

Medium Term Plan for Geography

Y3 – Rivers

Autumn 1

Class Text: A River by Marc Martin, abridged version of Wind in the Willows by Kenneth Grahame.

Hook: Aerial view of the Pennines.

Topic Reflection: Amazing rivers of the UK.

Geographical questions: What is a mountain? Why are rivers important to people? What uses do they have? Why do rivers have mouths?

Geography Concepts:

EYFS + KS1

- ✓ Place
- ✓ Space
- ✓ Environment
- ✓ Human and physical processes

KS2

- ✓ Place
- ✓ Space
- ✓ Environment
- ✓ Physical and human processes
- ✓ Scale (local, regional or global)
- ✓ Interconnections

Vocabulary

Tier 1: hill, river, mountain, sea, United Kingdom.

Tier 2: British Isles, capital city, canal, city, coast, county, country, continent, river bank, summit.

Tier 3: confluence, estuary, floodplain, mouth, topography, tributary, source.

Previous Skills

Identify the key features of a location.
To create symbols and a key for a map.
Make simple comparisons between two different locations.
Use simple compass directions and locational and directional language.

Previous Knowledge

That Low Bradfield is a village west of Wisewood, Sheffield.
The Loxley valley provided the initial course of the Great Sheffield Flood, which happened after the Dale Dyke Dam collapsed shortly before its completion in March 1864.
That different locations have different human and physical features and help us identify them.

Previous Understanding

That physical and human features are landmarks which help us locate places and follow a route.
What makes a location special.
That different locations have different human and physical features.

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| | | The basic, common symbols of a map. That a key unlocks the symbols on a map. | | | | |
| <u>Cross-curricular links</u> | | English: Describe the journey of a river? Reading Skills: Read non-fiction texts on rivers, mountains, counties of the UK. | | | | |
| | <u>Concepts</u> | <u>Learning Objective</u> | <u>Lesson Outcome</u> | <u>ARE Success Criteria</u> | <u>GD Success Criteria</u> | <u>SEND Success Criteria</u> |
| Lesson 1 | Place Space Environment Interconnections | Identify features on aerial/oblique photographs. | Children to compare and contrast aerial (vertical) and oblique photographs of the Sheffield and the Pennines. Introduce a topographic map of the area. https://en-gb.topographic-map.com/ and make links between what is seen on the photographs and a topographic map. What do they notice about the Geography of Sheffield and the wider area? | I can identify and label the key physical features of Sheffield and the Pennines. I can use directional language to describe where the physical features are in relation to Wisewood. | Compare and contrast aerial and oblique photographs. What do we learn from each? | See IEP/ My Plan/Birmingham Toolkit |
| Lesson 2 | Place Environment Scale (local, regional or global) | Locate mountain ranges in the UK. | Children will discover what a mountain is. They will then identify the four main mountain ranges in the UK: the | I can explain in simple terms how a mountain is formed. I can name and locate the four main mountain ranges in the UK. | I can find and locate the highest peak in each range. | See IEP/ My Plan/Birmingham Toolkit |

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| | | | Cairngorms in Scotland, the Pennines in England, the Mourne Mountains in Northern Ireland and Snowdonia in Wales | | | |
| Lesson 3 | Place Environment Physical and human processes | Use letter/no. co-ordinates to locate features on a map. I can identify the features of river. | Children will pour water down a slope and observe what happens. They will notice that rivers start high and flow downhill (to another river, a lake or the sea), that they cut a pathway. Look at a topography map of the south Pennines. Identify the rivers, where they start and where they end. | I can say where a river starts and that this is called the source. I can use letter/no. co-ordinates to locate key features of a river. | I can record the places my river passes through. | See IEP/ My Plan/Birmingham Toolkit |
| Lesson 4 | Place Environment Physical and human processes | Create a map of an area visited. | Children will go on a fieldtrip. They will follow part of the River Loxley, record the route and identify features. | I can make a map of the part of the River Loxley visited. I can use standard symbols. | I can compare my map to an OS map of the area. | See IEP/ My Plan/Birmingham Toolkit |
| Lesson 5 | Place Physical and human processes | To record the journey of a river from source to mouth. | Children will consider if we set a paper boat sail on the River Loxley, where would it go? What places | I can record the rivers the River Loxley tribute to, the cities and counties it passes | I can say how a river changes as it journeys to the sea. | See IEP/ My Plan/Birmingham Toolkit |

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| | Scale (local, regional or global) Interconnections | | would it pass through? Which counties? Where will it reach the sea? | through and where it joins the sea. | | |
| Lesson 6 | Place Scale (local, regional or global) Interconnections | Investigate significant rivers in the UK. | Children will be set the challenge of finding the longest, shortest, widest rivers in the UK. | I can locate and name significant rivers in the UK. I can say why they are significant. I can identify the cities and counties they pass through. | I can create a topographical map for my river. | See IEP/ My Plan/Birmingham Toolkit |
| Endpoints: | <p>Knowledge: Sheffield is where 5 rivers meet and join: the River Don, the River Loxley, the Porter Brook, the River Rivelin, the River Sheaf. Sheffield has seven hills. That mountains are areas of land that are much higher than the land surrounding them. They are generally over 600 metres high. They are often found together in a group called a mountain range. Know the 4 main mountain ranges in the UK and that we are closest to the Pennines. Know that where a river starts is called a source and that this is usually high up. Name the key features of river: source, confluence, tributary, meander, flood plain, mouth. Know significant rivers in the UK. Name counties and cities in the UK.</p> <p>Skills: Identify features on aerial/oblique photographs. Use a topographical map to identify physical features in an area. Make a map of a place visited. Use standard symbols. Follow a route on a range of maps. Use alpha-numerical co-ordinates.</p> <p>Understanding: The difference between aerial and oblique photographs. That a topography map shows the physical features of an area.</p> | | | | | |

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| | <p>The difference between a topography map and an OS map.</p> <p>The need for standardised symbols.</p> <p>Understand that a county is a region of the UK.</p> |
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