

## YEAR 4 - Rivers

	EIFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p><b>LOCATIONAL KNOWLEDGE Aim</b></p> <p>To develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.</p>	<p><b>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</b></p> <p><b>Specific: The Natural World</b></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <ul style="list-style-type: none"> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>• Understand some important processes and changes in the natural world around them, including the</li> </ul>	<p>Name, locate and identify characteristics of the four <b>countries</b> and <b>capital cities</b> of the <b>UK</b></p>	<p>Name and locate the <b>world's seven continents</b> and five oceans. Name, locate and identify the United Kingdom and its surrounding seas</p>	<p>Locate the world's countries, using maps to focus on <b>Europe</b> (including the location of <b>Russia</b>) and <b>North America</b>, concentrating on their environmental regions and key physical characteristics.</p> <p>Identify the position and significance of <b>latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</b></p>	<p>Name and locate <b>countries and cities</b> of the <b>United Kingdom</b>, geographical <b>regions</b> and their identifying <b>physical characteristics</b>, key topographical features (including <b>hills, mountains, coasts and rivers</b>), and <b>land-use patterns</b>; and understand how some of these aspects have <b>changed</b> over time.</p>	<p>Name and locate <b>countries and cities</b> of the <b>United Kingdom</b>, geographical <b>regions</b> and their identifying <b>human and physical characteristics</b>, key topographical features (including <b>hills, mountains, coasts and rivers</b>), and <b>land-use patterns</b>; and understand how some of these aspects have <b>changed</b> over time.</p>	<p>Locate the world's countries, using maps to focus on <b>Europe</b> (including the location of <b>Russia</b>) and <b>South America</b>, concentrating on their <b>environmental regions</b> and key physical characteristics.</p> <p>Identify the position and significance of <b>latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</b></p>

	seasons and changing states of matter.						
<p><b>PLACE KNOWLEDGE Aims</b></p> <p>To develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.</p>	<p><b>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</b></p> <p><b>Specific: The Natural World</b></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <ul style="list-style-type: none"> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>• Understand some important processes and changes in the natural world</li> </ul>	<p>Understand the human and physical geography of a small area of the <b>UK</b> (Our <b>Local Area</b>)</p>	<p>Understand geographical <b>similarities</b> and <b>differences</b> through studying the human and physical geography of a small area of the <b>UK</b> and of a small area in a contrasting non-EU country.</p>	<p>Understand geographical <b>similarities and differences</b> through the study of physical geography of a region in a <b>European country</b>, and a region within <b>North America</b>.</p>	<p>Understand geographical <b>similarities and differences</b> through the study of human and physical geography of a region of the United Kingdom, and a region in a European country.</p>	<p>Understand geographical <b>similarities and differences</b> through the study of human and physical geography of a region of the United Kingdom, and a region in a European country. (France to link with French trip).</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region in <b>South America</b>.</p>

	around them, including the seasons and changing states of matter.						
<p><b>HUMAN &amp; PHYSICAL GEOGRAPHY Aims</b></p> <p>To understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time</p>	<p><b>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</b></p> <p><b>Specific: The Natural World</b></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <ul style="list-style-type: none"> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>• Understand some important processes and changes in the natural world</li> </ul>	<p>Identify <b>seasonal</b> and <b>daily weather patterns</b> in the <b>United Kingdom</b>.</p> <p>Use basic geographical vocabulary to refer to: key physical features including; <b>beach, cliff, coast, season and weather</b>.</p> <p>Use basic geographical vocabulary to refer to key human features including: <b>city, town, village, factory, farm, house, office</b>.</p>	<p>Identify the <b>hot</b> and <b>cold</b> areas of the world in relation to the <b>equator</b> and the <b>North</b> and <b>South Poles</b>.</p> <p>Use basic geographical vocabulary to refer to: key physical features including; <b>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</b>.</p> <p>Key human features including: <b>city, town, village, factory, farm, house, office, port, harbour and shop</b>.</p>	<p>Describe and understand key aspects of physical geography, including: <b>climate zones, biomes, vegetation belts and volcanoes and earthquakes</b>.</p> <p>Describe and understand key aspects of human geography, including types of <b>settlement</b> and <b>land use</b>.</p>	<p>Describe and understand key aspects of physical geography, including: <b>climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle</b></p> <p>Describe and understand key aspects of human geography, including: types of <b>settlement</b> and <b>land use</b>, and the distribution of <b>natural resources</b> including <b>energy, food, minerals and water</b>.</p>	<p>Describe and understand key aspects of physical geography, including: <b>climate zones, biomes and vegetation belts, and rivers</b>.</p> <p>Describe and understand key aspects of human geography, including <b>types of settlement and land use, economic activity</b> including <b>trade links</b>.</p>	<p>Describe and understand key aspects of physical geography, including: <b>climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle</b></p> <p>Describe and understand key aspects of human geography, including: <b>types of settlement and land use, economic activity</b> including <b>trade links</b>, and the <b>distribution of natural resources</b> including <b>energy, food, minerals and water</b></p>

