

## Year 5 Geography - Autumn term Cycle - Hull and Proud

During this unit of work children will learn about the following:

- The names of key rivers both in the UK and around the world
- The course of a river and 3 features in greater detail
- The water cycle - evidenced through English explanation text
- Fieldwork in the local area, identifying learnt features of a river
- The impact of humans, through pollution on the ecosystem and life of a river

Through this unit of geography, pupils will develop an understanding of the following **key concepts**:

- **Navigation:** (interpreting a key, conventions of maps, map symbols, atlases, GIS, google maps, scale factor, reading and calculating from a scale, using compass points, the equator, the tropic lines, the poles, borders, countries and continents)
- **Fieldwork:** (Working collaboratively, planning investigations, collecting data, using instruments/specialist equipment, taking precise measurements, making observations, drawing conclusions)
- **Population:** (Dispersal, settlement patterns, infrastructure, migration)
- **Economic activity:** (Trade, land use, farming, wealth, poverty, imports and exports)
- **Tectonic activity:** (Volcanoes, earthquakes, tectonic plates, structure of the earth)
- **Human features:** (Transports, harbour, shops, towns, villages, community, places of worship)
- **Physical features:** (Water cycle, rainfall, mountains, hills, rivers, seas, oceans, tides, islands, tsunami)
- **Natural resources:** (Energy, minerals, food and water distribution)
- **Sustainability:** (Deforestation, climate change, renewable and non-renewable resources, sea level, food miles, industry, materials, globalisation)
- **Climate and landscape:** (Weather, rainfall, seasons, temperature, desert, polar, temperate, Mediterranean, arid, tropical, biomes, vegetation zones, tundra)

- **Written and oral expression:** (Using geographical terminology, evaluation, description, recall, objectivity, explaining processes, describing and explaining trends, presenting and interpreting data)

### Second order concepts

Through this unit of geography, the following second order concepts will be explored:

- **Similarity and difference:** (making comparisons between places, localities, regions etc...)
- **Cause and consequence:** (understanding the effect of humans and nature on landscapes and settlement)
- **Continuity and change:** (how have physical and human features changed over time and why)
- **Significance:** (significant geographical features, places, events)
- **Enquiry:** (observing, collecting and interpreting data, drawing conclusions, explaining and presenting findings)

### Teaching sequence

- *Geographical enquiry (GE)*

*Pupils ask geographical questions and enquire about their topic of interest based on prior learning and knowledge*

- *Locational skills (LS)*

*Identify and locate their place of interest using maps, aerial photographs and other sources.  
Identify and locate examples in other locations.*

- *Physical and human geography (P&H)*

*Identify the physical and/or human features associated with the place of interest. Understand the processes that create the physical / human features..*

- *Place knowledge (PK)*

*Compare and contrast the features in different locations around the world.*

- *Skills and fieldwork (S&F)*

*Opportunities to visit examples, observe processes or the impact of these, carry out tests, collect and interpret data and draw conclusions.*

- *Apply their knowledge to the world around them locally and globally (AK)*

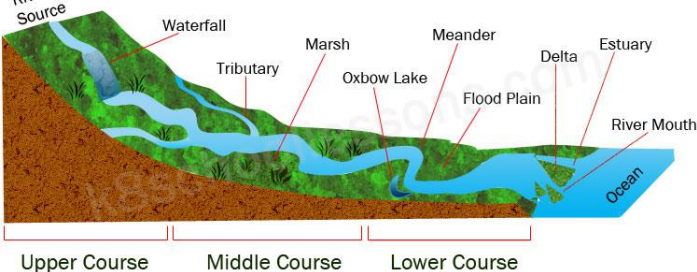
*What could/ should the world look like in the future? What can we do to influence change?*

**Vocabulary** NB – Key vocabulary should form the starting point of all lessons and be displayed for children on tasks and within the classroom


*Understand, learn and use the key vocabulary associated with their topic of interest and understand the meaning of them in a practical and real life context*

**Written and oral expression (W&O)** Written and Oral Expression will form the basis for a number of lessons within this unit Communicate what they have learnt in appropriate forms using the correct terminology (eg: presentations, discussion, written reports / explanations, notes, observations and findings from fieldwork, data, tables and conclusions)

