

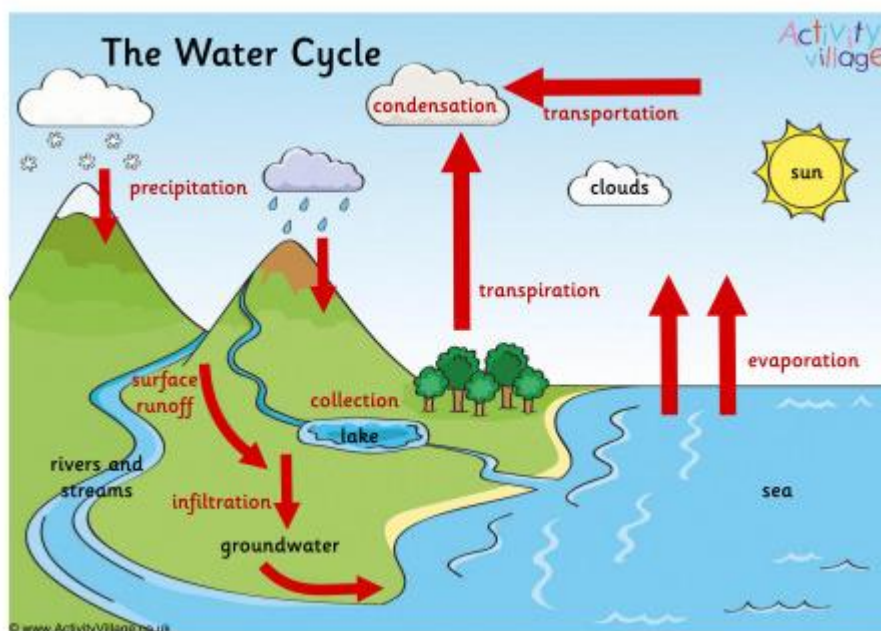
Y4 the Journey to the Sea Rivers	
Links made with other subjects	Science: States of Matter (The Water Cycle) MUST BE TAUGHT ALONGSIDE Residential: Nell Bank Computing: Media (animation)
The BIG Question	How does a river change on its course to the sea?
The BIG Outcome	To create a model of a river. Children use Stop motion to create an animation of the journey of a river. They create a presentation to go with it with an audio description/ explanation over it. GD will highlight the risks to rivers eg. Flooding/ littering/ pollution.
Geography objectives (link to NC)	<ul style="list-style-type: none"> Describe the human, physical and topographical features of the United Kingdom including rivers. Describe and understand key aspects of rivers. Understand geographical similarities and differences through the study of physical geography of a region in the UK and in a European country. Use maps, atlases, globes and digital/computer mapping to locate and describe features studied.
Prior knowledge What prior knowledge is needed for children to be successful in this unit?	<i>Children already know:</i> Y1 – Who are we and where are we? Knowledge about the UK and main rivers. Y2 – Where in the world are we? Continents and oceans. Y2 – Is it raining or is it pouring? UK daily weather patterns. Y3 – Oh I do like to be besides the seaside. Coastlines
Future learning Consider the conceptual knowledge within a subject that pupils need for future learning not just the recall of facts but the importance of concepts	This unit gives prior knowledge to: Y4 – Settlements Y5 – Our Yorkshire. Comparing the physical features of the local area. Y6 – Why are rainforests important? Rainforests – the Amazon River.
Geographical strands	<u>Geographical Skills</u> <ul style="list-style-type: none"> To use pictures, a range of maps and models to understand. To follow maps to identify rivers and their journey. To use four figure grid references. To draw sketches to explain and describe. To use models to explain and describe. <u>Locational Knowledge</u> <ul style="list-style-type: none"> To use the 8 points of a compass to describe the location of features. To locate the River Aire at different points on a UK map. To locate the River Danube at different points on a European map. <u>Place Knowledge</u> <ul style="list-style-type: none"> To know how a river changes as it continues along its course. To know the countries the river Danube goes through. To know the main towns/ cities the River Aire goes through. <u>Environmental, human and physical geography</u> <ul style="list-style-type: none"> To know the features of rivers. To know how a river changes over time (altering course, widening, narrowing, human changes: dredging etc) To know the impact of rivers upon people. (flooding, transport) To know how humans impact rivers (pollution, littering, dams, weirs)
Vocabulary/ Glossary	river, course, dams, weirs, source, meander, tributary, confluence, river channel, water shed, drainage basin, mouth, deposition, erosion, farming, irrigation.
Knowledge	The knowledge that children will learn and remember:

