

## RIVERS KS2 PLANNING

**Class:**

**Term:**

**Subject: Geography**

**Topic: Rivers**

Differentiation and support	Cross curricular links
<p>SEN / EAL: Simplify tasks to focus on collecting less information. Provide with templates and writing frames. Work in mixed ability pairs.</p> <p>GT: require additional, detailed information, presented in correct tone. Support less able peers</p>	<p>English: giving presentations, making notes, new vocabulary and explanations</p> <p>Maths: grid references and comparing statistics</p> <p>Science: wildlife on and near rivers, how hydroelectric power is generated</p> <p>ICT: creating presentations, researching information, creating multimedia Animoto photo show</p> <p>PSHCE: cultural differences between people in different locations. conserving water</p>

W	LO	Activities	Resources	Success Criteria
1a	<p>Formative assessment exercise</p> <p>(10 mins)</p>	<p>Children complete a mind map to show what they already know about rivers and water</p>	<p>Mind map frame</p>	<p>Complete a mind map</p>
1b	<p><i>Drawing rivers on maps</i></p> <p>To be able to use an atlas to find out information</p> <p>To be able to name and locate the major rivers of the UK and of the world</p> <p>(45 mins)</p>	<p>Intro:</p> <p>Ask children to think, pair, share the names of as many rivers as they can</p> <p>Explain what an atlas is and how it is organised.</p> <p>Explain how it contains different types of maps with different types of keys, and maps with different amounts of detail.</p> <p>Model how to find places by searching either in the contents or in the index, as well as other skills needed for independent work: using grid references and identifying rivers</p> <p>Go through some examples with all the children on the carpet</p> <p>Main:</p> <p>Children to find twenty of the major rivers of the UK and the world and add them to a map of the UK or a map of the world</p> <p>Extension: Children to find some more examples of rivers and add them to their maps</p> <p>Plenary:</p> <p>Play the game on naming rivers at <a href="https://world-geography-games.com/world_rivers.html">https://world-geography-games.com/world_rivers.html</a> (if this link does not work, play similar game at <a href="http://www.purposegames.com/game/471f7c6e">http://www.purposegames.com/game/471f7c6e</a> or Google 'naming world rivers game')</p>	<p>Atlases</p> <p>Blank maps of UK and world</p> <p>List of rivers to find</p>	<p>MUST: locate <i>some</i> of the major UK and world rivers and draw them on their maps</p> <p>SHOULD: as above, but locate <i>all</i> of the ones given to them to find</p> <p>COULD: find some other rivers and draw them on their maps</p>

