

Brough Primary School – Curriculum Intention Plan 2024 - 2025



Subject: Geography Year Group: Year 5/6		Area of learning: rivers and water cycle Humber and Cloughton River pollution
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. Brough project in Y4- local area- River Hull from source to mouth map and the Humber Estuary.	
Term	Key Skills to be taught	
Summer 2025 What the children should know at the end of this series of lessons	<ul style="list-style-type: none"> 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 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 Survey maps) to build their knowledge of the United Kingdom and the wider world 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. 	

Vocabulary

Abrasion, bank, beck, basin, canal, channel, current, confluence, depth, downstream, erosion, estuary, flood, flood plain, meander, mouth, mud flats, oxbow lake, rapids, reservoir, run off, sediment, silt, source, stream, transportation, tributary, water table, water cycle, rivers.

Eight compass points.

Regular locational knowledge sessions- using maps and chromebooks

countries/seas in Asia and Oceania

Sequence of learning	Learning Objectives/Outcomes	suggested Lesson Outline
Pre- assessment	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?	

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1	<p>Learning Objective: To locate many UK rivers and seas. To understand the variety of bodies of water in our region.</p> <p>Key Knowledge: An estuary is a semi-enclosed body of water where freshwater from a river or stream meets the ocean's saltwater, resulting in a brackish (slightly salty) mix. A river, on the other hand, is a natural stream of water, typically moving from a source (like a spring or mountain stream) towards a larger body of water (like a sea or ocean). A beck is a small stream also called a brook.</p> <p>Enquiry Type: mapping skills and research</p>	<p>What is the difference between an estuary, river and a beck? Recap- see pre-assessment</p> <p>Start by looking at maps that show rivers around the UK. https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/z7w8pg8#zhtybqt https://www.youtube.com/watch?v=GPb5NTLK11g</p> <p>Using Digimaps- look at map of Brough/Hull area- including Humber Estuary, River Hull and a local beck like Crabley Beck. How are they different? In pairs, follow the Humber Estuary back from the North Sea, to the confluence of the River Ouse and Trent and then to the source of the Ouse- great Ouseburn.</p> <p><i>Children record -</i> Annotate a UK map to show the major rivers and seas. Annotate a map of an area around the Humber- add labels for North Sea, Humber Estuary (River Humber), River Hull, Trent, Ouse, the confluence of the Trent and Ouse, Crabley Beck.</p>
2	<p>Learning Objective: To name and locate a variety of features of a river.</p> <p>Key Knowledge: That a river starts at its source and meanders to its mouth. Most rivers drain into another river or into the sea.</p> <p>Enquiry Type: research</p>	<p>What are the main features of a river? Recap- What are the main bodies of water around our region?</p> <p>https://www.bbc.co.uk/teach/class-clips-video/articles/z6qsf4j</p> <p><i>Children record -</i> Annotate a sketch of river features.</p>
3	<p>Learning Objective: To describe how water erodes a river bank. To describe how deposition changes the shape of a river. To tell you how some features are formed.</p> <p>Key Knowledge: They have to avoid</p>	<p>How is a river formed? Recap- Name at least 5 features of a river.</p> <p>Look at the main ways a river is formed. https://www.youtube.com/watch?v=llK3bgjiEEk</p>

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	<p>obstacles as they flow downhill. People have altered river courses over time. Erosion and deposition can change the shape of a river.</p> <p>Enquiry Type: research</p>	<p>https://www.bbc.co.uk/bitesize/articles/z7w8pg8#zhtybqt</p> <p><i>Children record -</i> Complete sheets about the different ways rivers are formed.</p>
4	<p>Learning Objective: To understand how the water cycle works. To label the processes that happen in a water cycle.</p> <p>Key Knowledge: The water cycle, also known as the hydrologic cycle, is the continuous movement of water on, above, and below the Earth's surface. It involves processes like evaporation, condensation, precipitation, and collection.</p> <p>Enquiry Type: research</p>	<p>What happens to water in the water cycle? Recap</p> <p>https://weather.metoffice.gov.uk/learn-about/weather/how-weather-works/water-cycle</p> <p>https://www.bbc.co.uk/bitesize/articles/z3wpp39</p> <p>https://www.youtube.com/watch?v=1fkWLbZFbJM</p> <p><i>Children record -</i> Annotate a diagram of the water cycle.</p>
5	<p>Learning Objective: To understand the ways in which water pollution happens. To research the ways that water pollution affects animals and plants. To discuss ways to prevent water pollution.</p> <p>Key Knowledge: Major contributors to water pollution include industrial waste, agricultural runoff (fertilizers, pesticides, and animal manure), sewage and wastewater, oil spills, and plastic pollution.</p> <p>Enquiry Type: research</p>	<p>Why is water pollution happening? What are its effects?</p> <p>Recap- What are the main processes in the water cycle? Explain evaporation and condensation.</p> <p>Why does it happen? How does river pollution affect us? How can we help prevent it?</p> <p>https://www.youtube.com/watch?v=5EvDSVAIqg0</p> <p><i>Children record -</i> A table that lists the main causes of pollution and the main effects.</p> <p>Plenary- discuss how we can help prevent pollution.</p>
6	Learning Objective:	ASSESSMENT LESSON

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	<p>To create an overview of water pollution causes and effects.</p> <p>To add information about rivers from the year group residential to class display.</p>	<p>Research more into water pollution using the internet, especially how we can help prevent it.</p> <p>Create a simple poster with the main points about</p> <ul style="list-style-type: none"> - How it happens - Its effects. <p>As a class, add data from Cloughton about water to the class display.</p>
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Learning Outcome/product

Create simple information posters about water pollution.

Class to add information from Cloughton trip to Cloughton wall regarding the data collected on the trip.

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