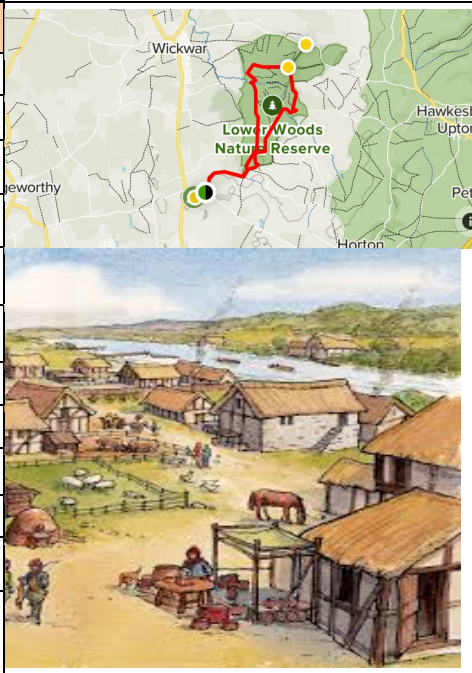




<p>Sticky knowledge</p> <p>Know how a river is formed</p> <p>Know that most rivers’ source are in a mountain</p> <p>Know that rivers end up entering the sea and this is called the estuary</p> <p>Know that a rivers water is controlled by gravity and flows towards the sea</p> <p>Know the names of rivers nearby</p> <p>Know the journey of the nearby stream</p> <p>Know the names of and can locate many of the UK’s longest rivers</p> <p>Know the 4 key rivers across the world and their continents</p> <p>To know that a river is a natural resource for humans and wildlife</p> <p>To know how rivers can shape the land through erosion</p> <p>To know that the start of a river is called the source and the end is called the mouth</p> <p>People settle in specific places because of the physical features such as water source, or fields for growing crops.</p>		<p>Programme of Study statements for the end of KS2:</p> <p>physical geography, including: rivers</p> <p>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</p> <p>Future Knowledge:</p> <p>The Nile in Egyptians</p> <p>Water cycle</p> <p>Settlements and trade in Egyptians, Romans and Anglo-Saxon units</p> <p>Previous Knowledge:</p> <p>Knowledge of the UK</p> <p>Know that water comes from rivers, oceans</p> <p>Names of the continents and Oceans</p> <p>Equator and the continents it passes through</p> <p>What human and physical features are and how to spot them on a map</p> <p>Europe study from terms 3 and 4</p> <p>Study of Mumbai</p>
<p>Vocabulary: fresh water, salt water, natural resource, River Nile (Africa), Amazon River (South America), River Thames & Volga River (Europe), mouth, source, meandering, erosion, filtration, climate, oceans, seas, ground water, lakes, ice, rivers, swamps, ponds, streams, fieldwork, physical features, human features, settlement</p>		
<p>Cultural Capital</p>		
<p> Thinking like a Geographer</p>		
<p>maps</p>	<p>enquiry</p>	<p>communication</p>
<p>Use maps of UK and world Local OS maps</p>	<p>Ask more searching questions including, ‘how?’ and, ‘why?’ as well as, ‘where?’ and ‘what?’ when investigating places and processes</p>	<ul style="list-style-type: none"> - Identify and describe geographical features, processes (changes), and patterns. - Use geographical language relating to the

<p>Play river detectives to develop knowledge (Give each group an envelope containing the name of a secret river. They need to create 10 clues for the other groups to guess their river based on length of river location. Other groups then guess their river</p>	<p>Local fieldwork in Lower Woods looking at the local stream What is the story of this stream? Where does It come from? Where does it go? How has it changed this place over time? What habitats are here because of the water?</p>	<p>physical and human processes detailed in the PoS e.g. tributary and source when learning about rivers.</p>
<p>Visits and visitors: St Fagin's?</p>	<p>Experiences and events Fieldwork visit to Lower Woods to walk the river bed</p>	<p>Key texts</p> 
<p>Community events and links: Lower woods</p>	<p>Global issues Water issues around the world Pollution of rivers Flooding Coastal erosion</p>	<p>Famous people</p>
<p>Life Skills Water safety reminder</p>	<p>Key places Roman bridge in Lower Woods</p>	