



Respect, Believe, Achieve

Year 4 Rivers

- *Locating and naming rivers of the UK.
- *Describing the features of rivers.
- *Explaining the link between the water cycle and rivers.
- *Carrying out a fieldwork investigation.

River Severn











As a Geographer, what do I already know?

- ◆ In Year 2, we named and located the seas surrounding the UK.
- ◆ In Year 3, we used atlases to name and locate the major urban areas of the UK.

Key Words

| | |
|-------------------|---|
| Bank | The ground at the side of a river. |
| Bed | The riverbed is the ground at the bottom of the river - often made up of sand and stones. |
| Current | The flow of the river. |
| Confluence | Where two rivers or streams meet. |
| Estuary | A drowned river valley in a coastal lowland area. Occurs near or at the mouth of a river, where the tide meets the current and the fresh and salt waters mix. |
| Meander | A bend in a river - usually in the middle or lower course. The meander continually changes shape as the fast flowing current of water erodes the outside bank of the meander bend and deposition occurs in the slack water of the inside of the bend. |
| Mouth | The end of the river. The mouth may be where the river meets the sea, a lake or a larger waterway. Most rivers flow out into the sea, and this is where they end their journey. |

| Key Skills | |
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|  | <p><u>Knowledge Location</u></p> <p>I know the eight compass points.</p> <p>I know and can locate some human and physical characteristics of the UK (rivers and settlements near them).</p> |
|  | <p><u>Understanding Place</u></p> <p>I can describe and explain the connection between a river and mountain environment in the UK, using appropriate geographical vocabulary (e.g. bank, bed, current, confluence, estuary, meander).</p> <p>I can explain the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers.</p> <p>I can establish an understanding of the interaction between physical and human processes and describe some advantages and disadvantages of living in hazard-prone areas (e.g. rivers flooding).</p> |
|  | <p><u>Enquiry and Skills</u></p> <p>I can use four-figure grid references and use maps scaled 1:2500 – 1:10000 outside.</p> <p>I can make a detailed map of a short route with features in the correct order/places and give direction instructions up to eight compass points.</p> <p>I can plan a fieldwork investigation in the local area selecting appropriate techniques and present information gathered in fieldwork using a range of graphs.</p> |

| Key information—What do I need to know? | |
|---|---|
|  | How to read a compass up to 8 cardinal points and give direction. |
|  | Where the main rivers of the UK are and where their source is found - Severn, Thames, Trent, Great Ouse, Wye. |
|  | What the water cycle is and its connection to rivers - the water cycle shows how water evaporates from Earth's surface, travels up into the atmosphere, forms into clouds and then falls back to the surface as precipitation. Much of this falling water returns through river systems to seas where evaporation then re-occurs. |
|  | The advantages and disadvantages to living near a river and the impact humans are having on rivers — rivers are extremely important to human civilization, providing us with water for irrigation and drinking as well as sources of food, energy, recreation, and transportation. |
|  | Humans, through the actions of farming, industry, waste disposal and urbanisation, are polluting rivers and disrupting natural drainage patterns often resulting in flooding. |

As a Geographer, here's the knowledge, skills and understanding I will have by the end of the unit:

1. I will be able to use a map of the British Isles to locate and identify the main British rivers, as well as the names of settlements at the mouth of the rivers.
2. I will be able to describe the features of a river using technical vocabulary.
3. I will be able to explain why rivers occur and give examples of this (e.g. River Severn and Pumlumon).
4. I will understand the water cycle, and be able to explain the link it has with rivers.
5. I will have used maps outside to follow a local river downstream on an OS map, identified human and physical features along the river's course and recorded these with grid references.
6. I will have created a detailed map of my route with features in the correct place/order, and be able to talk about my map using the eight compass points.
7. I will understand the interaction between humans and rivers - how we use them to our advantage (e.g. irrigation and drinking water) , our impact on them (e.g. pollution and disrupting natural drainage patterns) and the disadvantages of living near them.
8. I will have planned and created a river in the playground and selected a range of natural materials to use. I will have used a watering can to form the river, observed and recorded what happened to the water over different materials, and taken photographs and annotated with key river features and processes.