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<p><b>GEOGRAPHICAL SKILLS &amp; FIELDWORK Aims</b></p> <p>To collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes</p> <p>To interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</p> <p>To communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</p>	<p><b>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</b></p> <p><b>Specific: The Natural World</b></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <ul style="list-style-type: none"> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>• Understand some important processes and changes in the natural world</li> </ul>	<p>Use world <b>maps, atlases and globes</b> to identify the UK and its countries and surrounding <b>seas</b>.</p> <p>Use simple <b>fieldwork</b> and observational skills to study the geography of their <b>school</b>, its <b>grounds</b> and the key human and physical features of its surrounding <b>environment</b>.</p>	<p>Use world <b>maps, atlases and globes</b> to identify the <b>United Kingdom</b> and its <b>countries</b>, as well as the countries, <b>continents and oceans</b> at this stage.</p> <p>Use simple <b>compass directions</b> (North, South, East and West) and locational language [for example, <b>near and far, left and right</b>] to describe the location of features and <b>routes</b> on a <b>map</b>.</p> <p>Use <b>aerial photographs</b> and <b>plan</b> perspectives to recognise <b>landmarks</b> and basic human and physical features. Devise a simple map and use and construct basic <b>symbols</b> in a <b>key</b>.</p>	<p>Use <b>maps, atlases, globes</b> to locate countries and describe features studied.</p> <p>Use the <b>four points</b> of a <b>compass, four figure grid references, symbols</b> and <b>key</b> to build their knowledge of the wider world.</p>	<p>Use <b>maps, atlases, globes and digital/computer mapping</b> to locate countries and describe features studied.</p> <p>Use the <b>four points</b> of a <b>compass, four figure grid references, symbols and key</b> (including the use of <b>Ordnance Survey maps</b>) to build their knowledge of the United Kingdom.</p> <p>Use fieldwork to <b>observe, measure, record</b> and present the human and physical features in the local area using a range of methods, including <b>sketch maps</b> (coast).</p>	<p>Use <b>maps, atlases, globes and digital/computer mapping</b> to locate countries and describe features studied.</p> <p>Use the <b>eight points</b> of a compass, <b>six-figure grid references, symbols and key</b> (including the use of <b>Ordnance Survey maps</b>) to build their knowledge of the United Kingdom.</p> <p>Use fieldwork to <b>observe, measure, record</b> and <b>present</b> the human and physical features in the local area using a range of methods, including <b>sketch maps, plans and graphs</b>, and <b>digital technologies</b>.</p>	<p>Use <b>maps, atlases, globes and digital/computer mapping</b> to locate countries and describe features studied.</p> <p>Use the <b>eight points</b> of a compass, <b>six-figure grid references, symbols and key</b> (including the use of <b>Ordnance Survey maps</b>) to build their knowledge of the wider world.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>

	around them, including the seasons and changing states of matter.						
<p><b>LOCATIONAL KNOWLEDGE Aim</b></p> <p>To develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.</p>	<p><b>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</b></p> <p><b>Specific:</b> <b>The Natural World</b></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <ul style="list-style-type: none"> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>• Understand some important processes and changes in the natural world</li> </ul>	<p>Name, locate and identify characteristics of the four <b>countries</b> and <b>capital cities</b> of the <b>UK</b></p>	<p>Name and locate the <b>world's seven continents</b> and five oceans. Name, locate and identify the United Kingdom and its surrounding seas</p>	<p>Locate the world's countries, using maps to focus on <b>Europe</b> (including the location of <b>Russia</b>) and <b>North America</b>, concentrating on their environmental regions and key physical characteristics.</p> <p>Identify the position and significance of <b>latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</b></p>	<p>Name and locate <b>counties and cities</b> of the <b>United Kingdom</b>, geographical <b>regions</b> and their identifying <b>physical characteristics</b>, key topographical features (including <b>hills, mountains, coasts and rivers</b>), and <b>land-use</b> patterns; and understand how some of these aspects have <b>changed</b> over time.</p>	<p>Name and locate <b>counties and cities</b> of the <b>United Kingdom</b>, geographical regions and their identifying <b>human and</b> physical characteristics, key topographical features (including <b>hills, mountains, coasts and rivers</b>), and <b>land-use</b> patterns; and understand how some of these aspects have <b>changed</b> over time.</p>	<p>Locate the world's countries, using maps to focus on <b>Europe</b> (including the location of <b>Russia</b>) and <b>South America</b>, concentrating on their <b>environmental regions</b> and key physical characteristics.</p> <p>Identify the position and significance of <b>latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</b></p>

