



Key Question

How do features and processes of a river change with increasing distance downstream from source to mouth?

Big Questions:

What three stages can a river be divided into?

What different geographical features can be found along a river's course?

How do the characteristics of a river and the landscape that surrounds them change as they move from source to mouth?

How are rivers formed? How do they continue to shape the landscape?

What impact do rivers and the landscape that surrounds them have on the lives of people that live in the vicinity? Benefits and risks?

What factors cause rivers to flood?

Skills Taught:

- Understand the processes that give rise to key physical and human geographical features of the world.
- Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen understanding of geographical processes.
- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems.
- Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these features have changed over time.
- Describe and understand key aspects of physical geography, including rivers and the water cycle, and human geography, including types of settlement, land use and economic activity.

Immersion Activity/Provocation:

'Where does a river go?' – at the very outset of the topic, children to draw and label a diagram showing where they think a river begins and ends and what they think happens in between.

Topic Title: Go with the Flow

Enquiry Question: How do the features and processes of a river change with increasing distance downstream from source to mouth?

Focus Texts:



	<u>Skills and Knowledge</u>
Some children will:	<ul style="list-style-type: none">• Ask and answer geographical questions about the physical and human features of a location.• Understand key geographical features of the United Kingdom, showing an understanding of how some of these features have changed over time.
Most children will:	<ul style="list-style-type: none">• Use different types of fieldwork sampling (random and systematic) to observe, measure and record human and physical features. Record the results in a range of ways.• Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.• Describe and understand key aspects of physical geography including rivers, mountains and the water cycle and human geography including settlements, land use and economic activity.
Some children will progress further and will:	<ul style="list-style-type: none">• Identify and describe how the physical features affect the human activity within an area.

Enrichment/Outdoor Learning:

Collection of photographs of a river e.g. the River Severn showing the river at different points along its course – identification of enquiry questions about the characteristics at different points in its course.

Formation of a ‘human river’ – children to arrange themselves from source to mouth, working collaboratively to find ways to depict the changes along the river’s course and the different river features.

Creation of flip-books to show the change in a river’s course over time.

Field trip to Aylmerton Outdoor Education Centre in North Norfolk – ‘Source to Sea’, following the River Glaven along its course from as near the source as possible to the estuary at Blakeney:

<https://www.afsc.co.uk/from-source-to-sea/>

Field sketches and annotated photographs of a river in its upper, middle and lower course.

Use of maps, aerial photographs and atlases to identify rivers in the United Kingdom and the longest rivers in each continent, including the countries in which the source and mouth are located.

Hot Seat – children to take on the roles of hydrologists, local residents, business owners and farmers affected by flooding interviewed as part of a broadcast or documentary – Mantle of the Expert.

Animations and videos:

<https://www.bbc.co.uk/teach/class-clips-video/geography-ks1--ks2-rivers/z6qsf4j>

Previously On ... (links to prior learning):

Identification of the key physical and human features of a location using a range of resources – links to previously developed knowledge of place and skills using maps and atlases.

‘It’s raining in the upper course’ – what happens to the precipitation when it rains? – links to learning about the water cycle in Year 4.

Key Vocabulary:

river, upper course, middle course, lower course

process, erosion, abrasion, attrition, transportation, deposition, constant change

feature, v-shaped valley, mountain, precipitation, waterfall, steep, rock, meander, oxbow lake, river bank, river bed, river channel, source, mouth, estuary, delta, floodplain, landscape, tributary

width, depth, velocity, fast/slow moving water, energy

Cross-curricular links:

History – exploring changes in river valleys, land use and settlements over time.

D.T. – developing paper engineering skills to create an ‘unfolding river journey’ concertina.

Computing – use of advanced features of applications and devices to communicate ideas – broadcast or documentary about flooding.

Celebration of knowledge and skills gained (opportunities for assessment):

- Children to build and label a model of their own river system model, identifying the main characteristics of the upper, middle and lower courses. This could take the form of a river in a box or a river in a tray.
- Additional challenge for children to build and label an additional model depicting changes in the river and the landscape that surrounds it over time.
- Children to identify and research a river found in the United Kingdom, Europe, North or South America and create an ‘unfolding journey’ in the style of *Amazon Adventure*, showing the river’s journey and points of interest encountered along the journey:
<https://shop.lonelyplanet.com/products/unfolding-journeys-amazon-adventure-1>