

Brough Primary School – Curriculum Intention Plan 2022 - 2023



Subject: Geography Year Group: 5		Area of Learning: Rivers and the water Cycle
Links to previous work/Remember when	Links to rocks studied in Y3- types of rocks and rock formation. Knowledge of main rivers around the world and the location of UK in the world. Build on compass point work in Y3 and 4- applying in the field. Brough project in Y4- local area- River Hull from source to mouth map and the Humber Estuary. Autumn term locational knowledge of rivers.	
Term Spring	Key Skills to be taught	
Spring 2023 What the children should know at the end of this series of lessons	National Curriculum objectives Name and locate counties 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 Describe and understand key aspects of: physical geography, - including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance. Using an atlas to locate major rivers and maps to follow river from source to mouth. Fieldwork skills will be part of Cloughton trip after Easter.	

Vocabulary

Abrasion, Bank, Basin, Canal, Channel, current, Confluence, Dam, Delta, Depth, downstream, Erosion, Estuary, flood Flood plain, Meander, Mouth, Mud flats, Oxbow lake, Rapids, Reservoir, Run off, Sediment, Silt, Source, transportation
Tributary, Water table, water cycle, rivers. all eight compass points.

Locational Knowledge - to run alongside this topic and taught in short sessions using maps and ipads.

Rivers of the UK and Europe recap from last term.
Countries of Africa.

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Sequence of Learning	Objectives and suggested details provided by subject leader.
Pre-assessment	<p>Name the 7 continents of the World. Name as many UK rivers as they can. Name as many seas around the UK as they can. What are the main parts of a river? Also recap on what is physical and human geography (unsure on pupil voice session) See BBC bitesize pages https://www.bbc.co.uk/bitesize/topics/zqj3n9q/articles/zr8q7nb</p>
1	<p>Key question- What are the main rivers of the World and of the UK? learning objective- name and locate counties 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> <ul style="list-style-type: none"> What a river is. Look at the parts of a river and that it is a natural, physical feature- dispel the notion that rivers start from the sea. What are the main rivers of the world and the UK? <p>See Pearson planning and resources in Geography Folder on the server. https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/z7w8pg8 https://www.bbc.co.uk/teach/class-clips-video/geography-ks1--ks2-rivers/z6qsf4j</p>
2	<p>Key Question- What are erosion, transportation and deposition? Describe and understand key aspects of: physical geography, - including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/z7w8pg8 Locational Focus- What are the main rivers running through other European countries?</p>
3	<p>Key Question- How do rivers shape the land around them? Describe and understand key aspects of: physical geography, - including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <ul style="list-style-type: none"> look at the vocabulary around rivers- meander/ox-bow/mouth/confluence/tributaries etc Follow the source of a river/estuary- could link to River Hull or Humber Estuary from the confluence of the Ouse and Trent. Explain it's an estuary and not a river. Or linked to Cloughton Beck or rivers around North Yorkshire. <p>https://sites.google.com/site/majorriversofthebritishisles/the-humber-estuary https://www.landscapebritain.co.uk/places/north-yorkshire/cloughton/ https://www.rgs.org/schools/teaching-resources/rivers-(1)/journey-of-a-river/</p>

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4	<p>Key Question- What is the Water Cycle?</p> <p>Describe and understand key aspects of: physical geography, - including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>https://www.metoffice.gov.uk/weather/learn-about/weather/how-weather-works/water-cycle https://www.bbc.co.uk/bitesize/topics/zkgg87h/articles/z3wpp39</p>
5	<p>Key Question- Why are rivers important to people?</p> <p>Name and locate counties 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> <ul style="list-style-type: none"> ● could link to Cloughton area or Brough area. <p>As an extra, may consider looking into river pollution too. Why does it happen? How does river pollution affect us? How can we help prevent it? Or Why does the Humber flood?</p>

Learning Outcome/product

Create a flow diagram of a river, from source to mouth, showing the key features seen in a typical river, including all the key vocabulary. Could be a presentation as a group, a poster, or as a series of slides in Google Slides or a clay model with a presentation

Assessment records	List only those children who have not achieved the expected outcomes.

Assessment records	List only those children who have exceeded the expected outcomes.

End of unit assessment question

What are the main parts of a river?
 How do rivers change over time? What processes change them?
 What happens to water in the water cycle?

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