

Advent 2
Geography Yr5: River, Weathering and Erosion

Scripture Link:

National Curriculum Objective

	Lesson 1	Lesson 2	Lesson 3
Learning intention for each lesson	Know the main rivers within the UK and beyond.	Know how a river is formed and it's main features.	Know the purpose of a weir and its impact (River Witham/fieldwork)
Recall and Retrieval	the water cycle is a process by which water circulates and helps to shape our world and how we use it. Evaporation is when water changes from a liquid to a gas. Condensation is where water vapor changes into a liquid through cooling. Precipitation means falling water eg rain, sleet, snow, hail.	the 4 main rivers in the UK: the Severn the Thames, the Wye and the Trent the 3 most important rivers in the wider world are: the Nile, The Amazon and The Danube. River Nile is in Egypt and is the longest river in the world.	that the source of a river tends to be on mountains where rain falls. the water starts to flow down as a stream. several streams join together to form a river. the mouth of a river is where the river enters a lake or an ocean. rivers have many small streams called tributaries and that these join together to form the main channel. name the 5 oceans of the world the difference between an ocean and the sea.
Sequence of substantive knowledge throughout the lesson	I will know the 4 main rivers in the UK: the Severn the Thames, the Wye and the Trent I will know that the 3 most important rivers in the wider world are: the Nile, The Amazon and The Danube.	I will know that where a river starts is called the source. I will know that the source of a river tends to be on mountains where rain falls. I will know that the water starts to flow down as a stream. I will know that several streams join together to form a river.	I will know that a weir is a dam or a barrier across the width of a river. I will know that a weir alters the flow of the water. I will know that a weir can alter the height of the river level. This water can be used in towns, homes, industry, or irrigation.

		I will know that the mouth of a river is where the river enters a lake or an ocean. I will know that rivers have many small streams called tributaries and that these join together to form the main channel.	
Key Skills/disciplinary knowledge	Pupils should be taught to: Observe and collect information and data from fieldwork, and a range of sources, choosing an appropriate method to record evidence and provide reasons for this. Analyse and communicate and explain geographical information from one source by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing at length, using appropriate geographical vocab.	Ask and investigate geographical questions, suggesting enquiries to test them. Observe and collect information and data from fieldwork, and a range of sources, choosing an appropriate method to record evidence and provide reasons for this. Analyse and communicate and explain geographical information from one source by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing at length, using appropriate geographical vocab. Reach geographical conclusions and begin to debate the impact of geographical process and human effects on the world, from given evidence.	Ask and investigate geographical questions, suggesting enquiries to test them. Observe and collect information and data from fieldwork, and a range of sources, choosing an appropriate method to record evidence and provide reasons for this. Analyse and communicate and explain geographical information from one source by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing at length, using appropriate geographical vocab. Express their own views about the people, places and environments studied, giving reasons. Reach geographical conclusions and begin to debate the impact of geographical process and human effects on the world, from given evidence.
Key Vocabulary	Rivers, UK, the Severn the Thames, the Wye and the Trent, Nile, The Amazon and The Danube locate, map, identify	Source, downhill, flow, mouth, stream, Upper course, middle course, lower course, valley, channel, waterfall, rapids, gorge, meander, tributary, confluence, flood plain, levee, delta, estuary.	Weir, dam, barrier, prevent, alter, irrigation, purpose, function, flow,
Main teaching activity <i>If the school has another short term planning format, this does not need to be included.</i>			
Scaffolding			
Challenge			

Diversity Links			
Catholic Social Teaching Principles	Stewardship: Understanding sustainability. Are we scientists or stewards?	Stewardship: Understanding sustainability. Are we scientists or stewards?	Stewardship: Understanding sustainability. Are we scientists or stewards?
British Values			
Wider links			

Advent 2
Geography Yr5: River, Weathering and Erosion

	Lesson 4	Lesson 5	Lesson 6
Learning intention for each lesson	Know that all rivers lead to the sea. (map route of River Witham)	Know some of the effects a river can have on its environment (eg erosion)	Know how to sustain rivers for the future and why this is important.
Recall and Retrieval	a weir alters the flow of the water. a weir can alter the height of the river level. water can be used in towns, homes, industry, or irrigation. a map helps us to plan routes. maps have river names. name river in the E. Midlands- Trent, Ouse, Nene, Cherwell. the main river through London is the Thames.	that most rivers on Earth ultimately empty their water into larger bodies of water, such as oceans, seas, or even lakes. the point where a river meets a larger body of water is called its mouth. some land is protected for conservation and sustainable development.	rivers are the conveyor belts that collect and transport excess precipitation and run off products from the continents to the oceans. by transporting water and sediment, they create their own shapes in the landscape. erosion is the process in which earth materials are worn away and transported by natural forces such as wind or water sedimentation is the process of things being deposited and settling in the river rivers also transport nutrients and seeds.
Sequence of substantive knowledge throughout the lesson	I will know that most rivers on Earth ultimately empty their water into larger bodies of water, such as oceans, seas, or even lakes. I will know that the point where a river meets a larger body of water is called its mouth.	I will know that: Rivers are the conveyor belts that collect and transport excess precipitation and run off products from the continents to the oceans. By transporting water and sediment, they create their own shapes in the landscape. That erosion is the process in which earth materials are worn away and transported by natural forces such as wind or water That sedimentation is the process of things being deposited and settling in the river	I will know that: Some of the ways of protecting our rivers include conserving water, less pollution, cleaning rivers

		Rivers also transport nutrients and seeds.	
Key Skills/disciplinary knowledge	Ask and investigate geographical questions, suggesting enquiries to test them. Observe and collect information and data from fieldwork, and a range of sources, choosing an appropriate method to record evidence and provide reasons for this. Analyse and communicate and explain geographical information from one source by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing at length, using appropriate geographical vocab. Reach geographical conclusions and begin to debate the impact of geographical process and human effects on the world, from given evidence.	Ask and investigate geographical questions, suggesting enquiries to test them. Observe and collect information and data from fieldwork, and a range of sources, choosing an appropriate method to record evidence and provide reasons for this. Analyse and communicate and explain geographical information from one source by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing at length, using appropriate geographical vocab. Express their own views about the people, places and environments studied, giving reasons. Reach geographical conclusions and begin to debate the impact of geographical process and human effects on the world, from given evidence.	Ask and investigate geographical questions, suggesting enquiries to test them. Observe and collect information and data from fieldwork, and a range of sources, choosing an appropriate method to record evidence and provide reasons for this. Analyse and communicate and explain geographical information from one source by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing at length, using appropriate geographical vocab. Express their own views about the people, places and environments studied, giving reasons. Reach geographical conclusions and begin to debate the impact of geographical process and human effects on the world, from given evidence.
Key Vocabulary	Route, follow, map, source, mouth, Grantham, Witham,	River, environment, effect, erosion, sediment, alter, change, landscape, transport	Protect, sustain, preserve, future, damage, pollution, waste, clean, habitat, livelihood
Main teaching activity <i>If the school has another short term planning format, this does not need to be included.</i>			
Scaffolding			
Challenge			

Diversity Links			
Catholic Social Teaching Principles	Stewardship: Understanding sustainability. Are we scientists or stewards?	Stewardship: Understanding sustainability. Are we scientists or stewards?	Stewardship: Understanding sustainability. Are we scientists or stewards?
British Values			
Wider curriculum links			