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**COMPOSITES**

Describe and understand key aspects of physical geography, including: rivers and the water cycle.

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

**COMPONENTS**

	1	2	3	4	5	6	End Point
	LQ: What is a river?	LQ: How do people use rivers?	LQ: What journeys do rivers make?	LQ: How do people change rivers?	LQ: How can flooding affect people?	LQ: What can I find out about the world's longest rivers?	To be able to way up benefits and threats associated with rivers, considering the human and geographical features.
<b>CONCEPTS</b> <a href="#">Link to concept map</a>	Environment (action and <u>features</u> )	Environment Interconnections	Environment	Environment Environmental impacts Interconnections	Environmental impact Interconnections	Environment	To be able to have an understanding of an environmental feature, the environmental impacts and the interconnections between a physical feature and human geography.
<b>SKILLS</b>	To describe and understand key aspects of physical geography: rivers.	To be able to describe and understand key aspects of human geography including: land use.	To describe and understand key aspects of physical geography: rivers.	To be able to understand how some of the topographical features (rivers) have changed over time.	To be able to describe and understand key aspects of human geography.	To describe and understand key aspects of physical geography: rivers. To use maps, atlases, globes and digital/computer mapping to describe features studied (rivers).	To be able to: Interpret and explain key information on rivers. Evaluate a range of possible flood prevention measures. Confidently use globes, atlases and maps to locate the world's principal rivers.

<b>KNOWLEDGE</b>	I can explain what a river is. I can locate the world's longest rivers on a map.	I can describe how rivers are used around the world.	I can identify the stages of a river. I can identify the features of a river.	I can recognise and explain how human activity affects rivers.	I can recognise and explain how flooding affects communities.	I can identify the key characteristics of one of the world's longest rivers.	To know: the key elements of features of a river. the names of- and key information on- the world's main rivers.
<b>LESSON LINK</b>	<a href="#">04-ODDIZI---KS2-Scheme-of-Work---Rivers-64.pdf</a>	<a href="#">04-ODDIZI---KS2-Scheme-of-Work---Rivers-64.pdf</a>	<a href="#">04-ODDIZI---KS2-Scheme-of-Work---Rivers-64.pdf</a>	<a href="#">04-ODDIZI---KS2-Scheme-of-Work---Rivers-64.pdf</a>	<a href="#">04-ODDIZI---KS2-Scheme-of-Work---Rivers-64.pdf</a>	<a href="#">04-ODDIZI---KS2-Scheme-of-Work---Rivers-64.pdf</a>	
<b>PROGRESSIVE VOCABULARY</b>	water cycle evaporation precipitation condensation overland flow mouth channel	hydro-electric power crops transporting recreational	source mouth tributary v-shaped valley waterfall ox-bow lake meander	dam hydro-electric power irrigation	floodplain dam Thames Barrier sandbag hydro-electric power embankment	continent country world river	To be able to use appropriate geographical vocabulary when describing the water cycle, rivers and river features.
<b>CURRICULUM EXPERIENCES</b>			Local area trip- visit a river to identify the features and stages				
<b>END POINT</b>	To be able to describe the water cycle, explain what a river is and locate the world's longest rivers on a map.	To be able to describe how rivers are used around the world.	To be able to identify the stages and features of a river, and the way that land use changes from the source to the mouth.	To be able to recognise and explain how human activity affects rivers.	To be able to recognise and explain how flooding affects communities.	To be able to identify the key characteristics of one of the world's longest rivers.	To describe and understand key aspects of physical geography, including: rivers and the water cycle. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Describe and understand key aspects of human geography,

							including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
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