include a drawing that shows that use.</p> <p>Blue – Create an informative poster that explains at least two uses or benefits of rivers. Include drawings for each use.</p> <p>Gold – Create an informative poster that explains four or more uses and benefits of rivers. Include drawings for each use.</p> <p>Deepen the moment – How can rivers cause harm to people?</p>

industry,
conservation,
pollution,
dam,
reservoir.

Year 4 Tasks:

SEND – Create an informative poster that explains one use or benefit of a river. Include a drawing that shows that use. Sentence starters will be available.

Red – Create an informative poster that explains one use or benefit of a river. Include a drawing that shows that use.

Blue – Create an informative poster that explains at least two uses or benefits of rivers. Include drawings for each use.

Gold – Create an informative poster that explains four or more uses and benefits of rivers. Include drawings for each use. *Make sure you include a catchy title that uses alliteration!*

Deepen the moment – How can rivers cause harm to people?

Other Useful Resources: <https://www.bbc.co.uk/teach/class-clips-video/geography-ks2-ks3-the-rivers-and-waterfalls-in-guyanas-rainforests/zjf92sg>

<https://www.bbc.co.uk/teach/class-clips-video/geography-ks2-ks3-guyanas-rivers-transportation-for-local-tribespeople/z7ykmfr>

<https://www.bbc.co.uk/bitesize/clips/z2tvcdm>

https://www.youtube.com/watch?v=D7_rzojvKdE

<https://www.bbc.co.uk/bitesize/clips/z3rwmp3>

Context (big picture learning) -

Children will use their prior knowledge of continents and mapwork to identify where famous rivers are in the world. They will reinforce their knowledge of human and physical features by identifying the features of rivers and human features that may be added to rivers, eg dams.

They will discuss the dangers of rivers and how to stay safe around them. They will also learn how rivers can benefit every day life, through farming crops, and renewable power.

Folder name (Trust shared > Primaries > KS2 > Year 3/4 Planning > Cycle B > Summer 1 > The Iron Man

Rivers Knowledge Organiser

Key Vocabulary

Channel- the river bed and banks which water is flowing.

Tributaries- small streams that join the river.

Meander- a natural bend in the river.

Oxbow lake- an isolated part of the meander from the main river channel that ultimately dries out.

Mouth- the end of the river.

Estuary- a part of the lower course, where the sea and the river meet.

Water fall- where the water flows over a steep drop into a deep area of water known as a plunge pool.

Delta- a wetland area forming a river that empties into a larger body of water.

Floodplain- a flat area of land which floods easily which excess rain.

Gorge- a deep channel formed by a river that has eroded the earth's crust over millions of years.

Confluence- the joining of two rivers that become one.

Source- Where the river begins.

Upper Course- often located on higher ground.

Middle Course- the second stage where the river is broader and the land is flatter.

Lower Course- Flat land and the river is at its widest point.

Erosion- When materials are worn away.

Pollution- the introduction of harmful materials into the environment.

Dam- a barrier that stops or restricts the flow of water.

Reservoir- a large lake used as a source of water supply.

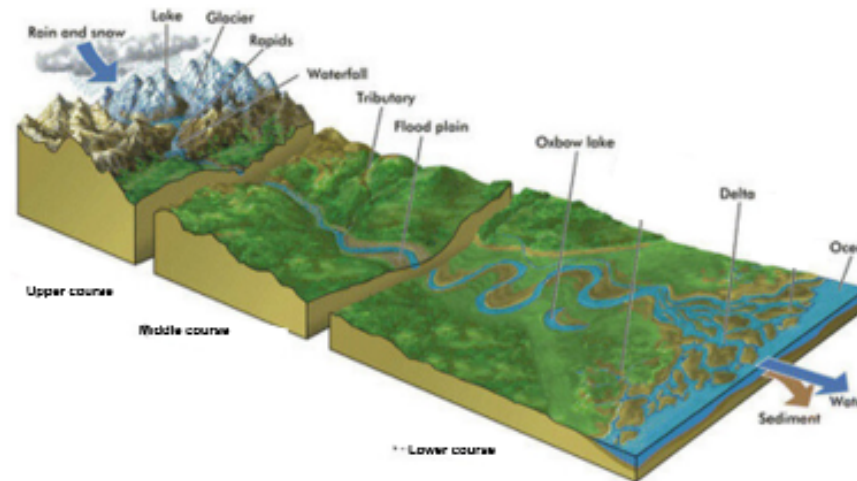
Conservation- careful maintenance and upkeep of a

Fat Question

Why do you think many towns and cities have been built near rivers?
Justify your answer.

Intent

To learn about the features of rivers, famous rivers around the world and the uses and benefits of rivers.



Famous Rivers

The Nile- in Africa- the longest river in the world.

The Volga- in Russia- The longest river in Europe.

The Amazon- South America- The second longest river in the world.

The Danube- Europe- One of the most important shipping routes in Europe.

The Thames- London- most famous river in England.

The Ganges- India- Fifth most polluted river in the world.

The Mississippi- USA- Flows through 10 states.

Uses and benefits of Rivers

Farming – Rivers provide nutrients to soil along the river bank.

Transport – In many countries, boats on rivers are still used to move supplies around where other access isn't available.

Energy source – From water mills to hydropower, rivers have been used for years to power machinery and other things.

Habitats – Many species of animals live in the rivers of the world.

Settlements – many big settlements are situated near

VIPs

- A river is a flowing, moving stream of water.
- Usually a river feeds water into an ocean, lake, pond, or even another river.
- Water from a river can come from rain, melting snow, lakes, ponds or even glaciers.
- Rivers can be found on every continent in the world.
- Most settlements were built along major rivers.
- Rivers provide us with food, energy, recreation, transportation routes and of course water for irrigation and drinking.
- Rivers carry water and nutrients to areas all around the earth. They play a very important part in the water cycle, acting as drainage channels for surface water. Rivers drain nearly 75% of the earth's