Year 3&4: Rivers – from Keer to Kent

Essential Learning:

Enquiry Drivers:
Why is the sea salty and rivers are not?

Where does a river go on its journey?

By the end of this topic, you will have learned:

- the names and locations of counties and cities in the UK
- the names and locations of the main rivers and mountains in the UK
- the nature of a river: that it flows downwards from high ground to the sea and that it has the power to erode and shape the landscape over time
- geographical vocabulary associated with rivers and their features
- the key features of rivers and the geographical vocabulary
- the words evaporation and condensation and the part they play in the water cycle and to know why rivers are fresh water while the sea is salty
- what happens as a river reaches the coast, including: estuaries, deltas, mudflats and salt marshes
- why estuaries are so important for wildlife and nature reserves

Process & Changes

Know that both primary and secondary sources of evidence show process and change

Human Geography

Know, compare and describe some human geographical features in the wider world

Physical Geography

Know, compare and describe some physical geographical features in the wider world

Geographical Vocabulary

Know and understand key vocabulary related to geographical processes

Locations and Environments

Know and understand the interrelationship between location and environment

Similarities and Differences

Understand how and why some places and features are similar or different giving reasons

Prior Learning:

The children completed a Local Area study and so know the local physical features including Warton Crag, River Keer, canal, estuary
Made by the Moon story about Morecambe Bay

Curriculum enrichment:

River visit – Keer to Kent local group/Rivers and Canal Trust
Leighton Moss visit

Key Vocabulary: rainfall, water, minerals, food, water cycle, precipitation, condensation, evaporation, river, stream ,tributary, bank, flood, meander

Unit Focus: Geography

NC: Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Children should:

- Ask and respond to geographical questions and offer their own ideas
- Collect and record evidence and begin to offer explanations
- Investigate key aspects of human and physical geography
- Use appropriate geographical vocabulary to communicate their findings
- Use atlases, globes, maps and plans at a range of scales and draw simple maps and plans
- Use secondary sources of information and ICT as part of investigations

Key Questions:

Where does water come from? Where does water go? Does everyone have as much water as we do? What is a river and what does it do? What are the different parts of a river? How does a river move? Who and what lives near or in a river? What is the water cycle and how does it work?

Sources of evidence:

What different sources of evidence and resources can you use to answer these questions?

Evidence may include: the use of direct observation, maps, photographs, asking people who work to maintain rivers and waterways, digital resources and other materials. Google Earth also provides visualisation of areas and its street view application will take you right down to street level within a locality.

Resources:

School Learning Zone - Rivers (school-learningzone.co.uk)

School Learning Zone - Water (school-learningzone.co.uk)

Keer to Kent - the journal of the Landscape Trust - Arnside Silverdale AONB : Arnside Silverdale AONB

History

Science

[Animals, including humans (Y4) | PLAN (planassessment.com)]

Animals including humans –

NC: Pupils should be taught to:

- Construct and interpret a variety of food chains, identifying producers, predators and prey (link to estuary)

Animals including humans-
- Use scientific evidence to answer questions.
- Gather and record findings through drawings, photographs, labelled diagrams, keys, models, presentations, tables, graphs and displays, using scientific language.

States of Matter -
NC: Pupils should be taught to:

- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature

States of Matter –
- Gather and record findings through drawings, photographs, labelled diagrams, keys, models, presentations, tables, graphs and displays, using scientific language
- Use scientific evidence to answer questions.

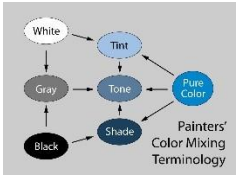
PLAN primary science assessment resources (planassessment.com)

Download this from Shared Drive for your unit

Art

NC Painting: Make and match colours with increasing accuracy

Colour - painting
Build on colour mixing skills



NC Printing: Explore resist printing including marbling and silkscreen
Make a class river

Colour –
CD weaving project. Children to weave choosing colours and fabrics that remind them rivers.

DT	Music
Christmas: Make cards and calendars **Design** • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **Make** • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities **Evaluate** • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work **Technical Knowledge** • apply their understanding of how to strengthen, stiffen and reinforce more complex structures; understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]  	**NC:** - improvise and compose music for a range of purposes using the inter-related dimensions of music - listen with attention to detail and recall sounds with increasing aural memory - use and understand staff and other musical notations Music Specialist River soundscape and introduction to notation and the stave Listen to different recorded sounds of a river Improvise sounds at different stages of the river (think about tempo and pitch) **Children should:** - Experiment with, create, select and combine sounds using inter-related musical dimensions E.G. tempo, pitch. - Create and choose sounds in response to given starting points. Learn the Water Cycle song