Point in Teaching Sequence	Key Concepts	KPI's covered	Activities
GE, LS	<b>Navigation Physical Features – rivers Written and Oral expression</b>	I can name and locate many of the world's most famous rivers	<p>Through discussion around what could be found out about rivers shape the following enquiry questions:</p> <p>Which is the longest river in the world? Which is the longest river in the Europe? Which are the 5 longest rivers in the world? Which are the 3 longest rivers in the UK?</p> <p>Children use Google to find answers to last 3 questions, then use physical atlas to locate on maps.</p> <p><b>Outcome – Children create Factfile style cards linked to the 8 rivers that they have investigated. e.g. Name, Length, Start Country, End Country, Continent, Hemisphere</b></p> <p><b>Vocabulary</b> <i>hemisphere, Equator,</i></p>
	<b>Second Order Concepts</b>		
	Similarity and difference Significance Enquiry		
LS, P&H	<b>Navigation Physical Features – rivers Written and Oral expression</b>	I can name and locate many of the world's most famous rivers and explain why most cities are situated by rivers	<p>Enquiry Question - Why are rivers important?</p> <p>Share images of rivers in capital cities, and also in major cities in UK. What do children notice from the images?</p> <p>Question – why were cities originally built near rivers?</p> <ul style="list-style-type: none"> <li>- Children work in groups of 4 to share ideas and reasons why</li> <li>- E.g. food, drinking water, water for washing, trade (movement of goods), safety -easy to escape, leisure activities (fishing, swimming, boat rides, transportation between different places</li> </ul> <p>Children share their ideas with another group first, and then present reasons as a class. Scribe ideas onto a class sheet.</p> <p><b>Outcome – Children to become estate agents, trying to sell a large area of land near a river for the development of a new settlement. Children use persuasive language to make the location for the city appealing based on the information that has been discussed.</b></p>
	<b>Second Order Concepts</b>		
	<b>Cause and consequence</b> understanding the effect of humans and nature on landscapes and settlement <b>Similarity and difference</b> making comparisons between places <b>Continuity and change</b>		

			<p><b>e.g. This location is ideal for a settlement as there is an abundance of food available within the river.</b></p> <p><b>Vocabulary</b> – leisure, settlement, trade, transportation, sanitation</p>
P&H W&O	<p><b>Physical features:</b> (Water cycle, rainfall, mountains, hills, rivers, seas, oceans)</p> <p><b>Second order concepts</b></p> <p><b>Continuity and change</b> how have physical and human features changed over time and why)</p>	I can describe and explain the key physical features of rivers and how they have shaped the land	<p>Enquiry – What is the course of a river?</p> <p>Watch video clip demonstrating the course of a river. Children to have a selection of different word cards linked to this and linked to lesson's vocabulary (see diagram) Children watch the clip once, then again listening out for their word and definition. At the end present a blank "class" diagram of a river course and the children position their words appropriately. Discuss each word card. Children explain what it means. Address any misconceptions</p> <p><b>Key concept to teach are the different courses of the river and the relative speeds at each of these courses of the water.</b></p> <p><b>Outcome – correctly labelled diagram – with a glossary of terms. The glossary can have some words already explained as good examples and then some left blank.</b></p> <p>Vocabulary – From diagram below</p>  <p>Upper Course      Middle Course      Lower Course</p>
P&H W&O	<p><b>Physical features:</b> (Water cycle, rainfall, mountains, hills, rivers, seas, oceans)</p> <p><b>Second order concepts</b></p> <p><b>Continuity and change</b> how have physical and human features changed over time and why)</p>	I can describe and explain the key physical features of rivers and how they have shaped the land	<p>Enquiry – What features of a river can you describe?</p> <p>Examine 2 features from the course of a river. (The River Book is an excellent resource)</p> <p><b>Tributaries, waterfalls</b></p> <p>Use atlases to find where the highest waterfalls are in the world and what they are called</p> <p><b>Outcome: Create labelled diagrams of each feature and describe which section of the river these would be found.</b></p>

