



St James' Church of England Primary School

Geography Overview Sheet



Year 6 – Raging Rivers



Rationale: The Raging Rivers unit will allow the children to find out more about why rivers are so important to the towns and villages that have developed on their banks. They will do this by looking at the features of rivers, and the natural and human ways that rivers change over time. The children will explore the life stories of rivers and will learn the names and locations of the major rivers of the UK and the world.

Pre-unit task: What do we know? KWL Grid/task

Attention Grabber:

Learning Objectives:

- To describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land-use patterns; and understanding how some of these aspects have changed over time
- To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities
- To describe and understand key aspects of 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

Overview:

- Lesson 1: Can I explain the water cycle and locate key rivers in the UK?
- Lesson 2: Can I locate key rivers of the world?
- Lesson 3: Can I describe the key features of a river system?
- Lesson 4: Can I use atlases and maps to identify the key features of a river system?
- Lesson 5: Can I describe the ways rivers are used?
- Lesson 6: Can I explain the impact of damming rivers?

Cross Curricular Links

English-

Resources

Atlases, Digi Maps, OS Maps, images of area, iPads, non-fiction books.

Fieldwork

Impact/Assessment

Most Children will: • Explain that the water cycle keeps going • Use a legend to find rivers on a map • Identify the sea a river flows into • Identify the place in which the source of a river is found • Compare the length of rivers • Compare the features of a river at different points along its course • Explain how meanders form • Describe how waterfalls are formed • Identify meanders on a map and photograph • Sort the ways rivers are used into categories • Give at least two reasons why dams are built • Identify the advantages and benefits of building a dam • Identify the disadvantages of building a dam

Less Able Children will: • List the main events in the water cycle • Use the index in an atlas to find rivers • Describe the place in which the source of a river is found • List some features of a river's upper course • List some features of a river's middle course • List some features of a river's lower course • Describe how water erodes a riverbank • Describe how deposition changes the shape of a river • List some ways that rivers are used • List some advantages for different uses of a river • List some disadvantages for different uses of a river • Describe what a dam is • Give the location of one major dam

More Able Children will: • Explain why the water cycle is a closer cycle • Identify key locations along a river • Compare the discharge of rivers • Explain how an oxbow lake forms • Identify oxbow lakes on a map and photograph • Identify possible future impacts of river use