

High Bickington Church of England Primary Academy

Geography: Streams to Oceans



Geography

Vision

- **Inspire Lifelong Curiosity:** Our geography curriculum is designed to spark a deep curiosity about the world, encouraging pupils to explore and question the diverse landscapes, cultures, and phenomena they encounter.
- **Foster Global Understanding:** By immersing students in the study of different places and peoples, we aim to cultivate a profound understanding and appreciation of the interconnectedness of the world, fostering empathy and global awareness.
- **Build Lasting Knowledge and Skills:** Through engaging and dynamic lessons, we ensure that students not only acquire essential geographical knowledge but also develop critical thinking and analytical skills that will serve them throughout their lives.

Intent



Implementation



Impact



Substantive Knowledge and Disciplinary Knowledge

From the Early Years Foundation Stage up to the end of Key Stage 2, the substantive knowledge progresses through conceptual development. Meanwhile, disciplinary knowledge is developed through historical enquiry and interpretation. To ensure pupils can learn more and know more over time, we believe it is crucial that our Geography curriculum develops both categories of knowledge as well as Geographical skill.

Reviewing Prior Learning: Speak Like an Expert

Purpose: Sessions that ensure effective retention & recall of information.

Regular sessions at the start of every lesson to review prior learning.

Friday sessions
Dedicated sessions reviewing the week's learning helping to make connections.

Format
Activities include recap quizzes, group discussions, visual aids, role playing, teacher feedback.

Benefits
Students develop strong retention skills, articulate historical knowledge & concepts.

Intent

Inspire Curiosity	Spark deep curiosity about the world, encouraging pupils to explore and question diverse landscapes, cultures, and phenomena.
Foster Global Understanding	Cultivate empathy and global awareness by helping children understand the interconnectedness of the world and their role as global citizens.
Building Knowledge	Enhance learning through educational visits that provide practical experiences and real-world contexts for geographical concepts.
Developing Key Skills for Exploration	Develop essential geographical skills such as map reading, data collection, analysis, and fieldwork techniques to enable pupils to explore the world effectively.
Effective Communication	Teach various ways to communicate geographical information, including through maps, numerical data, written expression, and presentations
Local and Global Connections	Teach various ways to communicate geographical information, including through maps, numerical data, written expression, and presentations

Implementation

Passion for Exploring the World	Our two-year programme ensures complete coverage of the KS2 National Curriculum, enabling children to name and locate significant places around the globe.
Name and Locate Places of the World	We develop pupils' geographical skills through hands-on fieldwork, where they collect, analyse, and communicate data. Leaders and governors rigorously monitor this aspect to maintain high standards.
Geographical Skills and Fieldwork	We inspire a passion for exploring the world by incorporating real-life contexts and educational visits, making learning relevant and engaging. External experts, trips, and visitors bring geography to life for our students.
Human and Physical Geography	Our curriculum covers both human and physical geography, ensuring that children understand the interaction between people and their environments. We continually enhance resources and integrate technology to support this learning.
Geographical Vocabulary	We assess and build upon pupils' understanding of geographical vocabulary before and after each unit, ensuring they can effectively communicate their knowledge.
Global and Local Connections	Through partnerships, such as our link with a school in India, and our focus on local geography, we deepen pupils' understanding of their locality and the wider world, fostering a sense of global citizenship.

Streams to Oceans

Subject: Geography

Year: 3 and 4

Term: Autumn 1

National Curriculum Aims

Key Objectives:

- Understand and describe key aspects of physical geography: including rivers and the water cycle.
- Use maps, atlases, globes, and digital/computer mapping: to locate countries and describe the features studied, focusing on significant world rivers including those in India.
- Identify the position and significance of geographical coordinates: including latitude, longitude, Equator, Northern and Southern Hemispheres, and the Tropics.
- Conduct observational and practical activities: to model and understand physical processes such as river formation.
- Communicate geographical information effectively: using diagrams, data tables, maps, and digital presentation

Key Elements

Key Elements:

Gather and record data/Observation/Digital searching /Place and Space/Location/

Key Questions

Five Key Questions:

What is the water cycle? How do rivers form? What features might you see in a river? Which are the great rivers of the world? How do rivers compare (Taw)? How do rivers compare (Thames)? 'How do rivers compare: Ganges' where we look specifically at the Ganges in India to make those links.

Curriculum coherence

Building Learning Power - Prior Learning:

The Year 3 and 4 students have a robust foundation in geographical knowledge from their Year 1 and 2 experiences. They explored diverse topics, starting with the "Scented Garden" theme, where they investigated the flora of the Brazilian rainforest. They learned how climate influences plant growth and identified various rainforest plants, from canopy trees to forest floor ferns. They also honed their map skills by locating rainforests on a world map and understanding symbols and keys.