			<p><b>Link learning to Lesson 2 Discuss how many towns were built on the joining points of tributaries and main river as this was good for trade.</b></p> <p><b>Vocabulary</b> – tributary, waterfall, diagram, labelled, feature</p>
P&H W&O	<p><b>Physical features:</b> (Water cycle, rainfall, mountains, hills, rivers, seas, oceans)</p> <p><b>Second order concepts</b></p> <p><b>Continuity and change</b> how have physical and human features changed over time and why)</p>	I can describe and explain the key physical features of rivers and how they have shaped the land	<p>Examine how erosion and deposition take place as a river meanders and how this over time forms an oxbow lake.</p> <ul style="list-style-type: none"> <li>Find examples of ox bow lakes</li> </ul> <p><b>Outcome</b> Draw a labelled set of steps and write an explanation of how this feature is formed</p> <p><b>Vocabulary</b> – erosion, deposition, speed, lower course, oxbow lake, path</p>
S&F	<p><b>Physical features:</b> (Water cycle, rainfall, mountains, hills, rivers, seas, oceans)</p> <p><b>Second order concepts</b></p> <p><b>Enquiry:</b> (observing, collecting and interpreting data, drawing conclusions)</p>	I use different types of fieldwork to observe, measure and record the human and physical features	<p><i>Use the River Hull to complete a short field work task.</i></p> <p><i>Children to be given a map of Stoneferry showing the River Hull. Children to then visit the river bank and to take images of: meander, erosion, deposition, bridge, river bank re-enforcement.</i></p> <p><i>Children to measure the speed of the river by calculating the time taken for sticks to travel from one point on the river bank to the next.</i></p> <p><i>Explore also the direction of flow, and ensure children understand where the water is traveling to</i></p> <p><i>Discuss the water quality and what might affect this in the Stoneferry area - factories etc.</i></p> <p><b>Outcome:</b> <i>Using an A3 map they will then add their photographs of specified features that have been picked from the map with calculation of flow and a description of what they did.</i></p>

			<i>Vocabulary - fieldwork, erosion, deposition, meander</i>
P&H Taught through Science and English  W&O	<b>Physical features:</b> (Water cycle, rainfall, mountains, hills, rivers, seas, oceans) <b>Second order concepts</b>	I can explain the key aspects of the water cycle	<p><i>Using understanding of the course of a river, move on to looking at how this forms part of a bigger process called the water cycle.</i></p> <p><i>Explore each section of the water cycle, preferably with physical examples of evaporation and condensation.</i></p> <p><b>Outcome: Practical demonstration of evaporation and condensation (SCIENCE)</b></p> <p><i>English - to write a thorough explanation text of the water cycle.</i></p> <p><i>Vocabulary - evaporation, condensation, precipitation, surface run off, transpiration, transportation</i></p>
	Written and oral: Using geographical terminology explaining processes		
AK PK W&O	<b>Sustainability Climate and landscape</b> <b>Second order concepts</b>  <b>Responsibility:</b> (how humans affect the earth positively and negatively)	I understand a range of strategies that can be used to reduce the negative impact that humans can have on the environment	



AK – What could/ should the world look like in the future?

Present images of polluted rivers and the causes of this.

Children to discuss their thoughts of the images and the reasons that have caused them in pairs/ small groups

What can they see?

IS this fair?

What will this look like in the future?

What should be done to prevent this?

Who is to blame?

**Outcome**

**Linked back to the images taken of the River Hull in the Stoneferry area during fieldwork.**



			 <p>Children to write a letter to the local council, asking them to do more to protect the River Hull from pollution in the local Stoneferry area. Children should include descriptions of their own first hand experience and also draw from the class discussion to shape their letters. Children should also think about including points about the future and the consequences of not taking action now.</p> <p>Vocabulary – pollution, impact, factory, industry, ecosystem</p>
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### *Resources*

- *River text books*
- *UK atlases*
- *Local area ordinance survey maps*
- *IPads*
- *Partner school from Rural area*
- *Practical resources to demonstrate evaporation and condensation.*

### Assessment

Kahoot quiz?