

Year 5 - Rivers

<p>Inspiration</p> <ul style="list-style-type: none"> - Creativity – river models Field work (Teessmouth Field Centre) 	<p>Partnership with parents</p> <p>Community - the local environment</p>		
<p>Key Questions</p> <ul style="list-style-type: none"> - How is a river formed? - What happens when rivers flood? - What are the main rivers in the UK and the world? - What is the River Tees like? - How are waterfalls formed? 	<p>Concepts</p> <ul style="list-style-type: none"> - Change, Cause and Effect, Hazard 	<p><i>Also covered in:</i></p> <p>Y3 – Volcanoes and Earthquakes</p> <p>Y5 – Local field study</p>	
	<p>Skill Development M3 Basic</p> <ul style="list-style-type: none"> - With support from a teacher, a range of statistics is collected and analysed and some conclusions about locations are drawn. - There is some awareness that physical features of a location affect human activity and some examples are given. - With support from a teacher, a range of geographical resources are used to give some details and opinions of the characteristic features of a location. - With guidance from a teacher, different types of fieldwork are used to investigate and record details of places. - There are some good observations about the different representations of a location. - Supported by structured activities, there is a growing knowledge of the world and how some aspects have changed over time. - There is a growing awareness of the countries of North and South America and, with support,, some key characteristics of particular locations are described - With support, changes within locations are described. - There is some awareness of geographical diversity and some good examples are given. - There is some awareness of how geographical regions are linked and some examples are given. - There is some awareness of the key physical and human geographical zones with some examples given. - With support from a teacher, position and direction are described using a number of terms to demonstrate knowledge of the world. - With support, maps that identify patterns are created. 	<p>By the end of this unit the children will be able to:</p> <ul style="list-style-type: none"> - Understand that rivers shape the landscape - Understand how rivers are formed - Name different parts of a river - Describe the impact of a river on people - Describe the process of flooding and its impact on people - Locate the main rivers in each of the seven continents - Describe the structure and formation of a waterfall - Apply their knowledge of rivers to the River Tees 	
<p>Knowledge see www.rgs.org</p> <ul style="list-style-type: none"> - Only 0.011% of all water is fresh water found in rivers or lakes. Fresh water is primarily found frozen in ice sheets, ice caps or glaciers. It is also held underground in aquifers or in groundwater. - Rivers shape the landscape and impact on the lives of the people who live near them - Steep land, sparse vegetation, and v-shaped valleys are the features of the upper course. Precipitation (not just rain!) feeds the emerging river. - In the middle course, rivers become wider and deeper. The water is now moving with greater velocity and, therefore has a greater energy to erode the river bank. - Water erodes, transports and deposits soil and other material. It flows around stones and other obstacles, resulting in erosion and a more winding course. Most erosion occurs in the outside of the meander where the water is moving at its fastest. On the inside of the meander, deposition occurs when the river lacks the energy to transport the load. Eventually, this might result in an oxbow lake - Estuaries are where the river flows into the sea. Deposition occurs and where the tides are not strong enough to wash the sediment away deltas are formed. There are no large deltas around the coasts of the UK. - Flooding occurs in the middle and lower course of a river when the land is flatter and the river carries a higher volume of water - Flooding has a high financial and social cost - Waterfalls are formed when the river erodes softer rocks. The overhanging hard rock eventually collapses. The waterfall then moves upstream and, as it retreats, a gorge is formed 			
<p>Topic Specific Vocabulary</p> <p>Source, upper course, middle course, lower course, channel, v-shaped valley, tributaries, erosion, transportation, deposition, undercutting, meander, oxbow lake, mouth, estuary, delta, precipitation, surface runoff</p>	<p>NC Subject content</p> <p>Locate the world’s countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Identify the position of latitude and longitude, Equator, Northern Hemisphere</p> <p>Describe and understand key aspects of physical geography including climate zones, rivers, mountains and human geography including types of settlement and land use, economic activity and the distribution of natural resources including energy, food, minerals and water</p> <p>Use maps and describe features studied</p> <p>Use the eight points of a compass, symbols and keys</p>		
<p>Subject Specific/Academic Vocabulary</p> <p>This vocabulary should be explicitly taught in context. Other tier 2 words should also be explored as they are encountered.</p>			
Year 3	Year 4	Year 5	Year 6
<p>Area, cultural, economic, features, identified, impact, income, physical, region, source</p>	<p>consequences, labour, significant, survey, resident</p>	<p>Analyse, considerable, distribution, export, locate,</p>	<p>Affect, constant, factors, policy, proportion</p>
<p>We are geographers</p> <p>Maps, photographs, writing and models of the River Tees for a classroom display</p> <p>Audience – Teessmouth Field Centre</p>			

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