<p>2</p>	<p><i>Identifying the country, continent and outflow of rivers</i></p> <p>To be able to use an atlas to find out information</p> <p>To be able to name and locate the major rivers of the UK and of the world</p> <p>To be able to identify the continents and the oceans</p> <p>(45 mins)</p>	<p>Intro: Ask children to think, pair, share the names of as many rivers as they can Revise what an atlas is and how it is organised. Revise how it contains different types of maps with different types of keys, and maps with different amounts of detail. Ask children to think, pair, share the names of the continents and the oceans (and if they can, an example of a country/ies in each continent) Revise how to find places by searching either in the contents or in the index, as well as other skills needed for independent work: using grid references, identifying rivers, identifying countries and continents and cross-referencing between maps Explain how the outflow of a river is the sea or the ocean that it flows into Go through some examples with all the children on the carpet</p> <p>Main: Children to find twenty of the major rivers of the UK and the world and for each of them record the country they are in, the continent and the sea or ocean that they flow out into Extension: Children to find some more examples of rivers and add them to their table</p> <p>Plenary: Play the game on naming rivers at <a href="https://world-geography-games.com/world_rivers.html">https://world-geography-games.com/world_rivers.html</a> (if this link does not work, play similar game at <a href="http://www.purposegames.com/game/471f7c6e">http://www.purposegames.com/game/471f7c6e</a> or Google 'naming world rivers game') For each river, ask the children to also name the country and the continent</p>	<p>Atlases</p> <p>List of rivers to find</p> <p>Table to record rivers, countries, continents and outflows of the rivers</p>	<p>MUST: locate <i>some</i> of the major UK and world rivers and identify their countries, continents and outflows</p> <p>SHOULD: as above, but locate <i>all</i> of the ones given to them to find</p> <p>COULD: find some other rivers and identify their countries, continents and outflows</p>
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3	<p>To name the parts of a river</p> <p>To understand the journey of a river</p> <p>(30 mins)</p>	<p>Intro: Ask children to think, pair, share the names of as many rivers as they can and their countries, continents and outflows Watch the videos on rivers at <a href="https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/z7w8pg8">https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/z7w8pg8</a> (if the link does not work, Google 'BBC Bitesize KS2 Rivers') Display the diagram of a river from <a href="https://arts2science.wordpress.com/earth/landscapes/rivers/">https://arts2science.wordpress.com/earth/landscapes/rivers/</a> that shows its upper course, middle course and lower course, and explain what these labels mean (if the link does not work, use Google images to find an alternative similar diagram) Explain independent work, including that if children do not know the meaning of one of the words for labelling the diagram, they should look it up in the dictionary or in the glossary of a book / on a computer or tablet</p> <p>Main: Children to annotate a diagram of the journey of a river, with the following features labelled: source, tributaries, confluence, meander, wetlands, delta / mouth, flood plain and sea / ocean Extension 1: Children to also label the lower course, middle course and upper course on their diagrams and colour in their diagram Extension 2: Children to look up and learn about additional river features online e.g. <a href="https://www.dkfindout.com/uk/earth/rivers/">https://www.dkfindout.com/uk/earth/rivers/</a> and / or in books and add to their diagrams</p> <p>Plenary: Give children labels with the parts of a river and ropes and / or chalk and ask them to make a large-scale version of their diagram in teams of 8 When finished ask them about their part e.g. what is the river like at its source?</p>	<p>Check video opens and plays OK</p> <p>Colouring pencils</p> <p>Dictionaries and non-fiction books on rivers and / or computers or tablets</p> <p>Rope and / or chalk for plenary</p> <p>Labels for plenary, laminated and cut up</p>	<p>MUST: label the parts of a river on a diagram given to them</p> <p>SHOULD: label the upper, middle and lower course sections of their diagram</p> <p>COULD: research additional features of rivers to add to their diagrams</p>
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4	<p><b>Lesson 4 (paper version)</b></p> <p>To know the meaning of vocabulary related to rivers</p> <p>To use this vocabulary to explain observations</p> <p>(45 mins)</p>	<p>Intro: Ask children to think, pair, share some of the terms that we have learnt and used in the last few lessons Explain that we are going to be learning the precise definitions of many of these words today: Meanders, mouth, rapids, river bank, river bed, source, channel, canal, delta, erode, estuary, sediment, spring, tributary, flood plain and confluence Model for children how to use a dictionary and / or glossary to find the meaning of each of these words Emphasise that children need to pick the river-related definition for words with more than one meaning e.g. mouth Also emphasise that children should try to write the definition in their own words, rather than just copy it out Explain how to play the game for the independent work</p> <p>Main: Children to work together in mixed ability partners Children to look up the meaning of the words and create memory cards:</p> <ul style="list-style-type: none"> <li>• one child writes the term on the front of a card and the meaning on the back of the <b>same</b> card</li> <li>• one child writes the term on one card and the meaning on a <b>different</b> card</li> </ul> <p>The double-sided set is set out to the side (this will be used to check answers) The two single-sided sets are set out separately to play 'Go Fish' with:</p> <ul style="list-style-type: none"> <li>• the sets are placed face down</li> <li>• each child takes a turn to 'Go Fish' and try to find a matching pair – if they find a matching pair, they keep it; if they do not find a matching pair, they put the cards back in the same position, face down again (the double-sided set can be used to check if the pair are in fact matching or not)</li> <li>• continue playing until all of the matching pairs have been found and see who has the most</li> </ul> <p>(To begin with, the cards can be set out facing up to make it easier)</p> <p>Plenary: Collect in all of the sets of cards Memory competition – in pairs / groups to write down as many of the terms as they can remember and their definitions. Ask pairs / groups how many they got and go to the team who says they have the most terms written down. Check they got them right; if they did, award them points; if not go to pair who got the next most; repeat until find winners</p>	<p>Dictionaries and non-fiction books on rivers</p> <p>3 sets of cards (printed on card) per pair of children</p>	<p>MUST: know some of the terms and their definitions</p> <p>SHOULD: know more of the terms and their definitions</p> <p>COULD: know all of the terms and their definitions</p>
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4	<p><b>Lesson 4 (ICT-based version)</b></p> <p>To know the meaning of vocabulary related to rivers</p> <p>To use this vocabulary to explain observations</p> <p>(45 mins)</p>	<p>Intro:</p> <p>Ask children to think, pair, share some of the terms that we have learnt and used in the last few lessons</p> <p>Explain that we are going to be learning the precise definitions of many of these words today:</p> <p>Flood plain, meanders, mouth, rapids, river bank, river bed, source, channel, dredge, delta, erode, estuary, sediment, spring, tributary and canal</p> <p>Model for children how to use a dictionary and / or glossary to find the meaning of each of these words</p> <p>Emphasise that children need to pick the river-related definition for words with more than one meaning e.g. mouth</p> <p>Also emphasise that children should try to write the definition in their own words, rather than just copy it out</p> <p>Model how to use Quizlet</p> <p>Main:</p> <p>Children to log-in to their accounts at Quizlet.com</p> <p>Children to click 'Create set' (top centre-left of page)</p> <p>Children to name their set 'River vocabulary by (their name)'</p> <p>Children to find the definition for the words and use them to make flashcards (make sure they enter the term in the smaller box on the left and the definition in the larger box on the right)</p> <p>Children to practice learning their flashcards using the various games on Quizlet in the following order (from easy game to difficult game):</p> <ul style="list-style-type: none"> <li>• scatter</li> <li>• learn</li> <li>• test</li> <li>• speller</li> <li>• space race</li> </ul> <p>Children to practice learning the terms and their definitions by using each other's sets to play the games</p> <p>Plenary:</p> <p>Close down computers and / or return to class</p> <p>Memory competition – in pairs / groups to write down as many of the terms as they can remember and their definitions.</p> <p>Ask pairs / groups how many they got and go to the team who says they have the most terms written down.</p> <p>Check they got them right; if they did, award them points; if not go to pair who got the next most; repeat until find winners</p>	<p>Dictionaries and / or non-fiction books on rivers</p> <p>PCs / laptops</p> <p>Account set up for class / each child on Quizlet.com</p>	<p>MUST: know some of the terms and their definitions</p> <p>SHOULD: know more of the terms and their definitions</p> <p>COULD: know all of the terms and their definitions</p>
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To access the complete version of this [Rivers planning](#), and every resource needed to teach each lesson, visit:

<http://www.saveteacherssundays.com/geography/year-4/404/>



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