



St Thomas More Catholic Voluntary Academy

Geography – Medium Term Plan Years 3-5



Term: Advent 2	Weeks: 9	Topic: Rivers		
<p>This unit builds on children’s understanding and looks closely at rivers. In this unit children will develop their understanding of how people interact with the world around them. They will explore how people use rivers, for example for irrigation for farmland, for transport and as a water supply. They will consider the impact of less than normal rainfall on rivers, specifically the Mississippi River, and then in turn the impact that a drought can have on the people who rely on the river. As the National Curriculum requires, children will be using maps, atlases, globes and digital/computer mapping to locate the rivers, the countries they journey through and to describe their features, particularly their shape and direction of travel.</p> <p style="text-align: center;">In this unit children will use atlases to locate continents and countries. They will identify rivers and locate the countries the rivers run through.</p> <p style="text-align: center; background-color: yellow;">It is important to check children’s prior knowledge of the continents is secure before teaching this unit.</p>				
<p>Previous learning: In KS1 children have used maps and atlases. They have named and located the continents and oceans. They have learn the major rivers of the UK</p>	<p>NC Objectives: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p style="padding-left: 40px;">describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p style="text-align: center;">Setting the scene</p> <p style="text-align: center;">Review Prior Learning</p> <p style="text-align: center;">Cold task:</p> <p>Can children name the continents? Do children know what a river is? Can they name any rivers? Can they locate any rivers?</p>	<p style="text-align: center;">Lesson 1</p> <p style="text-align: center;"><u>L.I.:</u> To understand what a river is.</p> <p>Knowledge Goals: Throughout time people have lived by rivers and used them for food and transport. Every river begins as a stream and starts at a ‘source’ and ends with an estuary. When streams merge together, they form a river.</p> <p style="color: purple;">Physical geography: Y3: Use accurate geographical vocabulary to describe a physical feature. Y4: Use increasingly precise geographical vocabulary to describe a physical feature. Y5: Use geographical vocabulary to describe how physical features are formed.</p>	<p style="text-align: center;">Lesson 2</p> <p style="text-align: center;"><u>L.I.:</u> To identify rivers in Europe.</p> <p>Knowledge Goals: The River Thames is the longest river in England. Many rivers in England flow through more than one county, but many rivers in Europe will flow through more than one country. The River Danube flows through ten European countries.</p> <p style="color: purple;">Physical geography: Y3: Explain how humans use physical geographical features for a variety of purpose. Y4: Recognise the effect of humans on physical features of a country and begin to evaluate these. Y5: Describe how humans are impacted both positively and</p>
<p>Key Vocabulary: water cycle, evaporation overland flow ,mouth channel ,condensation, precipitation, ground waterconfluence ,flood plain, meander ,mouth .source tributary hydro-electric power, transport, crops , recreational drainage, altitude, estuary, lower course, middle course upper course contd:</p>				

<p>Key Vocabulary:</p> <p>source, mouth, meander, tributary, ox-bow lake, v-shaped valley, waterfall</p> <p>Egypt , Ethiopia , South Sudan, Sudan, Uganda, United States of America</p> <p>Drainage, erosion, flood management, irrigation, flood plain, Thames Barrier, embankment, sand bag,</p> <p>Continent, world river, country</p> <p>Nile, Amazon, Yangtze, Mississippi, Yenisei, Yellow, Ob-Irtysh,</p>		<p>Lesson 3: L.I.: To identify rivers in Africa. Knowledge Goals: There are two main rivers flowing through Africa- the Nile and the Niger. Both rivers flow through more than one country. Both rivers are important for trade and travel.</p> <p><i>Physical geography:</i> Y3: Explain how humans use physical geographical features for a variety of purpose. Y4: Recognise the effect of humans on physical features of a country and begin to evaluate these. Y5: Describe how humans are impacted both positively and negatively by physical features.</p>	<p>Lesson 4: L.I.: To identify rivers in Asia. Knowledge Goals: There are five important rivers in Asia- The Yellow, the Yangtze, the Ob, the Ganges and the Indus. The Yellow and the Yangtze flow through China. Ancient Indian civilisation began along the river Indus.</p> <p><i>Physical geography:</i> Y3: Explain how humans use physical geographical features for a variety of purpose. Y4: Recognise the effect of humans on physical features of a country and begin to evaluate these. Y5: Describe how humans are impacted both positively and negatively by physical features.</p>	<p>negatively by physical features.</p> <p>Lesson 5: L.I.: To recognise major rivers in North America, South America and Australia. Knowledge Goals: The Amazon River is located in South America and is being debated as either the longest or second longest river in the world. The Mississippi River is located in North America. The Murray River is located in Australia. Dams are built by people to control the flow of water in rivers</p> <p><i>Physical geography:</i> Y3: Explain how humans use physical geographical features for a variety of purpose. Y4: Recognise the effect of humans on physical features of a country and begin to evaluate these. Y5: Describe how humans are impacted both positively and negatively by physical features.</p>
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Lesson 6: Assessment

To recognise rivers of the world and how humans are connected to them.

To name, locate and describe key rivers in two or more:

Europe

Asia

Africa

South America

North America

Australia