UPLANDS JUNIOR SCHOOL CREATIVE CURRICULUM PLAN

<table>
<tr><td colspan="2">Title: Raging Rivers (Geography)</td><td>Term: Summer Term</td><td>Year Group: Year 5</td></tr>
<tr><td colspan="4">British Values/Rights: respect, democracy, law,</td></tr>
<tr><td colspan="4">Visits/Visitors: Carding Mill Valley</td></tr>
<tr><td colspan="4">Wow Starter: You tube video</td></tr>
<tr><td>Art:
Final outcome:
Knowledge:
Skills:</td><td>DT:
Final outcome:
Knowledge:
Skills:</td><td colspan="2">Geography: Knowledge
SKILL 1
Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical (including hills, mountains, coasts and rivers), and land use patterns; and understand how some of these aspects have changed over time.
SKILL 2
Describe and understand the key aspects of physical geography including the water cycle and rivers.
SKILL 3
•Distribution of natural resources including energy, minerals, food and water.
SKILL 4
Understand geographical similarities and differences through the study of human and physical geography of a region in the United Kingdom.
SKILL 5
Types of settlement and land use
SKILL 6
Use maps/atlases/globes and digital/computer mapping to locate countries and locate features studied.
SKILL 7
Use the eight points of a compass, four and six grid references symbols and key (including the use of ordnance survey maps) to build their knowledge of the United Kingdom and the wider world.
SKILL 8
Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies

Use the eight points of a compass, four and six grid references symbols
Compare maps with aerial photographs.
Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)
Collect and record evidence unaided
Analyse evidence and draw conclusions, e.g. compare historical ,aps of varying scales, e.g. temperature of various locations – influence on people/everyday life
Begin to draw a variety of thematic maps based on their own data.</td></tr>
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English links: **English book study:** **Cross-curricular writing opportunities:** **English – persausive text** **Additional texts/reading links:**	**Maths links: Length-distances**	**E-Safety:**	**Other curriculum links: music/computing/PSHE: PSHE-environmental factors** **Knowledge:** **Skills:**

Subject area	Skills	Session number	Knowledge	Activity (including resources if applicable)		Resources
Geography	1,2, 6	1	To discuss what we already know about rivers and what we would like to know.	Children to complete KWL grid in talk partners. Discuss as a class. **Wow Starter** Ask the children to imagine themselves as a raindrop falling to Earth. You have fallen around 2km at up to 40mph. Where have you landed? What did you see? What will happen to you next? Ask children to share their thoughts with their partner.		KWL sheet
Geography Science	1,2, 6 Use the eight points of a compass, four and six grid references symbols Compare maps with aerial photographs.	1,2, 3	To recognise and know key facts of the water cycle. To locate the key rivers of the UK.	The Water Cycle: Show the children the water cycle diagram. Can you see the route your raindrop took? What other routes could it have taken? Remind children that the water cycle is a continuous cycle; it has been happening since the start of time, and will continue. Explain that it is a closed cycle; there is no more or less water now than at the start. The water they drink from the tap could have been all around the world, or perhaps even been drunk by a dinosaur! Rivers of England: How many rivers in England can you name? Which is the longest? Which rivers flow near to our school? Share children's answers, and then look at the map of England which shows some of the major rivers. Can you name the sea that each flows into? *(Identify the North Sea, Irish Sea, English Channel and Atlantic Ocean).* The point where a river joins the sea is called its mouth – what is the name for the place where a river begins? *(source)* What do you notice about where most rivers seem to start? *(In the middle of the country – from higher ground)* Can you find the source and the mouth of the River Thames in your atlas? Do all rivers flow into the sea? Use an atlas to find the source and mouth of UK rivers, and identify key places along their courses *(UK map on activity sheet to support atlas work).* ***Use Google Earth to show aerial photographs of rivers in UK & compare with maps.***	SEN: Use an atlas to find the source and mouth of UK rivers. GDS: Use an atlas to find the source and mouth of UK rivers, and identify key places along their courses.	Pictures Posters of WC Key Vocab Word Bank Atlases Globe IWB slides