In their "Coastlines" project, the children expanded their geographical knowledge by studying the world's seas and oceans, using maps, globes, and atlases. They learned about coastal features, erosion, and safety at the coast. The students delved into the history and significance of Whitby, learning about Captain Cook and the tourism industry. Their memorable experience included a coastal visit, and they engaged in practical activities like using compass directions and creating maps with locational language.

The "Bright Lights, Big City" topic focused on England's capital, London. They explored London's geography, including famous landmarks and routes using maps and compass directions. They learned about the Great Fire of London, enhancing their historical context. The project incorporated digital skills through virtual tours and stop-motion animation. The children also examined the countries and capital cities of the UK, making geographical comparisons and understanding city life dynamics.

Building Futures - Future Learning through the project:

In Years 4, 5, and 6, students will deepen their geographical knowledge through a series of diverse and engaging topics. The "Rocks, Relics and Rumbles" project will introduce them to the Earth's layers, plate tectonics, rocks, soil, and fossils, including the work of Mary Anning. They will learn about latitude and longitude, cardinal points, and natural disasters like volcanoes, earthquakes, and tsunamis.

The "Urban Pioneers" project will immerse students in urban life, using Ordnance Survey maps to locate human features and sketch routes. They will explore urban art, conduct surveys, and propose improvements for urban environments, fostering creativity and practical mapping skills.

In "Blue Abyss," students will dive into marine geography, studying ocean life and creating underwater models. They will explore deep-sea environments, bioluminescent creatures, and produce a 3-D art exhibition inspired by the ocean.

The "Sow, Grow and Farm" project will cover agricultural land use, climate zones, and farming practices in the UK and the Americas. Students will investigate food transportation and physical features of these regions.

In "Frozen Kingdoms," they will study polar regions, focusing on polar climates, landscapes, climate change, and indigenous people.

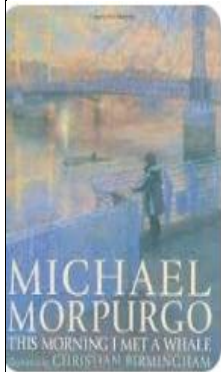
"Hola Mexico" will explore the ancient Mayan civilization, examining Mexico's human and physical geography.

Finally, "Misty Mountain, Winding River" will teach students about rivers and mountain ranges, physical processes like erosion and deposition, and the water cycle. They will use maps, grid references, and contour lines to understand these natural features.

Vocabulary: Source, Water Cycle, V-shaped Valley, River Taw, River Thames, River Ganges, Precipitation, Evaporation, Condensation, Collection, Ox Bow Lake, River Bank, Meander, Mouth, Tributary,

Key Text

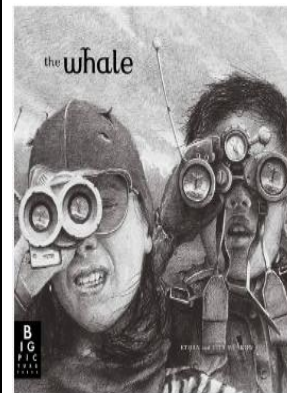
This morning I met a whale - Michael Morpurgo



At sunrise, young Michael spots a whale on the shores of the Thames and thinks he must be dreaming. But the creature is real and it has a message for him – one that only an open-minded child can deliver to the rest of the world. The whale warns that the earth's days are numbered and that humans must put right the damage they are doing, but how can Michael fulfil his promise to tell others when neither his teacher nor his classmates will believe his story? Within hours, the city and the wider world have learned of London's remarkable visitor, and all eyes are on the whale's struggle against the receding tide. Michael must now join his new friend in a race against time to reach the ocean, and hold fast to his promise in the race to save the world itself.

Ready, Steady, Write Text

There is a legend that a Great Spotted Whale lives in the ocean; local fishermen still talk of it, although the first sighting fifty years ago was never corroborated. Now, two young whale watchers each set out to find the whale, one armed with sound recording equipment, the other a camera. Mid-ocean their boats collide, so they pool their resources and set off together to capture incontrovertible proof that the mythical Great Spotted Whale exists.



Other useful texts:

- A drop in the ocean:** The Story of Water (Science works)
- Rivers** (popcorn: geography corner)
- Ashley Booth:**
- Y4 Mental Health x3
- Y4 Recycling Week x3
- Y4 Rivers x3
- Y3 Plants x3
- Y4 Songs x3

Development of Knowledge	Lesson	Lesson Content	Substantive Knowledge	Disciplinary Knowledge
	Lesson 1	NB: Stick A5 widgit vocabulary sheet in children's books prior to starting the lesson.		Substantive Knowledge:

