

Geography Medium Term Plan - Rivers

NC POS

Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics - Rivers
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America –through looking at principle Rivers

Human and physical geography

describe and understand key aspects of:

- physical geography, including: rivers, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water linked to Rivers

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United

Kingdom and the wider world

- 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

Vocabulary

Confluence, sediment, tributary, erosion, meander, oxbow

Core knowledge:

Space, Scale and place

- locate the River Mersey on an OS map
- study of the River Mersey, through fieldwork and observations e.g. visit to Pier Head and local area, mapping
- Name and locate principle rivers in different continents, geographical regions – topographical features

Human and Physical processes

•Describe and understand key aspects of physical geography, including... rivers and the water cycle

- understand the formation of a river – from mountain to the sea
- identify parts of a river
- Describe and understand key aspects of human geography, including the distribution of natural resources including... water
- Understand land-use patterns; and understand how some of these have changed over time.

Interconnections

- importance of a river locality
- uses of a river – trade, transport, food
- types of settlement and land use, economic activity including trade links,

- investigate the importance of rivers to the first settlements

Cultural awareness and diversity

- Diversity and disparity in and of people's lives and communities and connections to 'rivers'
- Peoples use of 'rivers'
- investigate the importance of rivers to the first settlements

Environmental impact and sustainability

- Flooding – reason why it occurs, environmental impact, case study Lake District**

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

Wider influences:

- ecosystems
- famous rivers around the world
- Natural disasters – flooding and topical news stories

Enduring understanding:

- physical and human geography of a river

Working geographically:

- use eight points of compass to describe a river's journey
- use four figure grid references to plot a river's journey
- observe, measure and record parts of a river
- gather data and analyse from a river visit

End point for unit:

Recount a 'journey of a river' possible ways through drama, model or written recount

Why are major cities often near rivers?

Why should we conserve water when the rivers keep flowing?