Geography Scheme of Work

<p>(see italics for knowledge to remember)</p>	<ol style="list-style-type: none"> 1. A river is a body of water flowing from where it falls at high ground down to the sea. It flows trying to find the lowest ground. 2. <i>Recall from Y1 and add to, the main rivers of the UK. ID on a map.</i> Thames – South East England. Deepest river in Britain. Shipping boats can travel up it as far as London. Severn – Wales into central England. Longest river in the UK. Starts in Wales and travels into Britain. Trent – East to central England. British river. Mersey- North West England. British river. Tay – East Scotland. Clyde – West Scotland. Exe – South West England Tyne – North East England Dee – North West England into Wales. Bann – Northern Ireland Ouse - York Wharfe – Yorkshire Aire – Our local river 3. <i>The features of the river along its course:</i> <i>Source: Where a river starts.</i> <i>Tributary: Where a smaller river flows into a bigger one.</i> <i>Meander: When a river winds on its course.</i> <i>Confluence: Where two rivers meet.</i> <i>River channel: What the river flows in.</i> <i>Drainage basin: The area of land that empties its water into a river.</i> <i>Watershed: The invisible line separating one drainage basin from another.</i> <i>Mouth: Where the river meets the sea.</i> 3. <i>Describe how the land changes as the river journeys to the sea:</i> <u>Upper Course</u> <i>Source: High areas (hills and mountains) where the rain falls. The water will travel down hill. Water tends to be narrow and fast running. Cuts through rocks. Often you see waterfalls. You can sometimes see rapids.</i> <u>Middle Course</u> <i>The land becomes flatter. Often the river s flowing through a valley. The flow of water slows down. The river gets wider. The river meanders. The river drops its rocks, sand and silt so sometimes sand bars or islands are formed.</i> <u>Lower Course</u> <i>The river meets the sea. The land is flat. the flow of water is slow. At the mouth, there is often a river delta, a large, silty area where the river splits into many different slow-flowing channels that have muddy banks. This is where you find saltmarshes and mudflats often (Y3 coasts learning)</i> 4. <i>Change of a river over time:</i> <i>Erosion: The river erodes (wears away) the river bank and bed as it flows along it's course. This happens most in the upper course. As it cuts through the land, it's banks become higher.</i> <i>Deposition: The river drops rocks, sand and silk as the flow of water slows. This happens at the bottom of the middle course and the lower course. Because land is dropped, it builds up the bank on one side so the river meanders.</i> 5. <i>Human impact/ Impact upon humans:</i> <i>Rivers can be used for lots of good things, like:</i> <i>sailing boats on them to trade goods with other towns on the river,</i> <i>farming on land that has been made fertile by the river,</i> <i>Rivers can cause problems for people:</i> <i>when there are heavy rains and the river is very full they can be dangerous;</i> <i>rivers do a lot of damage when they flood.</i> 6. <i>Settlement along rivers.</i> <i>Rivers flood. When they flood, they put the silt that they have carried from the hills on the land. This is very fertile. Farmers use the land at the side of rivers to grow on for this reason. Crops grow well. Also they can use the water from the river for irrigation.</i>
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Geography Scheme of Work

7. *The River Danube:*
 - Starts in German in the Black Forest Mountains.
 - Flows through Germany, Austria, Slovakia, Hungary, Croatia, Serbia, Bulgaria, Romania, Ukraine
 - Flows into the Black Sea
 - 2,850km long.
8. *The River Aire:*
 - Starts at Malham.
 - Flows through Yorkshire.
 - 148 km long
 - Flows into the river Ouse (confluence)
9. *Similarities and differences between the Aire and Danube.*
 - Danube is much longer.
 - Danube flows through countries, Aire only through counties.
 - Danube flows into the Sea, aire flows into another river.
10. *The water cycle:*
 There are 4 main stages in the water cycle: **evaporation, condensation, precipitation and collection**



SEND expectations

1. A river is a body of water flowing from where it falls at high ground down to the sea. It flows trying to find the lowest ground.
2. *The main rivers in the UK are: Thames, Severn, Trent, Mersey, Tay*
 Thames – Deepest river in Britain. Shipping boats can travel up it as far as London.
 Severn – Longest river in the UK. Starts in Wales and travels into Britain.
 Trent – British river.
 Mersey- British river.
 Tay – Scottish river.
3. Our local river is the River Aire.
4. *The features of the river along its course:*
 Source: Where a river starts.
 Tributary: Where a smaller river flows into a bigger one.
 Meander: When a river winds on its course.
 Confluence: Where two rivers meet.
 Mouth: Where the river meets the sea.
5. A river has three course: The upper, middle and lower course.

Teaching ideas/ resources

1. On day 1 long walk of Nell Bank incorporate some field work:
 - on the stream on Ilkley Moor, children stand at one side and the other. Measure the distance. Drop a leaf into the stream and time how long it takes to travel down.
 - on the way back, measure the same width (one side of the bridge to the other) repeat.

Geography Scheme of Work

	<p>- compare where did the leaf move faster? Where is the river flow faster? Why do you think? Chn to consider elevation, amount of water.</p> <p>2. Books: A River Marc Martin Journey to the River Sea The rhythm of the rain A drop in the ocean.</p> <p>3. River Severn from source to mouth https://www.youtube.com/watch?v= M48ANM3hAQ</p> <p>4. Features of a river https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/z7w8pg8</p>
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