	<p>Introduction to the Water Cycle Lesson Objective: WALT understand the four main stages of the water cycle (evaporation, condensation, precipitation, and run-off).</p> <p>Recap on Prior Learning (10 mins):</p> <ul style="list-style-type: none"> Briefly discuss what the students already know about water in nature. <p>Activity 1: Introduction to the Water Cycle (20 mins)</p> <ul style="list-style-type: none"> Watch animations of the water cycle to identify the four main stages. Task: Work in pairs to discuss the stages using diagrams or models. Refer to information texts and the web for clarification. <p>Activity 2: Sequencing the Water Cycle (20 mins)</p> <ul style="list-style-type: none"> Use a range of picture cards to sequence the stages of the water cycle. Task: Add captions and labels to each picture. <p><i>Note: Highlight examples of the water cycle in Indian rivers, such as the Ganges and Brahmaputra, and their significance in Indian culture and geography.</i></p> <p>Adaptation Note for SEND Pupils:</p> <ul style="list-style-type: none"> Provide simplified picture cards with stages pre-labelled. Offer a summary of the video with key points highlighted. <p>Diving Deeper Challenge:</p> <ul style="list-style-type: none"> Task: Create a digital presentation of the water cycle using clipart or downloaded images. Add captions and labels, focusing on Indian rivers. <p>Conclusion (10 mins):</p> <ul style="list-style-type: none"> Review the water cycle process using an interactive whiteboard (IWB). Big Question: Why is the water cycle important for life on Earth, especially in countries like India? 	<ul style="list-style-type: none"> Children understand that the water cycle consists of evaporation, condensation, precipitation, and run-off. Children know that the water cycle is a continuous process vital for life on Earth, including in India. 	<ul style="list-style-type: none"> Children can gather and record findings using diagrams, tables, charts, and graphs with increasing accuracy. Children can use visual aids and models to explain geographical processes.
Lesson 2	<p>Exploring River Formation Lesson Objective: WALT understand how rivers are formed and the processes involved in their formation.</p> <p>Recap on Prior Learning (10 mins):</p> <ul style="list-style-type: none"> Review the stages of the water cycle from the previous lesson, focusing on precipitation and run-off. <p>Activity 1: Outdoor Model Building (30 mins)</p>	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> Children understand that rivers are formed through the movement of water and the interaction with natural materials. 	<p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> Children can make careful observations, identifying similarities, differences, and changes.

		<ul style="list-style-type: none"> • Work outdoors using natural materials (sand, rocks, peat, gravel, clay, and stones) to build a model demonstrating river formation. • Task: Begin by making a mountain, then pour water down the mountain – starting with small trickles and then heavier downpours. Observe and record what happens as the water runs down the surface. <p>Activity 2: Observations and Discussion (20 mins)</p> <ul style="list-style-type: none"> • Observe how water travels around larger rocks and stones, and identify what materials are carried downhill and where smaller items like gravel and peat are deposited. • Task: Explain observations to an adult using key technical vocabulary. Discuss how this relates to the formation of real rivers, particularly focusing on Indian rivers such as the Ganges, Yamuna, and Godavari. <p>Note: Use video animations and films (e.g., from BBC) to reinforce learning. Children could record their activities with digital cameras and create a diagram showing river formation using their experience and a range of non-fiction books for reference.</p> <p>Adaptation Note for SEND Pupils:</p> <ul style="list-style-type: none"> • Provide simplified materials and clear, step-by-step instructions. • Use visual aids and pre-labelled diagrams to support understanding. <p>Diving Deeper Challenge:</p> <ul style="list-style-type: none"> • Task: Research how different types of rocks and soil affect river formation, focusing on Indian rivers. Create a report or presentation to share with the class. <p>Conclusion (10 mins):</p> <ul style="list-style-type: none"> • Discuss how the model activity relates to real river formation, especially in India. • Big Question: How do natural materials and water flow shape the landscape, particularly in India? <p>Practical Resources:</p> <ul style="list-style-type: none"> • Sand, rocks, peat, gravel, clay, and stones • Water • Cameras • Video animations or films • Information books 	<ul style="list-style-type: none"> • Children know that different materials are carried and deposited by flowing water, shaping the river and surrounding landscape, with examples from Indian rivers. 	<ul style="list-style-type: none"> • Children can make simple connections between their model and real-world river formation, especially in India. • Children can use key technical vocabulary to explain their observations and understanding.
	Lesson 3	<p>Lesson 3: Investigating River Features</p> <p>Lesson Objective: WALT understand how different physical features of rivers are formed and develop research skills using the World Wide Web.</p>	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • Children understand that the World Wide Web is a collection of 	<p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> • Children can use the web to search for

