

**Pioneer Federation**  
**Medium term plan**  
**Cycle 2, Term 5**  
**Geography**



<b>Subject:</b> Why is our local river significant?	
<b>Key Concept/ Theme:</b> Physical and Human Processes	
<b>Prior Learning links:</b>  Continents and Oceans Yr 1/2 Cy 2 T4  How do Geographers Describe our World Yr 3/4 T1,	
<b>Vocabulary:</b> source, mouth, course, erosion, tributaries, deposit,	
<b>School specific areas to cover (Add in any local areas of study, trips and people) Cuckmere Haven, near schools; Cuckmere, Eden, Medway, Grom, Tourism</b>	
1.	<p><b>What are Rivers?</b>            Prior learning reconnection (year group, cycle &amp; term): <b>Water Cycle</b> (Perhaps a Reading Comprehension during Guided Reading would support this further)            LO: <i>let's learn about how rivers erode, transport and deposit materials.</i>            Activity: Children will learn how rivers are formed by explaining the processes of erosion and deposition. They will then find out about the journey of a river from source to mouth, and learn about the features of rivers, including deltas, tributaries and meanders.</p> <ul style="list-style-type: none"> <li>• <b>Can children explain what a river is?</b></li> <li>• <b>Do children know some of the features of a river?</b></li> <li>• <b>Can children explain the processes of erosion, transportation and deposition?</b></li> </ul>
2.	<p><b>Why are rivers important?</b>            Reconnection: What are the features of rivers?            LO: Let's learn why rivers are important            Activity: Children will find out about some of the human uses for rivers under the headings of water, transport, habitat, energy, farming and leisure. They will be given some brief information for each category before using a variety of sources to find out some more information for themselves.</p> <ul style="list-style-type: none"> <li>• <b>Can children describe some river uses?</b></li> <li>• <b>Can children use secondary sources to find out information?</b></li> <li>• <b>Can children support their points with statistics and specific data?</b></li> </ul>
3	<p><b>Why is the Nile so important to Egypt?</b>            Reconnection: Why are rivers important?            LO: Let's learn about the Nile</p>

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	<p>Activity: Children will ask questions they would like to find the answer to about the River Nile. They will consider different ways in which they could find the answers to their questions. They will present what they have found out about the River Nile in a variety of ways.</p> <ul style="list-style-type: none"> <li>• <b>Can children ask geographical questions?</b></li> <li>• <b>Can children use secondary sources of information to find out answers to specific questions?</b></li> <li>• <b>Can children use the internet to help them with a geographical enquiry?</b></li> </ul>
<p>4 Trip to local river and/ Cuckmere Haven</p>	<p><b>What is special about the Cuckmere/Eden?</b>  Reconnection: Why is the Nile important to Egypt?  LO: Let's learn about our local river</p> <p>Activity: Ask questions about the local river. Can they use secondary sources of information to find the source, course and end. What features are on/next to the river? Do they (or did they) need the river? E.g. Water mills, castles (moats), reservoirs, bridges, pubs, water sports.  Look at the mouth- what happens there? How does it change shape as it progresses?  How is it being changed by flooding?</p> <ul style="list-style-type: none"> <li>• <b>Can children ask geographical questions?</b></li> <li>• <b>Can children use secondary sources of information to find out answers to specific questions?</b></li> <li>• <b>Can children use the internet to help them with a geographical enquiry?</b></li> </ul>
<p>5</p>	<p><b>Why are rivers changing?</b>  Reconnection: What is important about our local river?  LO: Let's learn about river pollution</p> <p>Activity: Children will explore some of the causes of river pollution and the effects this has on the environment. They will find out about some of the most polluted rivers in the world, as well as thinking about river pollution closer to home. They will consider ways in which river pollution can be prevented.</p> <ul style="list-style-type: none"> <li>• <b>Do children understand some of the causes of water pollution?</b></li> <li>• <b>Do children understand the effect water pollution has on the environment?</b></li> <li>• <b>Are children able to think about water pollution on local and global scales?</b></li> </ul>
<p>6</p>	<p><b>Quiz, Catch up</b></p>
<p><b><u>End Points:</u></b></p> <ul style="list-style-type: none"> <li><b>To know names of features of rivers.</b></li> <li><b>To know more complex physical and human features linked to river basins.</b></li> <li><b>To know how rivers support the local economy and tourism</b></li> <li><b>To know and understand the positive and negative effects of rivers on the locality</b></li> <li><b>To know the impact of climate change on river systems</b></li> </ul>	

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**Evaluation:** What have the end of unit quizzes, pupil self-reflections and termly work told you about what the children can remember and recall? What are the gaps? Ensure that the areas that need further reinforcement are documented in the next subject unit MTP. **Plan in time to revisit gaps within units, determined by the quizzes.**

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