

# ST.HUGH'S CATHOLIC PRIMARY – GEOGRAPHY MEDIUM TERM PLANNING



## Upper Keystage 2

### Class + Year Group

Year 5 – Miss Webster, Year 5/6 Miss Noor & Miss Blood Year 6

### Big Question: How do rivers change? (Focus in the UK - local study)

**Basic geographical knowledge:** Field Work Location: Snipe Dales, Lusby, Spilsby, Lincolnshire.

- 1) **Location and position of country to the equator/ Tropics of Cancer and Capricorn:** Northern Hemisphere
- 2) **Location of country from Lincoln, compass directions:** East of Lincoln, Ordnance Survey Reference: TF 319 683
- 3) **Biome:** temperate forest
- 4) **Climate:** temperate climate cool, wet winters and warm, wet summers.
- 5) **Bordering countries: England** - borders with Ireland, Scotland & Wales

LEARNING CHALLENGE	KEY KNOWLEDGE AND SKILLS	POSSIBLE ACTIVITIES Including opportunities for map skills/field work/data collection, presentation and analysis.	KEY VOCABULARY
1) <b>Where does rain come from?</b>	To know and sequence the physical processes involved in the water cycle: evaporation, condensation and precipitation.  Link to Science work on states of matter studied in Materials Topic.	What can the children remember about states of matter from Science? When can they see examples of evaporation and condensation? What is a cycle? Explain processes and link together to form the Water Cycle. Use diagrams of the Water Cycle and animations to develop understanding.	evaporation, condensation, convection, precipitation, cycle, liquid, gas, water vapour, snow, rain, hail, ground water, surface run-off.

		Children to draw their own diagram of the water cycle and label processes using technical vocabulary.	
<b>2)</b> <b>How does a river begin and how does it change?</b>	To know the key features of a river system: upper, middle and lower course.	Use diagrams, photos and video clips to show the journey of a river.  Children to label a pre-drawn diagram showing the journey of a river.  Then describe the river system explaining how the size, depth and speed of the river changes.	source, tributary, meander, waterfall, gorge, mouth, channel, banks, bed, floodplain, levee, delta, confluence upper, middle, lower course
<b>3)</b> <b>How is a meander formed?</b>	To be able to use the terms erosion and deposition to explain how a meander is formed.	Use diagrams, photos and video clips to show how a meander is formed.  On the outside of the bend what happens? Why? Is it shallow or deep?  On the inside of the bend what happens? Why? Is it shallow or deep?  Children to draw their own diagram and label it to show the direction of flow and what is happening on the inside/outside of the bend.	shallow deep deposition fast slow transportation silt energy spur load erosion fertile

<p><b>4)</b></p> <p><b>Where is the source and mouth of the River Lymn?</b></p>	<p>To be able to use 6 figure grid references to find a location on an Ordnance Survey map.</p> <p>To know the location of the source and mouth of the River Lymn.</p>	<p>Look at symbols on the Ordnance Survey map and what they mean. (These are used to represent real objects. Both shapes and colours can be used for symbols on maps.)</p> <p>Find the contour lines – lines showing height of land below and above sea level. (Link to Mountain work).</p> <p>From a 6 figure grid reference, find the source and mouth of the River Lymn. Using tracing paper, track the journey of the River Lymn, including tributaries.</p> <p>Match up photos, including aerial photos, of the River Lymn to their approximate location on the map.</p>	<p>Ordnance Survey map – a detailed map produced by mapping agency of the United Kingdom (UK).</p> <p>aerial photographs contour lines grid references</p> <p>source mouth tributaries meanders</p>
<p><b>5)</b></p> <p><b>How does the River Lymn start?</b></p> <p><b>How does the River Lymn change as it gets further from its source?</b></p>	<p><b>Field Work skills:</b></p> <p>Take accurate measurements.</p> <p>Draw a field sketch, labelled with geographical vocabulary.</p> <p>Analyse results and form a conclusion from collected data.</p>	<p>Field Trip (whole day) to Snipedale’s Nature Reserve led by external tutor</p> <p>Children to track the course of the River Lymn and take measurements of the river at 2 locations: Winceby Beck (close to the source) and Furze Hill (further away from the source).</p> <p>Measure permeability of soil at the top of the hill (clay soil) and bottom of the hill (sandy).</p>	<p>source mouth tributaries meanders deposition</p> <p>permeability</p> <p>depth width speed of flow</p>

		<p>Measurements of the river at 2 locations: width, nearside, middle and far side depth, speed of flow (number of seconds to travel 1 metre) x 3 and calculate average.</p> <p>Sampling of pebbles: measure size and determine pebble roundness using Power's scale. Field sketch labelled with geographical language to describe features of a river focusing on the meander.</p> <p>Follow up analysis of results back in class: use a spread sheet of results to produce graphs to show results.</p>	<p>nearside bank far side bank</p>
<p>6)</p> <p><b>What are the main rivers in Great Britain?</b></p> <p><b>What are the main rivers in the World?</b></p>	<p>To be able to use an atlas to locate rivers.</p> <p>To know that:</p> <ul style="list-style-type: none"> <li>- the River Witham flows through Lincoln,</li> <li>- the River Thames flows through London,</li> <li>- the River Severn is the longest river in the country,</li> <li>- the River Nile is the longest river in the world.</li> </ul>	<p>Remind children of how to use an atlas using the contents page, index and grid reference to help locate the position of a river.</p> <p>Children to find rivers from a given list. Which country is the source in? Which countries does it flow through? Which sea does it flow into?</p>	<p>grid reference source mouth estuary outflow</p>
<p>7)</p> <p><b>Why do rivers flood?</b></p>	<p>To know and understand the causes of flooding and its effects using Bangladesh as an example.</p>	<p>Use diagrams and video clips to explain what a flood is:</p> <p>What is flooding? What is a flash flood? Why doesn't the water flow away? Why do the same places flood? Why do floods happen so often?</p>	<p>flash flood saturated Monsoon season Charland silt deposit fertile erosion</p>

		<p>Use Bangladesh as an example of a country that frequently floods.</p> <p>What are the advantages, problems and defences that the country uses?</p> <p>Children to write a report to explain the causes of flooding and its effects using Bangladesh as an example.</p>	<p>embankment sluice gates</p>
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