Geography ICT Maths	1,2, 6 Use the eight points of a compass, four and six grid references symbols Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world) Compare maps with aerial photographs.	4	To locate the key rivers of the world.	Children use an atlas and the World Rivers Activity Sheet to find each river and identify the country/countries it flows through and the sea it eventually flows into. They then use non-fiction books or the Internet to find out more about each river. Use atlases to find out about other features of places e.g. find wettest part of the world. Children find the source, mouth, course, length and some tributaries of each river named. ***Use Google Earth to show aerial photographs of rivers in the world & compare with maps.***	SEN: Children find the source, mouth, course and length of each river named. GDS: Children find the source, mouth, course, length, discharge and some tributaries of each river named.	Atlases World Rivers Activity Sheet Ipads
Geography	2	5	To be able to describe the key features of a river system.	**The Life of a River:** Ask children to discuss in pairs the life story of a river – where might it be born? Where does its life end? What kinds of places and events might it see along its life's journey? Share the list of key vocabulary with the children – do you know what any of these words mean? Watch this **video** to introduce the three main stages of a river's course. **The Upper Course:** Show children the images of a river's upper course. How would you describe the river here? *(Fast flowing, narrow channel, steep sides, steep valleys, with interlocking spurs.)* What kinds of features can you spot? *(Waterfalls, rapids, gorges.)* **The Middle Course:** Show children the images of a river's middle course. How would you describe the river here? *(Slower flowing, wider channel, less steep sides, wider valley.)* What kinds of features can you spot? *(Meanders/loops, tributaries, confluences.)* **The Lower Course:** Show children the images of a river's lower course. How would you describe the river here? *(Slower flowing, deep, wide channel, less steep sides, wider valley.)* What kinds of features can you spot? *(Flood plains, levees, delta, estuary.)* Children use word bank to label key features of each section of the river.		Video Key Vocab-Word Banks Key Images
Geography	2	6	I can describe the key features	**Erosion and Deposition:** Why don't rivers travel in straight lines? *(They have to travel downhill, they have*	SEN: Children label a diagram of two meanders to	Worksheets-diagrams

			of a river system.	*to avoid obstacles in the land like hills, people have changed their courses over time).* Another way rivers change shape is through erosion and deposition – do you know what these words mean? **Meanders:** Watch this **video** which explains how meanders form. **Oxbow Lakes:** As meanders grow, sometimes the water can erode away so much of the river's banks that two meanders will merge together. When this happens, the water will take this newer, shorter route and not travel around the previous course. Over time, deposition of the river's load will block offthe old part of the river, and an oxbow lake will form. Watch this **video** which shows the process. Look at the images of the River Trent – can you see where the oxbow lakes were? *(Although we can see these clearly from the aerial view, on a map they are impossible to see, as the lakes have now dried up as the river is no longer supplying them with water.)* Children label the diagram and explain what is happening at each point. They then identify the locations of meanders on a map.	show where erosion and deposition occur. They then identify the locations of meanders on a map. GDS: Children label a diagram, explain what is happening at each point and how an oxbow lake may form. They then identify the locations on a map.	Video x2- meanders
Field Trip Geography	8, 2 Collect and record evidence unaided Analyse evidence and draw conclusions, e.g.	7/8		**Trip to Cardingmill Valley** **<u>Session after trip -</u>** Analyse evidence into graphs/tables & draw conclusions using data they have collected themselves from the field trip at Cardingmill Valley.		

	compare historical ,aps of varying scales, e.g. temperature of various locations – influence on people/everyday life Begin to draw a variety of thematic maps based on their own data.			Children to create a thematic map (drawing a map based on an area) of the Cardingmill Valley site – Use examples shown on IWB to support.	
PSHE English Geography	3, 4,5	9-10	To find out about the causes of river pollution and the effect it has on the environment.	• What is river pollution? What do you think the causes of river pollution might be? Ask children to think, pair, share their ideas. • **Go through the slides** explaining about the causes of pollution in rivers, agriculture, industry, people and oil. • Ask children if they know any polluted rivers around the world? Have you seen river pollution? • Show children a list of the ten most polluted rivers and ask them to discuss if they know these rivers and where they might be in the world. • Show children a world map revealing in which countries the ten polluted rivers are. • Look at some photographs showing river pollution and ask children to discuss the impact river pollution has on the environment. • What do you think we can do to prevent river pollution? **EXTEND** – encourage children to think about global as well as local solutions. • Show children some points about how to prevent river pollution and ask them if they thought of these ideas or others. **Children to sit in mixed ability pairs so children can magpie and share ideas.** (Show Greta Thunberg speech on climate change) Children to write a persuasive speech encouraging people not to pollute the rivers to protect and look after the environment.	Differentiated planning grid. Word banks Slides YouTube Video Twinkl persuasive slides Writing Resources