	<p>Recap on Prior Learning (10 mins):</p> <ul style="list-style-type: none"> Review the formation of rivers and the processes involved from the previous lesson. <p>Activity 1: Introduction to the World Wide Web (10 mins)</p> <ul style="list-style-type: none"> Explain that the World Wide Web contains numerous web pages about different subjects that can be searched. Discuss how information on the web can be displayed as text, images, or videos. <p>Activity 2: Researching River Features (30 mins)</p> <ul style="list-style-type: none"> Use the web to find out how different physical features of rivers are formed. Task: Choose a feature from a given list (oxbow lake, meander, V-shaped valley, waterfall, or interlocking spurs) and use research skills to investigate its formation, focusing on examples from Indian rivers such as the Brahmaputra's meanders or the waterfalls in the Western Ghats. <p>Activity 3: Presentation Preparation (20 mins)</p> <ul style="list-style-type: none"> Prepare a two-minute presentation describing how the chosen feature is formed. Task: Use text, images, or videos found during the research to support the presentation. <p><i>Note: Where independent research is inappropriate, supply picture cards for the children to sequence. Provide trays of earth, rock, gravel, and clay so that children can work in small teams to try to create their feature.</i></p> <p>Adaptation Note for SEND Pupils:</p> <ul style="list-style-type: none"> Provide pre-selected websites and simplified research guides. Use visual aids and pre-labelled diagrams to support understanding. <p>Diving Deeper Challenge:</p> <ul style="list-style-type: none"> Task: Investigate how human activities impact the formation of these river features, particularly in India. Create a report or presentation to share with the class. <p>Conclusion (10 mins):</p> <ul style="list-style-type: none"> Present findings to the class and discuss the different river features. Big Question: How do physical features of rivers impact the surrounding environment, particularly in India? <p>Practical Resources:</p> <ul style="list-style-type: none"> Information books about physical features of rivers Computers or tablets Picture cards to sequence 	<p>web pages accessible via the internet.</p> <ul style="list-style-type: none"> Children know that different physical features of rivers (oxbow lakes, meanders, V-shaped valleys, waterfalls, and interlocking spurs) are formed through natural processes, with examples from Indian rivers. 	<p>information and explain their findings.</p> <ul style="list-style-type: none"> Children can prepare and present information clearly, using a variety of media (text, images, videos). Children can explain how physical features of rivers are formed, using key geographical vocabulary, with a focus on Indian rivers.
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	<ul style="list-style-type: none"> • Trays of earth, rock, gravel, and clay <p>Lesson 4</p> <p>Locating Major World Rivers</p> <p>Lesson Objective: WALT locate significant places using latitude and longitude and gather data about major world rivers.</p> <p>Recap on Prior Learning (10 mins):</p> <ul style="list-style-type: none"> • Review different physical features of rivers from the previous lesson. <p>Activity 1: Introduction to Latitude and Longitude (10 mins)</p> <ul style="list-style-type: none"> • Explain how latitude and longitude are used to locate places on the Earth. • Demonstrate how to find coordinates on a world map or globe. <p>Activity 2: Locating Major Rivers (30 mins)</p> <ul style="list-style-type: none"> • Task: Search for and name the world’s major rivers on a world map or globe. Include major Indian rivers like the Ganges, Brahmaputra, Yamuna, Godavari, and Krishna alongside other principal rivers such as the Sepik, Mississippi, Volga, Zambezi, Mekong, Danube, Yangtze, Nile, and Amazon. <p>Activity 3: Completing the River Data Table (20 mins)</p> <ul style="list-style-type: none"> • Task: Complete a table to represent world river data using the headings: Name of river; Hemisphere; Latitude and longitude; Continent; Countries; Mouth (sea or ocean). <p><i>Note: Provide resources such as world maps, globes, and blank tables. Use rivers of the world resources for different levels (A4, A3).</i></p> <p>Adaptation Note for SEND Pupils:</p> <ul style="list-style-type: none"> • Provide simplified maps with pre-marked locations. • Use templates with some information pre-filled to guide their work. <p>Diving Deeper Challenge:</p> <ul style="list-style-type: none"> • Task: Research additional details about one of the major Indian rivers, such as its length, tributaries, and significance to the regions it flows through. Present the findings to the class. <p>Conclusion (10 mins):</p> <ul style="list-style-type: none"> • Discuss the importance of knowing the locations of major rivers and their impact on the continents they flow through, particularly in India. • Big Question: How do the locations of major rivers influence the development of human civilisations, especially in India? <p>Practical Resources:</p> <ul style="list-style-type: none"> • World maps or globes 	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • Children understand how to use latitude and longitude to locate significant places. • Children know the locations and basic data of the world’s major rivers, including key Indian rivers. 	<p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> • Children can use maps and globes to find specific locations. • Children can gather and organise geographical data into a structured format. • Children can explain the significance of major rivers using key geographical vocabulary, with a focus on Indian rivers
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	<ul style="list-style-type: none"> Blank table templates <p>Lesson 5</p> <p>Comparing the River Taw and the Ganges</p> <p>Lesson Objective: WALT build knowledge of the River Taw in Barnstaple, North Devon, and compare it with the Ganges River in India.</p> <p>Recap on Prior Learning (10 mins):</p> <ul style="list-style-type: none"> Review the key features of rivers studied in previous lessons, including how they are formed and their significance. <p>Activity 1: Introduction to the River Taw (20 mins)</p> <ul style="list-style-type: none"> Present information about the River Taw, including its source, course, and mouth. Use maps and images to show the River Taw's journey from its source at Taw Head on Dartmoor, through Barnstaple, to its mouth at the Bristol Channel. Task: Children complete a fact sheet about the River Taw, including its length, key towns along its course, and any significant features. <p>Activity 2: Introduction to the Ganges River (20 mins)</p> <ul style="list-style-type: none"> Present information about the Ganges River, including its source, course, and mouth. Use maps and images to show the Ganges' journey from its source in the Himalayas, through major cities like Varanasi, to its mouth in the Bay of Bengal. Task: Children complete a fact sheet about the Ganges, including its length, key cities along its course, and any significant features. <p>Activity 3: Comparing the Rivers (20 mins)</p> <ul style="list-style-type: none"> Create a Venn diagram to compare the River Taw and the Ganges. Task: In pairs, children discuss and list the similarities and differences between the two rivers, including their geographical features, cultural significance, and the environments they flow through. Provide guiding questions such as: How do the lengths of the rivers compare? What are the major uses of each river? How do the climates of the regions they flow through differ? <p>Note: Use resources such as maps, information books, and digital tools to facilitate the comparisons.</p> <p>Adaptation Note for SEND Pupils:</p> <ul style="list-style-type: none"> Provide simplified fact sheets with pre-filled information. Use visual aids and pre-labelled maps to support understanding. <p>Diving Deeper Challenge:</p> <ul style="list-style-type: none"> Task: Research how human activities impact both the River Taw and the Ganges. Create a presentation or report comparing the environmental challenges each river faces. 	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> Children understand the key geographical features of the River Taw and the Ganges. Children know the course of each river, from source to mouth, and significant places along their routes. 	<p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> Children can use maps and images to locate and describe rivers Children can compare and contrast geographical features using a Venn diagram. Children can communicate their findings through discussion and written work.
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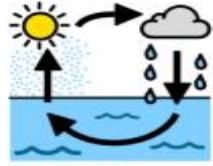
		<p>Conclusion (10 mins):</p> <ul style="list-style-type: none"> • Discuss the key findings from the comparisons and what they reveal about the importance of rivers in different parts of the world. • Big Question: How do rivers shape the lives of people in different regions, and why is it important to protect them? <p>Practical Resources:</p> <ul style="list-style-type: none"> • Maps of the River Taw and the Ganges • Information books and fact sheets • Computers or tablets for digital research • Materials for creating a Venn diagram • 		
	<p>Lesson 6</p>	<p>Comparing the River Taw, the Ganges, and the River Thames Lesson Objective: WALT compare the River Taw, the Ganges, and the River Thames to understand their geographical features, cultural significance, and environmental challenges.</p> <p>Recap on Prior Learning (10 mins):</p> <ul style="list-style-type: none"> • Review the key features and comparisons of the River Taw and the Ganges from the previous lesson. • <p>Activity 1: Introduction to the River Thames (20 mins)</p> <ul style="list-style-type: none"> • Present information about the River Thames, including its source, course, and mouth. • Use maps and images to show the Thames' journey from its source in the Cotswolds, through London, to its mouth at the Thames Estuary. • Task: Children complete a fact sheet about the River Thames, including its length, key cities along its course, and any significant features. • <p>Activity 2: Comparing the Three Rivers (30 mins)</p> <ul style="list-style-type: none"> • Expand the Venn diagram from Lesson 5 to include the River Thames. • Task: In groups, children discuss and list the similarities and differences between the River Taw, the Ganges, and the Thames, focusing on geographical features, cultural significance, and environmental challenges. • Provide guiding questions such as: How do the lengths and courses of the rivers compare? What are the major uses of each river? How do the climates and environments of the regions they flow through differ? How do human activities impact each river? <p>Activity 3: Presentation Preparation (20 mins)</p>	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • Children understand the key geographical features of the River Taw, the Ganges, and the Thames. • Children know the course of each river, from source to mouth, and significant places along their routes. 	<p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> • Children can use maps and images to locate and describe rivers. • Children can compare and contrast geographical features using a Venn diagram. • Children can communicate their findings through group presentations and visual aids.

