



# Topic Plan



**Title:** Raging Rivers

**Year:** 6

**Subject Focus:** Geography

**Rationale:** **Rationale:** What are Rivers?  
 The purpose of this topic is to enable pupils to understand the features and processes of rivers. Rivers are commonplace in a wide range of environments and pupils will therefore, already know something about them. The topic begins by establishing the key concept that rivers change over their course from source to mouth and develop distinctive physical features. Time will be devoted to exploring rivers, in particular a river in our local area (The River Stour). We will explore the many ways in which humans interact with rivers and exploit them economically as a resource, especially as ports for trade.

**Start Date:** 24.02.20    **End date:** 01.04.20

**Opportunities for Home Learning:**

<b>Vocabulary:</b>	Steam	River	Source
	Mouth	Course	Channel
	Waterfall	Bank	Floodplain
	Tidal	Marina	Estuary
	Erosion	Rapids	Validity
	Molluscs		
	Crustaceans		
Invertebrates			

Pupils will be encouraged to visit the River Stour to conduct their own research. The children could create a PowerPoint of facts to present to the class, paint/sketch a picture of the river, write a poem based on the landscape or anything else they feel fits best with the topic.

**How we will deepen learning:**

We will encourage pupils to independently pose questions about the uses of rivers and find answers using computers.  
 We will reinforce our learning through other subjects such as English and Art.

**Outcome:**

By studying rivers the pupils will gain a better understanding of the features of a river. In addition, they will be able to explain what a river is and its uses in everyday life. An individual topic book will be created using all the pupils work.

**Hook:**

The pupils will conduct field research on the River Stour which will include pond dipping.

**Sharing Success:**

Children's work will be presented on the school website and displayed in the classroom.  
 Parents will be invited to an open afternoon.

**How will we embed our school values?**

Positivity and resilience will be reinforced through learning new skills. We will respect and appreciate other people's work and aspire to try our best. Success will be shared work on the website and displayed in the classroom.



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Milestones Covered in this Topic:	
<b>Lead Subject:</b>  <b>Geography</b>	<ul style="list-style-type: none"> <li>• Use a wide variety of maps (including OS maps), aerial photographs and GIS to describe, compare, contrast and explain how physical features change along the course of a river.</li> <li>• Locate the world's countries on a range of maps. Identify key physical characteristics and name the country and city (if applicable) in which they are located (rivers).</li> <li>• Use the eight points of a compass, four and six-figure grid references, complex symbols and key (including OS maps) to build their knowledge of rivers located in the UK and in the wider world.</li> <li>• Use a range of fieldwork techniques to measure, record, present and explain changes along a section of local river and to reach a conclusion as to whether it constitutes a healthy habitat.</li> <li>• Describe the components of the water cycle and explain the important role that rivers play</li> <li>• Evaluate a range of evidence to make a judgement on how and why humans make use of natural resources including energy and water.</li> </ul>
<b>Other Subjects:</b>  <b>English</b>	<p><u>Planning their Writing</u></p> <ul style="list-style-type: none"> <li>• To note down and develop initial ideas, drawing on reading and research where necessary.</li> <li>• To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</li> <li>• To use a wide range of devices to build cohesion within and across paragraphs.</li> <li>• To habitually proofread for spelling and punctuation errors.</li> </ul> <p><u>Drafting and Writing</u></p> <ul style="list-style-type: none"> <li>• To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.).</li> <li>• select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect information is presented; using modal verbs to suggest degrees of possibility)</li> <li>• To distinguish between the language of speech and writing and to choose the appropriate level of formality.</li> </ul>
<b>Art</b>	<ul style="list-style-type: none"> <li>• Develop a personal style of painting, drawing upon ideas from other artists</li> <li>• Mix textures (rough and smooth,</li> <li>• Use a range of plain and patterned).</li> <li>• Combine visual and tactile qualities</li> </ul>