

**Overview****Lead Subject:** Geography**Introduction:** This Place-Based Sequence of Learning uses the River Lune as a place to explore, conduct fieldwork and further develop an understanding and appreciation of the natural world. It explores key features of a river at different parts of its course, the resources they offer and their intrinsic value.**Rationale:** It provides opportunities to explore land-use, conservation, land management and the physical and human features of rivers. It combines the skills of looking at data with analysing geographical features to enable the children to use hard data to inform their understanding of the site they have studied.

- What are the features of a river?
- Why are rivers important?
- How can a river be used sustainably?

**Impact and Outcomes****Outcomes:**

- Children will view a river in its middle course and its lower course and record data about the river, e.g. river width at set points, speed of flow, visual appearance, human features around the area etc
- Children will consider the physical features of a river as well as its use and impact on human geography.
- Children will analyse a set of data and implement their field work skills

Impact:

- Children will develop knowledge of land use around rivers and how this can be done sustainably.

Curriculum Links, Prior Learning & Key Vocabulary**Curriculum Links****Locational Knowledge**

- name and locate...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 and biomes; 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 maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- 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**Human and Physical Geography**

- use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Key Vocabulary

River, delta, source, ox-bow lake, meander, estuary, flood plain, tributary, confluence, mouth, upper course, middle course, lower course, landscape, human features, physical features, urbanisation, rural.

Locality-Based Experience



A visit to a local river site, e.g. Crook 'o Lune (opportunity to see a meander in the middle course of the river and potential of an ox-bow lake) then a visit an estuary site, e.g. in Heysham near the Golden Ball (opportunity to see the lower course). Children should set one aspect to measure at both sites to see how that aspect compares between the two river sections. Children should also note/list the human and physical features to draw upon in discussion.

Suggested Learning Opportunities



"In the Locality"



- Conduct geographical fieldwork and collect concrete, mathematical data of either speed of river or width of the river.
- Identify physical features of a river and which section of the river course it appears in.
- Observe human features around the river and whether the river has any link with this feature.
- Apply map skills while exploring river (see PE link).
- Collect photographs of key features of the environment.
- Create sketch maps to identify physical and human features of rivers.
- Volunteer to support or lead conservation efforts along the river (e.g. site surveys, habitat improvement, litter picking).

"In the Classroom"



- Present data collected on the river using various representations (e.g. charts, tables etc.).
- Develop sketch maps from photographs.
- Compare data taken from the two sites and use their knowledge of a river to discuss how the river changed as it goes down its course.
- Use atlases and online maps to locate rivers around the world and see if they follow the same pattern.
- Identify and compare key physical features of rivers.
- Identify and compare key human features around a river and discuss how the river supports the human features.).
- Learn about settlements on rivers around the world and how that feature supports the community.

Further Links



- Maths - Use the data as statistics to interpret.
- Science - Apply to 'fair test' learning and suggest ways to improve data collect or accuracy of data.
- Art – Represent the human and physical features using natural and recycled products.

SUSTAINABLE
DEVELOPMENT
GOALS

