

RIVERS?

YEAR 3/4: SUMMER 2

What are rivers and why are they used ?

COVERAGE: What are rivers and why are they used?

Pupils who are secure will be able to:

- Identify water stores and processes in the water cycle.
- Describe the three courses of a river.
- Name the physical features of a river.
- Name some major rivers and their location.
- Describe different ways a river is used.
- List some of the problems around rivers.
- Describe human and physical features around a river.
- Identify the location of a river on an OS map.
- Make a judgement on the environmental quality in a river environment.
- Make suggestions on how a river environment could be improved.
- Development of **Locational Knowledge**: e.g. knowledge of continents, countries, counties, cities, hemispheres and tropics.
- Development of **Place Knowledge**: study of similarities and differences in human and physical geography.
- Development of **Human and Physical Knowledge**: development of human and physical vocabulary, human and physical features including biomes, climates etc
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KEY LANGUAGE AND VOCABULARY:

condensation

delta

estuary

evaporation

flooding

floodplain

groundwater

irrigation

leisure

meander

oxbow lake

percolation

precipitation

river mouth

source

transpiration

tributary

valley

water cycle

waterfall

KNOWLEDGE AND FACT SHEET

What are rivers and how are they used?

River courses and features

How are rivers used?

- Rivers are important habitats for plants and animals.
- They provide a variety of food and drink for humans and animals.
- Rivers can help crops grow by dispersing nutrients and making soil more fertile.
- Rivers contain valuable minerals such as gold and diamonds which people can find and sell.
- Rivers offer transport routes for people and goods.
- Rivers can be used for leisure activities such as boating, swimming, fishing and many other fun activities.
- Many settlements and communities are built along rivers.
- Some people live on rivers in floodplains.
- Water from rivers can be used for irrigation on farmland.
- Renewable energy called hydroelectric power can be generated by moving water.

What are rivers and how are they used?

evaporation	The process in which warm water turns from a liquid to a gas in the air (water vapour).
condensation	The process in which water vapour rises in the air, cools down and turns into small water droplets.
precipitation	The process in which water falls from clouds to the ground, in the form of rain, sleet, snow or hail.
delta	A wide area near where a river meets the sea which features a build-up of sand and sediments.
estuary	The area where fresh water from a river meets salt water from the sea.
floodplain	Areas of flat land on either side of a river that can become flooded if the river gets too full.
meander	A bend or curve in a river.
oxbow lake	A bend in a river that has been separated from the main river.
river mouth	The place where a river flows into the sea.
source	The place where a river starts.
tributary	A stream that flows into a larger stream or river.
valley	An area of low land between two hills or mountains, usually with a river running through it.

KEY QUESTIONS:

1. Can you explain how the water cycle works and why it is important to the planet?
2. Where can we find rivers and why are they in these places?
3. How do humans and animals use the river?
4. What is around our own River Severn and why?
5. What human and physical geographical features are around the River Severn and why?

KEY SKILLS AND KNOWLEDGE

Knowledge

- To know where North and South America are on a world map.
- To know the names of some of the world's most significant mountain ranges.
- To know the names of some of the world's most significant rivers.
- To know the name of some counties in the UK (local to your school).
- To know the name of some cities in the UK (local to your school).
- To know the name of the county that they live in and their closest city.
- To begin to name the twelve geographical regions of the UK. To know the main types of land use.
- To know some types of settlement.
- To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these.
- To know the courses and key features of a river.
- To know the different types of mountains and volcanoes and how they are formed.
- To know water is used by humans in a variety of ways.
- To know an urban place is somewhere near a town or city.

- To know a rural place is somewhere near the countryside. To know that a natural resource is something that people can use which comes from the natural environment.
- To know the UK grows food locally and imports food from other countries.
- To understand that a scale shows how much smaller a map is compared to real life.
- To recognise world maps as a flattened globe.
- To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes.
- To know that an OS map shows human and physical features as symbols.
- To know that grid references help us locate a particular square on a map.
- To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west.
- To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation).
- To know an enquiry-based question has an open-ended answer found by research.
- To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate.
- To know a Likert scale is used to record people's feelings and attitudes.
- To know what a bar chart, pictogram and table are and when to use which one best to represent data.

Skills

- Locating some countries in Europe and North and South America using maps.
- Locating some major cities of the countries studied.
- Locating key physical features in countries studied including significant environmental regions.
- Locating the world's most significant mountain ranges on a map and identifying any patterns.
- Locating some of the world's most significant rivers and identifying any patterns.
- Locating some cities in the UK (local to your school).
- Beginning to locate the twelve geographical regions of the UK.
- Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK.
- Describing how and why humans have responded in different ways to their local environments.
- Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur.
- Describing where volcanoes, earthquakes and mountains are located globally.
- Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities.
- Describing how humans use water in a variety of ways.
- Describing and understanding types of settlement and land use.
- Explaining why a settlement and community has grown in a particular location.
- Explaining why different locations have different human features.
- Beginning to use maps at more than one scale.

- Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied. - Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical and human features in countries studied. - Finding countries and features of countries in an atlas using contents and index. - Zooming in and out of a digital map. - Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied. - Accurately using 4-figure grid references to locate features on a map in regions studied. - Beginning to locate features using the 8 points of a compass. - Using a simple key on their own map to show an example of both physical and human features. - Following a route on a map with some accuracy. - Saying which directions are N, S, E, W on an OS map. - Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied. - Beginning to choose the best approach to answer an enquiry question. - Mapping land use in a small local area using maps and plans. - Asking and answering one-step and two-step geographical questions. - Observing, recording, and naming geographical features in their local environments. - Taking digital photos and labelling or captioning them. - Making annotated sketches, field drawings and freehand maps to record observations during fieldwork. - Beginning to use a simplified Likert Scale to record their judgements of environmental quality. - Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information. - Suggesting different ways that a locality could be changed and improved. - Finding answers to geographical questions through data collection.	
ENRICHMENT: Visit: The children will visit the River Severn and explore its impact on the Human and Physical geography on Worcester.	PREVIOUS LEARNING: The children will have explored the Rainforests in the world and also the woodland in their own locality. They will have seen the impact of changes to these localities and explored why. FUTURE LEARNING: The children will look at the Oceans around the world and how they impact on our own lives.
School Drivers to Examine Children will look at: - Care of the Environment = how can we care for the river and the natural environment around it? - Culture and Diversity = why have so many buildings been developed over time near to the river?	