

NC/PoS:

Locational knowledge

- 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.
- Name and locate counties and cities of the UK., geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.

Human and physical geography

- Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
- 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.

Geographical skills and fieldwork

- use world maps, atlases and globes and digital/computer mapping to locate countries and describe features studied.
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world.
- Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Prior Learning (what pupils already know and can do)

End Points (what pupils MUST know and remember)

Key Vocabulary

Lesson 1: "Why is Manchester wet?"

What is the weather like in Manchester?

What is the water cycle?

How does water get to a river?

How does the water cycle work?

How does the water cycle affect our capital cities?

Vocabulary: condensation, evaporation, precipitation, groundwater, water cycle

Lesson 2: "How is a river formed?"

Where do rivers start?

Where do rivers end?

What features are in a river course?

What human features would you see on, around, near a river?

Vocabulary: delta, estuary, floodplain, meander, oxbow lake, river mouth, source, tributary, valley, waterfall

Lesson 3: "Where can we find rivers?"

How are rivers shown in an atlas?

Can you find the five longest rivers in the UK?

Can you identify the regions each river runs through?

Can you locate the longest river on each continent?

Are there any continents without a river?

Are rivers represented by one line?

Where is the source of the River Thames?

What human and physical features can you see along the River Thames?

Vocabulary: locate, key, tributary

Lesson 4: "How are rivers used?"

Why are rivers important to animals?

Why are rivers important to humans?

How do rivers provide water for daily life?

How do farmers use rivers?

What kind of transport takes place on rivers?

How do people use rivers for fun and leisure?

Why did people build settlements near rivers?

How can rivers generate energy?

What problems might rivers encounter?

Vocabulary: flooding, habitat, irrigation, leisure, pollution, renewable energy

Lesson 5: "What can we find out about our local river?"

What is the name of our local river?

In which direction is the local river from our school?

Where are the river source and mouth located?

Vocabulary: compass direction, human feature, physical feature, local

Lesson 6: "What features does our local river have?"

Which courses of the river can you see?

Which physical features can you see?

What human features can you see?

How are humans using the river?

What problems are there around the river?

Vocabulary: environment, likert scale, locality

Future learning this content supports:

What are rivers and how are they used?