



# Reeth Community Primary School and Gunnerside Methodist (VC) Primary School Federation

## Geography Unit Plan – Y3&4 – Rivers, the water cycle and water storage

	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
<b>Emergent</b>	<ul style="list-style-type: none"> <li>• <b>Know that we live in England and that our capital city is London.</b></li> <li>• Identify the continent that we live in and the nearest ocean.</li> <li>• Name and locate 3 of the world's 7 continents and 2 oceans.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand geographical similarities and differences by comparing our locality with a <b>contrasting part of the UK.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Identify seasonal and daily weather patterns in the UK.</li> <li>• Begin to use basic geographical vocab to refer to: Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Key human features, including: <b>city, town, village, factory, farm, house, office, port, harbour and shop</b></li> </ul>	<ul style="list-style-type: none"> <li>• Use simple fieldwork and observational skills to study the geography of our school and its grounds and the key human and physical features of its <b>surrounding environment.</b></li> </ul>
<b>Early KS1</b>	<ul style="list-style-type: none"> <li>• Name and locate the world's 7 continents and 5 oceans.</li> <li>• <b>Name, locate and identify characteristics of the 4 countries and capital cities of the UK</b> and its surrounding seas.</li> <li>• <b>Name and locate Yorkshire and nearby market towns.</b></li> <li>• <b>Identify the equator.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Record, monitor and</b> identify seasonal and daily weather patterns in the UK.</li> <li>• Identify hot and cold areas of the world in relation to the equator and the North and South Poles.</li> <li>• <b>Use basic geographical vocabulary to refer to:</b> Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Key human features, including: <b>city, town, village, factory, farm, house, office, port, harbour and shop.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Use world maps, atlases and globes to identify the UK and its countries.</li> <li>• Use the same resources to identify the seven continents and five oceans.</li> <li>• Use simple compass directions (north, south, east and west) and locational and directional language to describe the location of features and routes on a map.</li> <li>• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</li> <li>• Devise a simple map and use basic symbols in a key.</li> <li>• <b>Use simple fieldwork, observational skills and an Ordnance Survey map to locate local villages, our schools, the River Swale, Swaledale and other key human and physical features of the local environment.</b></li> </ul>
<b>Middle Lower KS2</b>	<ul style="list-style-type: none"> <li>• Name and locate counties and cities of the UK, geographical regions and their <b>identifying human</b> and physical <b>characteristics</b>, key topographical features (including hills, mountains, coasts and rivers), and land use patterns and understand how some of these have changed over time.</li> <li>• <b>Use maps to locate the countries of Europe (including location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</b></li> <li>• Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region of either a European country or North or South America.</b></li> </ul>	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>• <b>Physical geography</b>, including: rivers, the water cycle, weather patterns, climate change and coasts</li> <li>• <b>Human geography</b>, including: types of settlement and land use.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied.</b></li> <li>• <b>Use the 8 points of a compass, 4 figure grid references, symbols and key (including Ordnance Survey maps) to build knowledge of the UK and the wider world.</b></li> <li>• <b>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</b></li> </ul>
<b>Later Upper KS2</b>	<ul style="list-style-type: none"> <li>• Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and <b>human characteristics, countries and major cities.</b></li> <li>• Identify the position and significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</li> </ul>	<ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through the study of human and physical geography of a <b>region of the UK, a region of a European country and a region in North or South America.</b></li> <li>• <b>Understand that National Parks are special places that are protected because of their beautiful countryside, wildlife and cultural heritage. Learn that the management of these areas is complex, involving both human and physical geography → In the context of this study, learn that Antarctica is protected by the Antarctic Treaty.</b></li> </ul>	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>• <b>Physical geography</b>, including: volcanoes and earthquakes, mountains, <b>caves</b>, climate zones, <b>climate change</b>, biomes, and vegetation belts.</li> <li>• <b>Human geography</b>, including: land use, <b>city layout</b>, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> </ul>	<ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied.</li> <li>• Use the 8 points of a compass, 6 figure grid references, symbols and key (including Ordnance Survey maps) to build knowledge of the UK and the wider world.</li> <li>• Use fieldwork to observe, measure, record and present the human and physical features in the <b>local area</b> using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>
<b>Extended KS3</b>	<ul style="list-style-type: none"> <li>• Extend locational knowledge beyond Europe and the Americas.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Deepen understanding of geographical similarities and differences through studying the human and physical geography of an additional region in another continent.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Observe, understand and explain the relationship between physical and human geography, identifying examples in projects studied.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Interpret Ordnance Survey maps in the classroom and in the field</b></li> <li>• Use fieldwork in contrasting locations to collect, analyse and draw conclusions from data.</li> </ul>