Computing/ICT	PSHE
Online Relationships ▪NC: Use technology responsibly. ▪Identify a range of ways to report concerns about contact. ▪Identify a range of ways to report concerns about content. ▪Recognise acceptable/unacceptable behaviour. Understand the opportunities computer networks offer for communication. **Pupils should be taught to: -** ▪Use technology responsibly. ▪To create appropriate passwords. ▪Keep passwords and personal data safe. ▪Recognise acceptable behaviour. ▪Recognise unacceptable behaviour. ▪Be able to create a 'secure' password, e.g. combination of letters, symbols and numbers in accordance with the school's eSafety policies and procedures /AUP. Know what to do and who to tell if they discover something inappropriate or offensive on a website, at home and in school. **Use the following link for full resources and lesson plans: -** https://projectevolve.co.uk/about/?gclid=EAIaIQobChMI69ex3q3c-AIVE-vtCh2nGAYjEAAYASAAEgLjcfD_BwE **Pictograms/Word processing-** • **NC**: Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. **Pupils should be taught to: -** ▪Use different font sizes, colours and effects to communicate meaning for a given audience. ▪Use various layouts, formatting, graphics and illustrations for different purposes or audiences.	Friendship and Bullying – 7 lessons Value – Friendship How can we solve this problem? (Y3) LO: Rehearse and demonstrate simple strategies for resolving given conflict situations. (Statutory) Secret or surprise? (Y3) LO: Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; Recognise how different surprises and secrets might make them feel; Know who they could ask for help if a secret made them feel uncomfortable or unsafe. (Statutory) Relationship tree (Y3) (Value Link) LO: Identify different types of relationships; Recognise who they have positive healthy relationships with. (Statutory) Dan's dare (Y3) LO: Explain what a dare is; Understand that no-one has the right to force them to do a dare; Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare. (Statutory) Under pressure (Y4) LO: Give examples of strategies to respond to being bullied, including what people can do and say; Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from. (Statutory)

▪Use various software tools to complete a project, problem or task. ▪Use page setup to select different page sizes and orientations. ▪Use cut, copy and paste to refine and re-order content. ▪Combine and use various software tools to complete a project, problem or task. ▪Use appropriate editing tools to ensure their work is clear and error free, e.g. spell checker, thesaurus, find and replace. ▪Select and import sounds from other sources, e.g. own recordings, sound effects and music. ▪Select and import graphics from digital cameras, graphics packages and other sources and prepare for use, e.g. cropping, resizing and editing. ▪Use and combine internet services such as those that provide images, sounds, 3D representations and graphic software. ▪Recognise and use key layout and design features, e.g., text boxes, columns and borders. ▪Insert and edit simple tables. ▪Create a range of hyperlinks and produce a non-linear, interactive presentation. ▪Recognise intended audience and suggest improvements to make their work more relevant to that audience. Through self and peer assessment, analyse and evaluate presentations and projects so that suitable improvements can be added to work.	What would I do? (Y4) LO: List some of the ways that people are different to each other (including differences of race, gender, religion); Recognise potential consequences of aggressive behaviour; Suggest strategies for dealing with someone who is behaving aggressively. (Statutory) Safety in numbers (Y4) LO: Explain the role of the bystander and how it can influence bullying or other anti-social behaviour; Recognise that they can play a role in influencing outcomes of situations by their actions. (Statutory)
RE	Cross-curricular Maths:
Islam Why is the prophet Muhammad (pbuh) an example for Muslims? **Coverage:** • The prophet Muhammad (pbuh) • Zakah	Statistics – bar charts to show different lengths of rivers, heights of mountains

English	
Guided reading: Stage 3 Water Cycle; Stage 4 Rivers **Suggested texts:** Why is Water worth it? Lori Harrison; A River by Marc Martin; Once Upon a Raindrop: The Story of Water by James Carter & Nomoco **Grammar:** noun phrases, adjectives, adverbs, personification, metaphors **Writing Task 1:** A River by Marc Martin KS1-2_Book_Topic_-_A_River.pdf (teachwire.net) **Reading:** Start by talking about rivers and the children's knowledge and experience of rivers. Are there rivers near to us? Look at front cover and predict where the book is set. Read the whole book for enjoyment, questioning and reflecting on individual illustrations. Revisit each spread to look more closely and interrogate the images – make notes about what you can see around a copy of one of the illustrations **Gathering content:** Role on the wall of the little girl; list emotions add to working wall. Role play opportunities for making boats and sailing – what can you see? Add music for effects, write descriptions of how water can move. Look at each scene and explore (see pdf for ideas) **Writing:** Using the stimuli and discussions from the book write a poem about the journey of the river. **Cross curricular:** Food chain explanation text	**Writing Task 2:** Explanation text – Water Cycle **Reading:** Examples of explanation texts e.g. How dogs really work! By Alan Snow. Children to be verbally explaining to each other the different ways dogs work. Children split into pairs or threes. Children to be experts on the different parts of the dog. They must come up with and be able to explain exactly how their part of the dog works. They can use simple diagrams and pictures to help them but must be able to improvise in their area of 'expertise'. Present to the class. Talk about features of explanation texts - Time connecting (words or phrases) Present tense (other than when explaining past events) Detailed descriptions, Formal (define for children) Varied sentence structure, Scientific vocabulary, Third person, Reasons to explain why or how **Gathering Content:** Listen to Mrs Rhodes reads Once Upon a Raindrop - YouTube. Work in groups to put the key information together for an explanation text; show it in diagram form; flow chart for planning. How to write an explanation - BBC Teach **Grammar:** use of noun phrases, fronted adverbials and appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. **Writing:** show the children the chosen planning format for an explanation text; model writing the first part of the explanation of the water cycle and give the children opportunity to continue and complete the explanation.
Global Links: Water Aid	**Local links:** River visits