		<ul style="list-style-type: none"> Task: Each group prepares a short presentation summarising their findings about the three rivers, using their Venn diagram and fact sheets. Encourage the use of visual aids, maps, and digital tools. <p>Adaptation Note for SEND Pupils:</p> <ul style="list-style-type: none"> Provide simplified fact sheets with pre-filled information. Use visual aids and pre-labelled maps to support understanding <p>Diving Deeper Challenge:</p> <ul style="list-style-type: none"> Task: Research historical events or famous landmarks along each river and include this information in the presentation. <p>Conclusion (10 mins):</p> <ul style="list-style-type: none"> Groups present their findings to the class. Big Question: How do rivers connect different regions and cultures, and why is it important to protect and manage them sustainably? <p>Practical Resources:</p> <ul style="list-style-type: none"> Maps of the River Taw, the Ganges, and the Thames Information books and fact sheets Computers or tablets for digital research Materials for creating and expanding a Venn diagram 		
	Lesson 7	<p>End-of-Unit Review and Assessment</p> <p>Lesson Objective: WALT review and assess our knowledge of the key geographical concepts and vocabulary learned throughout the unit.</p> <p>Recap on Prior Learning (5 mins):</p> <ul style="list-style-type: none"> Briefly review the key points from each of the previous six lessons. Remind children of the widget sheet of geographical vocabulary introduced in Lesson 1. <p>Activity 1: Vocabulary Review (10 mins)</p> <ul style="list-style-type: none"> Provide each student with their vocabulary widget sheet. Task: In pairs, children take turns explaining each term on the widget sheet, using examples from the lessons to illustrate their meanings (e.g., evaporation, condensation, run-off, meander, oxbow lake, etc.). <p>Activity 2: Assessment Task (20 mins)</p> <ul style="list-style-type: none"> Provide an assessment worksheet that includes a variety of question types (multiple choice, short answer, and diagram labelling) to gauge children's understanding. 	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> Children understand and can explain key geographical terms and concepts learned throughout the unit. Children know the key features and significance of the rivers studied. 	<p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> Children can accurately use and explain geographical vocabulary. Children can label diagrams and compare geographical features using their knowledge from the unit.

