

Year 4 Medium Term – Planning

Subject: Geography- Where does the river run?



By the end of the unit children will know:

- That a river is a moving body of water that drains the land.
- The key features of a river are the source, waterfall, floodplain, mouth, channel, tributary, meander, confluence.
- There are three stages of a river- lower, middle and upper course.
- Three key rivers in the UK are the Thames, Trent and the Ouse and know where they are located.
- Three important rivers of the world are the Nile, Amazon and Ganges and know where they are located.
- That rivers are used for irrigation, leisure, trade, transport, energy and industry.
- That human activity can cause pollution, flooding and can impact wildlife.

Enquiry Question	Key knowledge and vocabulary	Teaching Activities	Resources
<p>What is a river?</p> <p>How is it formed?</p>	<p>Explain what a river is and how it is formed.</p> <p>To understand that a river changes the landscape.</p> <p>river lake sea ocean stream canal erode</p>	<p>Reactivate: Revise previous knowledge of the water cycle. Use image with missing vocabulary. Discuss different bodies of water with images (e.g. lake, canal, sea, puddle). If chn are struggling with retrieving information use key vocabulary to scaffold.</p> <p>Teacher input: Discuss 'What is a river?' using photos of rivers to prompt discussion. Explain definition of a river.</p> <p>Guided practice: Facts about what is a river- in pairs - share and echo each other's facts. Quiz each other.</p> <p>Independent practice 1: Complete definition of a river. What's not a river?</p> <p>Teacher input 2:</p>	<p>Facts about what a river is (GP).</p>

		<p>How is a river formed? Share key information with chn. https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/z7w8pg8</p> <p>Children look at photos of how rivers have changed the landscape over time e.g. Grand Canyon.</p> <p>Independent practice 2: Cloze procedure.</p> <p>Reflection: True or false- facts about what is a river. Explain what you can see in the photo using the vocab eroded.</p>	
<p>What are the key features of a river?</p>	<p>- The key features of a river are the source, waterfall, mouth, channel, meander</p> <p>There are three stages of a river- lower, middle and upper course.</p> <p>tributary, confluence. Upper course Middle course Lower course</p>	<p>Reactivate: What is a river? How is it formed? Talk partners/missing words and true or false.</p> <p>Teacher input: Explain the key features of a river at each stage the upper, middle and lower course; look at each one including a definition and images. How would you describe the river here? What can you see?</p> <p>Include the source, waterfall, mouth, channel and meander, tributary and confluence. Consolidate by watching: Rivers - BBC Teach- up to the Sea/lake section (1 minute 28 secs)</p> <p>Guided practice: Chn to have key parts of a river and definition. Quiz each other, matching the parts of the river to the vocabulary and which section of the river they are part of (upper, middle, lower)</p> <p>Independent practice: Label key features of a river on a diagram. In talk partners, verbally describe the journey of a river using their labelled diagram.</p>	<p>Diagram of a river for children to label.</p>

		<p>Reflection: Match the parts of the river to the different stages of the river. Explain what each part of the river 'looks like'.</p>	
<p>What are the main rivers of the UK and where are they located?</p> <p>How are they used?</p>	<p>I can locate the main rivers (Trent, Great Ouse and Thames) of the UK on a map using an atlas.</p> <p>I know some facts about the 3 rivers.</p> <p>I know what the 3 rivers are used for.</p> <p>river source mouth waterfall, mouth, channel, meander</p>	<p>Reactivate: Label the river from the KO or match the key vocab to their meaning.</p> <p>Teacher input: Ask pupils the name of the nearest river to your school. Show them using Google Earth where the river starts and where it finishes. Give the chn some knowledge about the River Trent. -3rd Longest in the UK, source is in Staffordshire, runs through Stoke on Trent, burton on Trent and Nottingham.</p> <p>Guided practice Chn have fact about River Trent and quiz each other.</p> <p>Task 1 Chn complete close procedure on the River Trent. Word bank to support SEND.</p> <p>Task 2- Using an atlas and a UK map, can pupils find the River Trent and draw it on their own maps. Challenge: Identify countries that make up UK and label. Label distance of River Trent.</p> <p>Give the children the names of the 3 rivers in the UK – Trent, Great Ouse, Thames. For each one give chn some facts then identify in the atlas and draw on own maps. Challenge: Label distance of the rivers.</p> <p>Input: Teach the chn about the main uses of these 3 rivers.</p> <p>Task 5. Chn write sentences about main uses of these rivers.</p>	<ul style="list-style-type: none"> • Guided practice facts about River Trent.

