



FENISCOWLES PRIMARY SCHOOL

Striving for Excellence

What is a river?

Medium Term Plan - Summer Term

Enquiry: <i>What is a river?</i>																						
What the pupils will know	Geographical techniques the pupils will learn and apply	End Points of Learning																				
<ul style="list-style-type: none">How the course of a typical river changes from source to mouth and the physical features it createsWhy these physical features are formedHow to collect data at various points along a stream to show graphically how the river changesHow to create a simple cross section across the river at each of these pointsWhat an estuary isThe main physical and human uses of estuariesWhy estuaries are such an important habitat and ecosystem for wildlifeWhat the water cycle isHow rivers play such an important part in the water cycleWhere the famous meander ‘Isle of Dogs’ is located along the River ThamesHow and why the land uses and economic activities of the Isle of Dogs has changed since the time of Henry VIIIWhy the port and docks of London declined and closed very quickly in the 1950s and 1960sWhere in the world Bangladesh is located and the rivers that flow through itWhy Bangladesh suffers from serious annual flooding from its riversWhat is being done in Bangladesh to control river flooding <p>National Curriculum Coverage</p> <p>Locational knowledge</p> <ul style="list-style-type: none">name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time <p>Human and physical geography</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none">physical geography, including rivers and the water cyclehuman geography, including types of settlement and land use, economic activity including trade links <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none">use maps, atlases, globes and digital/computer mapping to locate countries and describe features studieduse the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider worlduse 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.	<p>Fieldwork</p> <p>Observing, recording, presenting and interpreting data from five measurements at different stages along a large stream – bank width, water width, bank height above water line, depth and velocity</p> <p>Statistical representation:</p> <p>Drawing and interpreting: line graphs, multiple line graphs, bar graphs and histograms</p> <p>Mapwork</p> <p>Interpreting OS 1:25,000 <i>Landranger</i> maps using the key, eight points of the compass, four and six figure grid references, measuring straight line and actual distances using the scale line and constructing contour cross sections</p> <p>Imagery</p> <p>Terrestrial, aerial and satellite photographs (orientating with OS map locations) and GIS Google Earth Pro (plotting and following course of river)</p> <p>Disciplinary subject skills the pupils will use to understand what they know</p> <table><tr><td>Synthesise</td><td>Bring together a range of ideas and facts from different sources to develop an argument or explanation for something.</td></tr><tr><td>Explain</td><td>Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information.</td></tr><tr><td>Empathise</td><td>The capacity to place oneself impartially in another’s position to better understand their motives, decisions and actions (even if they are not shared values).</td></tr><tr><td>Informed conclusion</td><td>A knowledgeable summing up of the main points or issues about something.</td></tr><tr><td>Reasoned judgement</td><td>A personal view or opinion about something supported by factual evidence.</td></tr><tr><td>Justify</td><td>Give reasons to show or prove what you feel to be right or reasonable.</td></tr><tr><td>Apply</td><td>The transfer of knowledge and/or skills learned in one context to help make sense of a different situation</td></tr><tr><td>Evaluate</td><td>Weigh up and judge the relative importance of something in relation to counter ideas and arguments.</td></tr><tr><td>Critique</td><td>Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence</td></tr><tr><td>Hypothesise</td><td>Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.</td></tr></table> <p>SEND</p> <p>In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in ‘bite size’ steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.</p>	Synthesise	Bring together a range of ideas and facts from different sources to develop an argument or explanation for something.	Explain	Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information.	Empathise	The capacity to place oneself impartially in another’s position to better understand their motives, decisions and actions (even if they are not shared values).	Informed conclusion	A knowledgeable summing up of the main points or issues about something.	Reasoned judgement	A personal view or opinion about something supported by factual evidence.	Justify	Give reasons to show or prove what you feel to be right or reasonable.	Apply	The transfer of knowledge and/or skills learned in one context to help make sense of a different situation	Evaluate	Weigh up and judge the relative importance of something in relation to counter ideas and arguments.	Critique	Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence	Hypothesise	Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.	<p>Pupils making a good level of progress will:</p> <ul style="list-style-type: none">Identify, describe and explain how the course of a typical river changes from source to mouth and the physical features it createsExplain the physical processes that cause these physical featuresThrough fieldwork observe, record, present data graphically and reach a conclusion regarding how a stream or river changes along its courseDraw and explain a simple cross section across the river at various pointsMake an informed judgement about what the cross sections revealDescribe and explain what an estuary isIdentify, describe and explain the main physical and human uses of estuariesExplain why estuaries are such an important habitat and ecosystem for wildlifeDescribe and explain what the water cycle isReach a judgement about the importance that rivers play in the water cycleLocate, describe and explain where the famous meander ‘Isle of Dogs’ is located along the River ThamesIdentify, describe, explain and arrive at a conclusion regarding how and why the land uses and economic activities of the Isle of Dogs has changed since the time of Henry VIIIEvaluate a range of evidence to reach a judgement as to why the port and docks of London declined and closed very quickly in the 1950s and 1960sLocate and describe where in the world Bangladesh is located and the rivers that flow through itExplain why Bangladesh suffers from serious annual flooding from its riversEvaluate what is being done in Bangladesh to control river flooding and explain which methods might prove most successful and justify their views <p>Pupils working at greater depth will also:</p> <ul style="list-style-type: none">Demonstrate understanding of how the ways in which people interact with physical processes such as rivers can have costs and benefitsComprehend how and why estuaries are particularly vulnerable to the impacts of pollution given their joint economic and ecological importance <p>Prior Learning</p> <p>Earlier in Key Stage 1 and Lower Key Stage 2 pupils learned:</p> <ul style="list-style-type: none">How physical processes such as volcanoes and earthquakes impact on peopleThe difference between physical and human processes and featuresWhat different land uses are and what economic activity involvesAbout trade and how countries import and export goods and servicesHow habitats and ecosystems around the world are vulnerable to pollutionHow environments change including those in their own localityAbout the river Amazon when studying Tropical Rain ForestAbout life in the river village of Kampong Ayer in BorneoAbout the concept of a geographical hazard
Synthesise	Bring together a range of ideas and facts from different sources to develop an argument or explanation for something.																					
Explain	Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information.																					
Empathise	The capacity to place oneself impartially in another’s position to better understand their motives, decisions and actions (even if they are not shared values).																					
Informed conclusion	A knowledgeable summing up of the main points or issues about something.																					
Reasoned judgement	A personal view or opinion about something supported by factual evidence.																					
Justify	Give reasons to show or prove what you feel to be right or reasonable.																					
Apply	The transfer of knowledge and/or skills learned in one context to help make sense of a different situation																					
Evaluate	Weigh up and judge the relative importance of something in relation to counter ideas and arguments.																					
Critique	Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence																					
Hypothesise	Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.																					