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**BJPS Geography Plan**

Year: 3/4

Unit: Geography

Enquiry Question: Why does our river flood in the winter (River Trent)?

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| Substantive Knowledge | see knowledge organiser |
| Vocabulary | Vocab on knowledge organiser.  Additional vocab: human/ physical features/ fieldwork |
| Hook? Visit? | Perlethorpe Environmental Education Centre- River Study 6.2.24 |
| Links to any prior units? | Y4 children studied physical features last year and explored mountains in the UK. |

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|  | **Enquiry Question** | **Space & Scale** | **Physical Environment** | **Human** | **Change & Sustainability** | **Map Skills** | **Fieldwork** | **Teaching Points** | **Activities** |
| **1** | **What are the features of a river?**  **How can you describe the journey of a river?**  **(From source to sea)** |  | Describe, understand and compare key aspects of rivers. |  |  |  |  | **Spaced retrieval**: Revisit areas of the world- laminated maps. Chn to fill in as much as they can remember.  Focus on continents as this will be needed in today’s lesson.  Powerful Knowledge:   * Rivers begin at the source and end at the mouth. * Name key features   Introduce new KO.  **Teach**: Watch both video clips: [Rivers - BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/z7w8pg8). [Rivers - BBC Teach](https://www.bbc.co.uk/teach/class-clips-video/geography-ks1--ks2-rivers/z6qsf4j) Work through PowerPoint exploring the features of a river. As a new features are introduced, children locate on their image and label. How could we describe the journey of a river (using given vocabulary). Model. | **Spaced retrieval**: laminated map.  **Activity:**  **Practice**  In table groups sort vocabulary- source, mouth, channel, tributary, confluence, waterfall, floodplain. (Mix, match, quiz).  **Apply**   1. Label features of a river (I do, we do, you do). 2. Describe the journey of a river from source to mouth (rewatch video clip if needed)   **Resources**: laminated maps, blank river with labels.  **SEN:** Children cut and stick features with support. Focus on source, mouth, floodplain, waterfall. |
| **2** | **Where are the longest rivers in the world and how are they used?** | Key physical features of countries and regions studied (rivers, lakes, seas)  Name, identify and locate key European countries |  |  |  | Use world maps, atlases and globes  Use basic OS map symbols |  | **Spaced retrieval**: revisit features of a river/ journey of a river. Recap continents of the world.  Powerful Knowledge:   * To understand that different rivers are used for different things. * To name some of the longest rivers in the world and explain which continent they are in.   **Teach:** Work through PowerPoint exploring some of the longest rivers in the world. Ping-pong approach- explore a river, identify which continent it is in/ which countries it flows through and then allow children time to find in an atlas and label on a map, before moving onto the next one.  Use Digimaps (zoom out) to show where the rivers are in the world. [Digimap for Schools (edina.ac.uk)](https://digimapforschools.edina.ac.uk/roam/map/schools) | **Apply**  **Activity:**   1. Label some of the longest rivers in the world using a world map. 2. What are the rivers used for? What would it be like to live there? Are there any similarities/ differences between their uses?   **Resources**: Atlas Page **60-61**  Map of the world, Ipads/library books for additional research.  **SEN:** Label 3 or 4 of the main rivers with adult support. Discussion about what the rivers are used for. |
| **3** | **Fieldwork**  **What human and physical features can we identify in the school grounds?** |  |  |  |  |  | Begin to measure record and present the physical features in the local area using a range of methods, plans and graphs, and digital technologies.  Create sketch maps. | **Spaced retrieval:**  Recap on longest rivers of the world.  Powerful knowledge:   * A human feature is built by people. Physical features are natural e.g. mountains and rivers.   **Teach**: Using PowerPoint recap what a human a physical feature is. Model our first activity completing **rubbings of 2 human and 2 physical** features on KS2 playground/field.  Bring chn back together to **model using the view finder.** Find an area in school point out whether you can see a physical or human features within the view. Then, ask your partner to take a photo through your viewfinder. Next, draw your section using observation skills.  How to make a view finder- [Frame a View | Tate Kids](https://www.tate.org.uk/kids/make/cut-paste/frame-view) | **Practice**  On table match vocabulary **human** and **physical** feature. (mix, match, quiz).  **Apply**  **Activity 1-** each pair complete 2 human and 2 physical feature rubbings. For example: a tree (physical), side of school building (physical).  **Activity 2-** Practice using view finder before they get there.  Each pair will have a viewfinder to attach to their clipboard. Find a view around the school. First, take a photo using an iPad then draw from observation what they can see. Ensure children can **label** what they can see in view finder whether it is physical or human.  **Resources:**  iPads, clipboards, view finders, wax crayons, rubbings worksheet.  SEN: Adult to support. |
| **4** | **How does human and physical activity affect rivers (flooding)?** |  |  | Describe, understand and compare key aspects of:  -land use | Suggest ways a location could be changed and/or improved  Explain how people are trying to manage and sustain or improve their environment  Begin to identify ways in which humans have both improved and damaged the environment. |  |  | **Spaced retrieval:**  Name 2 human and 2 physical features you identified in the school grounds.  Powerful Knowledge:   * There can be both a human (urban land use) and physical(Continuous rainfall) impact on flooding.   Teach:  Explore what affects the river-flooding what impact this has.  Work through PowerPoint exploring the human and physical impact on rivers.  Model subheadings for graphic organiser. | **Activity:**  **Practice:**  Sort the human and physical impact that affects the river (flooding).  -Mix, match, quiz.  **Apply:**   1. Graphic organiser to show the causes of flooding (Rainfall and urban land use). Also the explain the impact on the river. For example, destroying habitats and flooding houses.   **Resources:** graphic organiser sheet, SEN sheet, practice cards.  SEN: To sort and sick the two ways rivers can flood explored in lesson. Verbally explain the impact of flooding. |
| **5** | **(Block morning)**  **Fieldwork- visit to river Trent**  **Where is the River Trent and what is it like there?** |  | Describe, understand and compare key aspects of rivers. | Describe, understand and compare key aspects of:  -land use  -trade links |  |  | Use fieldwork skills of surveying, interviewing, photography and observations to understand how a locality has changed over time  Create sketch maps | **Spaced retrieval**: Recap features ready for visit to the Trent.  Powerful Knowledge:   * River Trent= 3rd longest river in the UK 🡪 Source = Staffordshire 🡪Joins River Ouse to form the Humber which empties into the North Sea.   **Teach:**  Explain what **fieldwork** is: *Work done in the field to gain practical experiences and knowledge through firsthand observation.*  Explain that today we will be going down to the river to carry out some fieldwork.  Model (We do) how to locate the Trent on a map. Draw a simple map of the route to the river from school. | **Practice**  **Activity:**   1. Locate Trent 2. Plan route   **Apply**   1. Go down to Trent with clipboards. Children draw river using view finder(give vocab for children to look for). 2. Come back to school and label features seen.   Take photos.- copy for in books alongside sketch.  Resources: Clipboards, viewfinders and iPad for photos.  Adult helpers:    Plus 7 parent helpers?  **SEN:** Supported by adults/ small group whilst on visit to the river. |
| **5** | **Perlethorpe Visit** |  | Describe, understand and compare key aspects of rivers. |  |  |  | Begin to measure record and present the human and physical features in the local area using a range of methods, plans and graphs, and digital technologies | PERLETHORPE EDUCATION CENTRE VISIT- RIVER STUDY AND RIVER ORIENTEERING | |