	<ul style="list-style-type: none"> ○ Section 1: Vocabulary Matching - Match geographical terms with their definitions. ○ Section 2: Short Answer Questions - Answer questions about the water cycle, river formation, and the significance of the rivers studied (River Taw, Ganges, Thames). ○ Section 3: Diagram Labelling - Label parts of the water cycle and features of a river (e.g., meander, source, mouth). ○ Section 4: Comparative Questions - Compare and contrast two of the rivers studied, focusing on their key features and cultural significance. <p>Note: Ensure the assessment task is age-appropriate and covers the key concepts taught during the unit.</p> <p>Adaptation Note for SEND Pupils:</p> <ul style="list-style-type: none"> ● Provide a simplified version of the assessment with fewer questions and more visual aids. ● Allow additional time and support where necessary. <p>Activity 3: Self-Reflection (5 mins)</p> <ul style="list-style-type: none"> ● Task: Ask children to write or draw one thing they found most interesting about the unit and one thing they would like to learn more about. <p>Conclusion (5 mins):</p> <ul style="list-style-type: none"> ● Discuss the assessment task and self-reflections as a class. ● Big Question: How does understanding rivers and the water cycle help us appreciate and take care of our environment? <p>Practical Resources:</p> <ul style="list-style-type: none"> ● Vocabulary widget sheets ● Assessment worksheets ● Pencils, erasers, and colouring materials for diagrams ● Visual aids for SEND pupils 		
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source



water cycle



v-shaped valley



River Taw



River Thames



tributary



Flow



mouth



precipitation



evaporation



meander



oxbow lake



river bank



collection



condensation

Glossary

Evaporation:	When water from rivers, lakes, or the ocean heats up and turns into vapor, rising into the air.
Condensation:	When water vapor in the air cools down and turns back into liquid, forming clouds.
Precipitation:	When water falls from the clouds as rain, snow, sleet, or hail.
Run-off:	Water that flows over the ground and collects in rivers, lakes, or the ocean after precipitation.
Source:	The starting point of a river, usually found in high places like mountains.
Mouth:	The place where a river ends, usually flowing into a sea or ocean.
Tributary:	A smaller river or stream that flows into a larger river.
Meander:	A bend or curve in a river
Oxbow Lake:	A U-shaped lake formed when a meander is cut off from the main river.
Waterfall:	A place where water flows over a steep drop in a river
Valley:	A low area of land between hills or mountains, often with a river running through it.
Latitude:	Imaginary lines around the Earth that measure how far north or south a place is from the Equator.
Longitude:	Imaginary lines around the Earth that measure how far east or west a place is from the Prime Meridian.
Continent:	One of the large landmasses on Earth, such as Africa, Asia, or Europe
Hemisphere:	Half of the Earth, usually divided into Northern and Southern Hemispheres or Eastern and Western Hemispheres.

The water cycle



**Precipitation
(liquid or solid)**
The clouds grow bigger and become heavy. The water then falls back to Earth as precipitation. Precipitation can be rain, hail, sleet or snow.



