

Medium Term Plan for Geography Year 3 and 4 Investigating rivers!

This topic is intended for children to learn, through field work and research, about rivers and the effects they have on the landscape. They will look at elements of the water cycle, how rivers erode, transport and deposit materials to produce particular landscape features, and the characteristics of a river system in another part of the world.

Differentiation and Expectations:

Most children will: recognise selected physical processes relating to rivers and begin to appreciate how these can change the character of places; draw on their own observations and secondary sources and use their awareness of river events to suggest geographical questions and raise issues that might be studied e.g. pollution

Some children will not have made so much progress and will: offer appropriate observations about river features, identify how people affect the environment and recognise ways in which people try to manage it.

Some children will have progressed further and will also: confidently use a full range of skills and different kinds of maps and resources to undertake independent investigations, offer explanations for river features observed; relate local river work to generalisations about rivers elsewhere.

Cross curricular links to other subjects:

- Literacy – information posters, persuasive writing
- Numeracy – data handling, coordinates, associated word problems.
- Art – generation of water maps, subject and inspiration for painting theme
- PHSE – tie-ins to neighbourhood and environment theme.
- ICT – use of internet for research; link to writing for different audiences.
- Science – observation and field work skills on trips etc.
- Assembly –presentation of Literacy work etc.

Lesson No.	Lesson Intention (and learning objectives/success criteria)	Activities	ICT Opportunities	Vocab.	Resources
1	<p style="color: red;">Aim: to revise/understand what the water cycle is!</p> <p>Children should learn;</p> <ul style="list-style-type: none"> • To obtain information from maps and atlases • Understand the cyclical nature of the water cycle 	<ul style="list-style-type: none"> • Intro to water – discussion of what it is, distribution, importance. Locate • Watch DVD explaining water cycle • Discuss what they have learnt – recap water cycle on IWB 	<ul style="list-style-type: none"> • DVD • IWB notebook 	Water cycle, cyclical, rain, groundwater, evaporation, condensation	<ul style="list-style-type: none"> • BBC DVD • IWB notebook • Activity sheet detailing the water cycle • Glass of water

		<ul style="list-style-type: none"> Children to work on activity sheet detailing the water cycle. Note: yr 4 children have already done this – design a different activity – namely to act out the water cycle. Get children to demonstrate to year 3 			
2	<p>Aim: to understand where water goes after it reaches the ground! Children should learn;</p> <ul style="list-style-type: none"> Possible destinations for water after it has fallen as rain or snow; How drainage and topography affect what happens to it; How a stream is formed in the first instance 	<ul style="list-style-type: none"> Either go out after it has rained or simulate rain with hose. Observe what happens to water as it soaks into the ground. Find somewhere damp – what happens to water that reaches waterlogged ground – i.e. it pools and makes puddles. Deep enough pools become permanent and become ponds. Use IWB to show how topography of landscape affects the creation of rivers – i.e. water tips out of pond down hill and forms a gully or channel. Because water finds its own level, more ground water then flows into stream, making it bigger. Introduce idea of erosion. Children to have differentiated activity sheets showing pathways of water 	<ul style="list-style-type: none"> IWB notebook 	<p>Drainage, groundwater, topography, erosion, stream, source, flow, water table, channel, gully</p>	<ul style="list-style-type: none"> bucket of water or hose; dry ground and damp ground access to common and pond
3	<p>Aim: to understand how a river changes over its course! Children should learn;</p> <ul style="list-style-type: none"> To use maps and plans How a river starts and the different stages of its course 	<ul style="list-style-type: none"> Refer back to initial lesson, and say that we are going to focus on learning about the different stages of a river – in this the Amazon 	<ul style="list-style-type: none"> IWB notebook Possibly downloaded video files or similar of 	<p>Water cycle, formation, stream, tributary, river, water course, floods, mouth, estuary, mountain, upper,</p>	<ul style="list-style-type: none"> IWB notebook Activity sheets detailing the course and development of the Amazon

		<ul style="list-style-type: none"> • Use IWB to show where it starts, and use pictures to show the different stages of its development until it empties in the Atlantic • Could use pile of sand and water to replicate formation and development of river • Children to progress to activity sheet detailing development of river. • Link in to English – do glossary work on a list of geographical river terms 	Amazon	middle, lower	<ul style="list-style-type: none"> • Coloured pencils • Pile of sand and jugs of water (sandpit)
4	<p>Aim: to take a field trip and study a river source!</p> <p>Children should learn;</p> <ul style="list-style-type: none"> • to undertake field work • to make plans and maps • to see how rivers erode, transport and deposit materials to produce landscape features; • to use ICT and secondary sources 	<ul style="list-style-type: none"> • Children to visit Lopham and Redgrave Fen (make necessary arrangements – Cathy Smith 01379 688333) • Use activity sheet to sketch river and banks – make notes of features e.g. meanders, different plants/animals etc and changes in the river's characteristics e.g. height, width, depth, speed of flow etc. Children to measure where possible and record findings. • Children to also record personal feelings • Link to imaginative writing/poetry on river subject 	<ul style="list-style-type: none"> • Digital cameras to record observations 	Flow, appearance, observer, record, meander, bank	<ul style="list-style-type: none"> • risk assessments • activity sheets – do Lopham Fen supply these? • Satellite/aerial photos • Digital cameras • Coach • clipboards
5/6	<p>Aim: to find out what the Colorado river is like and how it affects the landscape!</p> <p>Children should learn to;</p> <ul style="list-style-type: none"> • investigate places; • use geographical vocab; • to use atlases, globes, maps and secondary sources; • use ICT to access additional 	<ul style="list-style-type: none"> • Use IWB notebook to introduce the Colorado river. Say this is one of the most spectacular examples of what a river can do to a landscape, and that they are going to find out about it. 	<ul style="list-style-type: none"> • IWB notebook • PC's for HA children to type up their work • Internet for research 	Colorado, Grand Canyon erosion, river, state, source, dams, features – plus vocab from previous lessons.	<ul style="list-style-type: none"> • IWB notebook • Differentiated sources of data – pictures, numeric, text • Differentiated questions for children to

	<p>information and to combine textual, graphical and numerical information</p> <ul style="list-style-type: none"> • make links with other places and other river systems; 	<p>Mention also the board/sugar paper you have put up to record facts and words as they find them.</p> <ul style="list-style-type: none"> • Get children to find out where it is using coordinates and atlases. • Show photos, use IWB notebook to discuss erosion features and course of river. Mention the dams along the length. • Advise them that they will be using their knowledge to make an information poster about it. • Using set information sources, get them to answer questions on it. • Use this as a kick-off to then assemble an information report poster in English 	<p>source.</p> <ul style="list-style-type: none"> • Find helicopter footage of Grand Canyon on internet? 		<p>research and answer</p> <ul style="list-style-type: none"> • Planning templates for information report poster.
--	--	---	---	--	--