**Bold text = objectives that closely align with school curriculum vision**

**Red text = modified or additional learning objectives beyond those detailed in the National Curriculum**

# Geography Unit Plan – Y3&4 – Rivers, the water cycle and water storage

## Suggested teaching sequence and ideas

1	2	3	4	5	6	7
Understanding river systems and the water cycle	Understanding the local river system	Erosion, transport and deposition – building a classroom river model	Gunnerside Gill fieldwork	Where does our water come from? Thornton Steward fieldwork	Major rivers of the UK and Europe	Exploring the Amazon and the Nile
<p>Objectives:</p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of: <b>Physical geography</b>, including: rivers, the water cycle...</li> </ul> <p>Possible activities:</p> <ul style="list-style-type: none"> <li>Explore and assess pupils' existing knowledge of rivers.</li> <li>Introduce through discussion and diagrams the key features of river systems and the water cycle:</li> </ul> <p>Watershed Source Tributary Stream Beck Confluence River Mouth Delta Sea Ocean Lake Tarn Reservoir</p> <p>Evaporation Condensation Precipitation</p> <ul style="list-style-type: none"> <li>Pupils draw diagrams of the river system and the water cycle</li> <li>Pupils record the definition of the new vocabulary that they have learned. Less confident pupils may benefit from matching terms with their definitions.</li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li><b>KS1 - Use simple fieldwork, observational skills and an Ordnance Survey map to locate local villages, our schools, the River Swale, Swaledale and other key human and physical features of the local environment.</b></li> <li>Use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied.</li> <li>Use the 8 points of a compass, 4 figure grid references, symbols and key (including Ordnance Survey maps) to build knowledge of the UK and the wider world.</li> <li>Understand geographical similarities and differences through the study of human and physical geography of a <b>region of the UK...</b></li> </ul> <p>Possible activities:</p> <ul style="list-style-type: none"> <li>Explore the local river system on Ordnance Survey maps. Identify the features learned in the previous lesson.</li> <li>Pupils record these features along with 4 figure grid references.</li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of: <b>Physical geography</b>, including: rivers, the water cycle...</li> </ul> <p>Possible activities:</p> <ul style="list-style-type: none"> <li>Build a river model in the classroom.</li> <li>Explore erosion, transportation and deposition</li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of: <b>Physical geography</b>, including: rivers, the water cycle...</li> <li>Use the 8 points of a compass, 4 figure grid references, symbols and key (including Ordnance Survey maps) to build knowledge of the UK and the wider world.</li> <li>Use fieldwork to observe, measure, record and present the human and physical features in the <b>local area</b> using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> <li>KS3 - Observe, understand and explain the relationship between physical and human geography, identifying examples in projects studied.</li> </ul> <p>Possible activities:</p> <ul style="list-style-type: none"> <li>Gunnerside Gill fieldwork walk, identifying the features of river systems studied in previous lessons and erosion, transport and deposition.</li> <li>Explore use of rock filled gabions to reduce erosion.</li> <li>Discuss relationship between human and physical geography in the context of Gunnerside Beck.</li> <li>Pupils complete sketch maps and take photographs to annotate later in the classroom.</li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of: <b>Physical geography</b>, including: rivers, the water cycle...</li> <li>Use the 8 points of a compass, 4 figure grid references, symbols and key (including Ordnance Survey maps) to build knowledge of the UK and the wider world.</li> <li>Use fieldwork to observe, measure, record and present the human and physical features in the <b>local area</b> using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> <li>KS3 - Observe, understand and explain the relationship between physical and human geography, identifying examples in projects studied.</li> </ul> <p>Possible activities:</p> <ul style="list-style-type: none"> <li>Field visit: walk from Kilgram Bridge (the abstraction point on the River Ure) to Thornton Steward Reservoir.</li> <li>Learn where the water goes from Thornton Steward.</li> <li>Consider the environmental impact of removing water from the river system.</li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>Use maps to locate the countries of Europe (including location of Russia) concentrating on their environmental regions, key physical and <b>human characteristics</b>, countries <b>and major cities</b>.</li> <li>Understand geographical similarities and differences through the study of human and physical geography of a <b>region of the UK</b> and a <b>region of either a European country or North or South America</b>.</li> <li>Use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied.</li> <li>KS3 - Deepen understanding of geographical similarities and differences through studying the human and physical geography of an additional region in another continent.</li> </ul> <p>Possible activities:</p> <ul style="list-style-type: none"> <li>Use maps to identify the major rivers of the UK, recording these on county maps of the UK, identifying major cities on these rivers.</li> <li>Identify the major rivers of the Europe, recording these on a country map of Europe. Identify major cities on these rivers.</li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>Use maps to locate the countries of Europe (including location of Russia) concentrating on their environmental regions, key physical and <b>human characteristics</b>, countries <b>and major cities</b>.</li> <li>Understand geographical similarities and differences through the study of human and physical geography of a <b>region of the UK</b> and a <b>region of either a European country or North or South America</b>.</li> <li>Use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied.</li> <li>KS3 - Deepen understanding of geographical similarities and differences through studying the human and physical geography of an additional region in another continent.</li> </ul> <p>Possible activities:</p> <ul style="list-style-type: none"> <li>Learn about the Amazon drainage basin and contrast this with the Swale.</li> <li>Extension work: learn about the Nile. The Aswan Dam offers an interesting opportunity to explore the relationship between the human and physical geography of this region.</li> </ul>

### Useful websites

<https://www.bbc.co.uk/teach/class-clips-video/geography-ks1--ks2-rivers/z6qsf4j>

[https://www.rgs.org/schools/teaching-resources/rivers-\(1\)/journey-of-a-river/](https://www.rgs.org/schools/teaching-resources/rivers-(1)/journey-of-a-river/)

<http://www.yorkshiredalesriverstrust.com>