**Condensation
(gas to liquid)**
It is very cold high up in the atmosphere. As the water vapour rises, it cools down, causing the gas to condense and turn back to a liquid. These tiny water droplets form clouds.



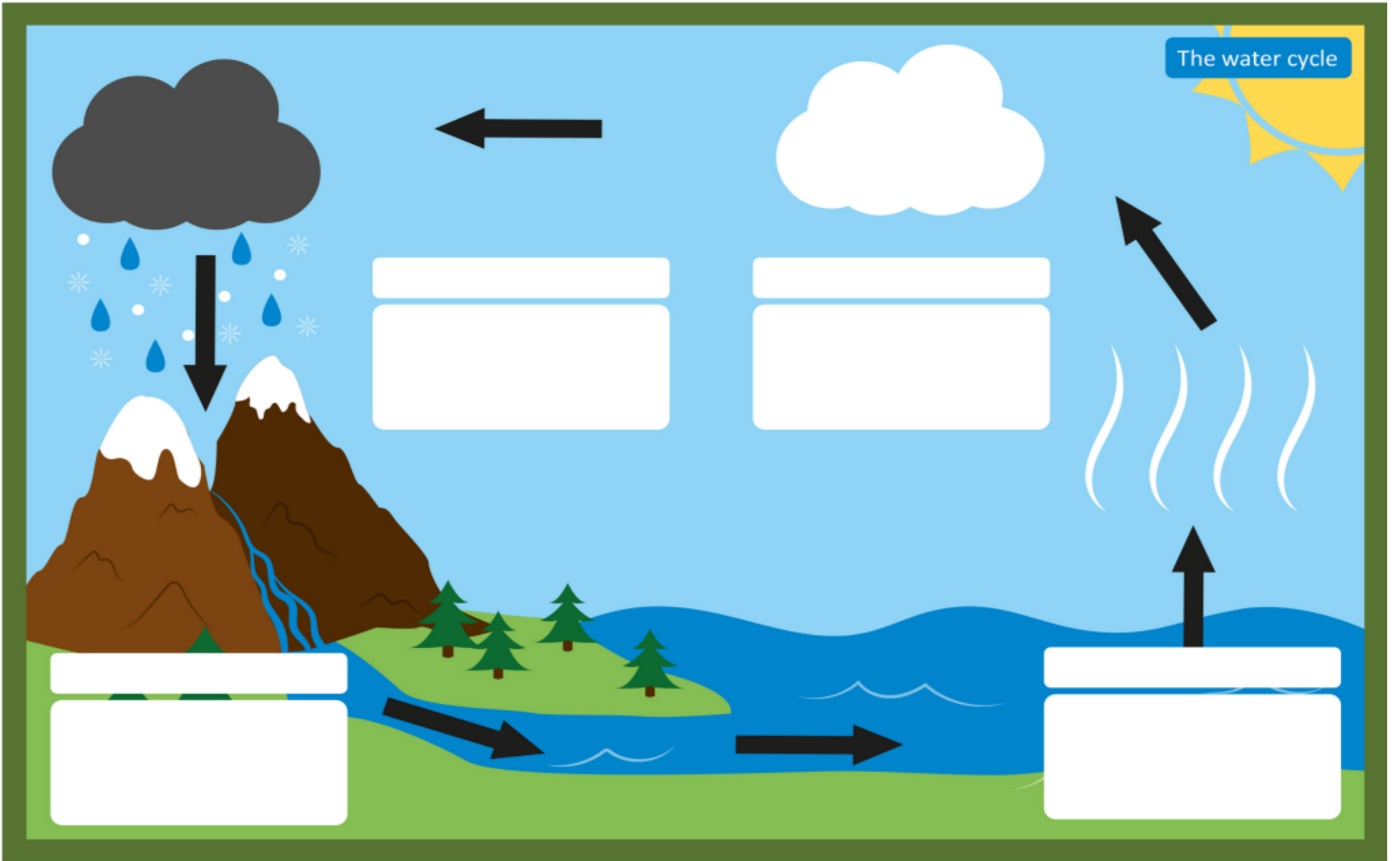
**Evaporation
(liquid to gas)**
The heat of the Sun warms up water collected in rivers, lakes and oceans. As the water heats up, it changes state to become water vapour (a gas) that rises into the sky.



**Collection
(liquid or solid)**
Rivers, lakes, oceans and land collect the water that has fallen. If water falls on land, it soaks into the soil and becomes 'ground water'.