		<p>Reflection: What have learned today? Answer key questions with a partner. 1. What is the river in Nottingham? How long is it? 2. Name two other rivers we've looked at today. What can you remember about them? 3. Why are rivers so important? 4. What are they used for?</p>	
<p>What are the main rivers of the world and where are they located? How are they used?</p>	<p>I can locate the main rivers (Nile, Amazon, Ganges) of the world on a map using an atlas.</p> <p>I know some facts about the 3 rivers.</p> <p>I know the uses of the 3 rivers.</p> <p>river source mouth irrigation transportation trade energy leisure</p>	<p>Reactivate: Recall the 3 rivers learnt last week and identify them on a map of the UK.</p> <p>Teacher input: Ask pupils the name of the river that runs through Egypt (should know from Ancient Egyptians history topic). Show them using Google Earth where the river starts (Lake Victoria) and where it finishes (Mediterranean Sea). Give the chn some knowledge about the River Nile.</p> <ul style="list-style-type: none"> - Longest river in the world (6695km), source is Lake Victoria (in Tanzania, Uganda and Kenya), runs through or along the borders of 11 African countries, mouth is Mediterranean Sea. <p>Guided practice: Chn have facts about River Nile and quiz each other.</p> <p>Task 1: Chn complete close procedure on the River Nile. Word bank to support SEND.</p> <p>Task 2: Using an atlas and a map of Africa, can pupils find the River Nile and draw it on their own maps.</p> <p>Challenge: Identify some of the countries that the Nile runs through and label them. Label length of River Nile.</p>	<p>•</p>

		<p>Teacher input: Give the children the names of two other world rivers – Amazon and Ganges. For each one give chn some facts then identify in the atlas and draw on own maps (tasks 4 and 5). Write down facts they remember.</p> <p>Teacher input: Teach the chn about the main uses of these 3 rivers.</p> <p>Task 5 (guided practice): Chn write sentences about main uses of these rivers.</p> <p>Reflection: Answer key questions with a partner.</p>	
<p>How does human activity impact rivers?</p>	<p>I know that there are different types of flood.</p> <p>I know that human activity can cause pollution, flooding and can impact wildlife.</p> <p>I know the impact that a flood can have on the land and people.</p>	<p>Reactivate Recall the 3 rivers learnt last week and identify them on a map of the world. Can you tell me a fact about each river?</p> <hr/> <p>Teacher input Introduce what a flood is.</p> <p>Explain that there are different types/reasons for flooding: flash floods, utilities overflowing, rivers, coastal floods, reservoirs, surface water flooding.</p> <p>Identify where flood plain features in a river's journey.</p> <p>Explore the Reasons for flooding and how human impact can make it worse. Explain the impact of floods on land and people. Use the BBC news clips of floods in UK. Explore how can flooding be prevented.</p> <p>Guided Practice: Each child has a reason for flooding. Cocktail party to collect as many as possible.</p> <p>Independent task:</p> <ul style="list-style-type: none"> Name the types of flooding that can occur. 	<ul style="list-style-type: none">

Floodplain

- List what human and physical features can impact flooding.
- Imagine your town has flooded, write in the speech bubble what might have happened to you (impact of the flood on humans)

Reflection-
True or false quiz.