

# Rose Wood Academy: Enquiry Driven Learning Overview

## Prior Knowledge (Direct Pathway)

Knowledge of the importance of rivers, historically, from Y3 (Nile/Amazon). They will have knowledge of the River Tees, in Middlesbrough and that it was used to transport locally produced goods worldwide (eg metal for Sydney Harbour Bridge) In Year 1 they learned that the River Thames runs through London.

## Prior Knowledge (Indirect Pathway)

In Science pupils have learned about the properties of different types of rocks and understand that some are more porous than others.

*We will learn that rivers usually begin in upland areas and begins to flow downhill because of gravity. They will understand that they flow across the land - meandering - or going around objects such as hills or large rocks and that, over time, rivers create valleys, or gorges and canyons if the river is strong enough to erode rock.*

## Enquiry Question?

**FROM SOURCE TO SEA: WHERE DOES WATER COME FROM?**

### Content on direct pathway

*Children will study the River Tees from its source in Cumbria to its estuary in the North Sea.*

*Using digital and paper maps children will locate the source of the River Tees. They will study the historical importance of rivers for the transportation of goods and services and its subsequent decline. We will also refer back to previous topics in Y3 (The Nile and The Amazon).*

*Children will learn about States of Matter and the water cycle – recreating their own in a bag. We will study the consequences of excess rainfall on rivers and their surrounding areas.*

*We will use the book, 'A River' by Marc Martin to engage pupils in their learning and to write descriptive poems. Also, will use the book Little Black Fish and follow his journey into the streams, along the river and into the sea where he meets danger and beauty on his adventure.*

*From this, children will:*

- *Write narrative pieces*
- *Write explanations (water cycle)*
- *Write and perform poetry on this theme*

## Enquiry Outcomes

Children will make a 3D model of the River Tees - using different materials – incorporating key physical and human landmarks along the route

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<b><u>Year Group:</u> YEAR 4</b>	<b><u>Term:</u> SPRING 1</b>
<b>Title:</b> <b>FROM SOURCE TO SEA: WHERE DOES WATER COME FROM?</b>	<b>Key Focus : Geography</b>
<b>Project Enhancements:</b>  River Tees trip/study	
<b><u>How can you help?</u></b>  At home, please could you: <ul style="list-style-type: none"><li>• continue to listen to your child read a minimum of three times a week,</li><li>• help your child to learn to spell the Year 3 and 4 word list</li><li>• help your child to learn their times tables</li></ul> If you wish to do additional homework with your child, you could: <ul style="list-style-type: none"><li>• Learn the major rivers of the UK (Thames, Tyne, Tees, Humber, Severn) and locate them on a map of the UK</li><li>• Learn the major rivers of the world (Nile, Amazon, Mississippi etc) and locate them on a world map.</li></ul>	

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### Spiritual

Through our learning about the water cycle, we will foster a sense of wonder at the natural world.

Pupils will use their imagination and creativity to create art work based around the theme of water.

### Social

Pupils will have the opportunity to discuss big questions such as: 'Does everyone in the world have a right to have access to clean water?'

### Be kind and REAP the rewards

Children will learn that as humans we need to be kind to the environment that we live in and the planet that we live on.

### Moral

Throughout the topic, we will explore the consequences of human action on the natural world, from diverting the course of rivers, creating pollution and damaging fish stocks. There will be opportunities for pupils to develop their principles and discuss and debate their views

### Cultural

Pupils will explore the art work of Claude Monet and find out how the impressionist movement influenced art in this country, They will be able to develop their own artistic talents and express their ideas by creating images of water.