The water cycle





Non-Fiction Books

1. **"A Drop Around the World" by Barbara McKinney**
 - This book follows a drop of water as it travels through the water cycle around the world, making it an excellent companion for learning about the water cycle.
2. **"Rivers of the World" by Jen Green**
 - This book provides detailed information about major rivers around the world, including their geography and significance.
3. **"National Geographic Kids Everything Rivers" by Laura Marsh**
 - Filled with stunning photographs and interesting facts, this book covers various rivers around the world and is designed to engage young readers.
4. **"Follow the Water from Brook to Ocean" by Arthur Dorros**
 - This book explains how water travels from small streams to the ocean, highlighting the journey of rivers.
5. **"A River" by Marc Martin**
 - A beautifully illustrated book that follows the journey of a river from its source to the sea, providing a visual and narrative exploration of rivers.

Fiction Books

2. **"The Wind in the Willows" by Kenneth Grahame**
 - This classic story features many adventures along a river, with rich descriptions of the river environment that can help children visualize river landscapes.
3. **"Paddle-to-the-Sea" by Holling C. Holling**
 - This story follows a carved wooden figure of an Indigenous boy as it travels from the Great Lakes to the Atlantic Ocean, teaching readers about rivers and waterways.
4. **"The Secret River" by Marjorie Kinnan Rawlings**
 - A tale of a young girl who discovers a magical river, offering an engaging way to think about rivers and their importance.
5. **"One Well: The Story of Water on Earth" by Rochelle Strauss**
 - Though not purely fiction, this book tells the story of water on Earth in a narrative style, making it engaging for young readers while providing factual information about water and rivers.
6. **"River Story" by Meredith Hooper**

Sepik

Hemisphere: Southern
Continent: Australasia
Country: Papua New Guinea
Source: Victor Emanuel Range
Outflow: Bismark Sea



- The Sepik is the longest river on the island of New Guinea.
- There are no large settlements along the river.
- The river was only discovered by Europeans in 1885.

Mississippi

Hemisphere: Northern
Continent: North America
Country: United States
Source: Lake Itasca
Outflow: Gulf of Mexico



- The Mississippi River is the longest river in North America and the fourth longest river in the world.
- It is often called 'Old Man River'.
- The Mississippi River is so long that it almost cuts the USA in two.

Danube

Hemisphere: Northern
Continent: Europe
Countries: Germany, Austria, Slovakia, Hungary, Croatia, Serbia, Bulgaria, Romania, Moldova and Ukraine
Source: Black Forest Mountains, Germany
Outflow: Black Sea



- The Danube is the second longest river in Europe.
- The Danube flows through 10 different countries.
- It was once used as a border for the Roman Empire.

Yangtze

Hemisphere: Northern
Continent: Asia
Country: China
Source: Tanggula Mountain Range
Outflow: East China Sea



- The Yangtze is the third longest river in the world.
- It is the longest river to flow only in one country.
- The Three Gorges Dam on the Yangtze River is the largest hydroelectric power station in the world.

Mekong

Hemisphere: Northern
Continent: Asia
Countries: China, Myanmar, Laos, Thailand, Cambodia and Vietnam
Source: Qinghai, China
Outflow: South China Sea



- The Mekong is the twelfth longest river in the world.
- Its name means 'mother of water' in Cambodian.
- The river contains many waterfalls and rapids.

Ganges

Hemisphere: Northern
Continent: Asia
Countries: India and Bangladesh
Source: Himalayas
Outflow: Bay of Bengal



- The Ganges is worshipped as the goddess Ganga by Hindus.
- The river is very polluted, as people use it for washing and to dispose of human waste.
- The Ganges contains over 140 species of fish.

Nile

Hemisphere: Northern
Continent: Africa
Countries: Egypt and Sudan
Source: Disputed but believed to be in Burundi.
Outflow: Mediterranean Sea



- The Nile is the longest river in the world.
- The Nile's water comes from 10 different countries.
- The name 'Nile' comes from the ancient Greek word 'neilos' which means river valley.

Amazon

Hemisphere: Southern
Continent: South America
Countries: Peru, Colombia and Brazil
Source: Disputed but believed to be the Mantaro River, Peru
Outflow: Atlantic Ocean



- The Amazon is the second longest river in the world.
- The length of the Amazon is the same as the distance between New York City in America and the European city of Rome.
- The mouth of the Amazon is almost directly on the Equator.

Volga

Hemisphere: Northern
Continent: Europe
Country: Russia
Source: Valdai Hills
Outflow: Caspian Sea



- The Volga is the longest river in Europe.
- The river flows into the Caspian Sea, which is the world's largest inland sea.
- There are eight hydroelectric power stations along the Volga.

Zambezi

Hemisphere: Southern
Continent: Africa
Countries: Angola, Zambia, Namibia, Botswana, Zimbabwe and Mozambique
Source: Central African Plateau
Outflow: Indian Ocean



- The Zambezi is the fourth longest river in Africa.
- Its most famous feature is Victoria Falls.
- A section of the Zambezi forms the northern border between Zambia and Zimbabwe.