



Shadsworth Junior School



Curriculum

Year 4 Scheme of Work for Topic

Term: Spring Term 1

Topic: Rivers

Key Skills and Knowledge:

Substantive knowledge: Locational Knowledge, Place Knowledge, Physical Geography and Geography Skills.

Concepts: Place, Space, Scale, Physical Processes.

Locational Knowledge

To locate and name rivers in the UK.

To locate and name Europe's longest river. e.g., Volga, and other major rivers like the Danube etc.

Place Knowledge

To name the longest rivers in Europe including the UK.

To compare these rivers to the longest rivers in the world.

To know where the river Thames is.

To know how the river Thames connects other places.

To know how the river Thames has changed over time.

To know why people choose to live near the river Thames.

To know the importance of the river Thames to the environment and people that live near it.

To know where the river Danube is.

To know how the river Danube connects other places.

To know which countries the river Danube flows through.

To know how the river Danube has changed over time.

To know why people choose to live near the river Danube.

To know the importance of the river Danube to the environment and people that live near it.

Geographical Skills

To use maps, atlases, globes, and digital/computer mapping to locate rivers and describe features studied.

Human and Physical Geography

To describe and understand key aspects of:

To identify on a physical map the physical features with a focus on rivers in Europe.

To know and locate some of the UK's major rivers, and our local rivers on aerial photographs, atlases, digital maps and OS maps. The physical features and use of rivers in Europe and our local area.

To know how rivers are formed.

To know the features of a river e.g., source, mouth, meander, confluence, erosion, transportation, deposition. etc

To know why rivers are important for the environment and living things around it.

To know how and why humans use rivers - trade, leisure etc.

To know why floods happen.

To know why people live near rivers.

Reading and Writing Opportunities (Long and Short Activities)

Creative Ideas and Hooks

Think like a Geographer

Key geographical questions

Where is this river and is it connected or separated from other rivers or places?

How long is this river?

How do people use this river, and can we identify this on map or aerial photographs?

What was this river like in the past? How and why is it changing?

What it would be like to live near a river?

Why do people choose to live near a river?

To ask and discover what it is physically like here by asking and researching:

Why do people live near rivers?

What impact (positive/negative) do floods have on the region, environment and the people that live near them?

Write like a Geographer

To tell the story

Write a report about Europe's Danube River and the countries it passes through. Trade links, river uses and how it has changed over time.

Digital Maps –

Use Google Earth to discuss how and why places are connected.

Discuss the aerial view of the River Danube and the features identified when zooming in and out.

To discuss - Do we still need paper maps in this digital age?

ART/DT/Homework

Create a 3D river model and label its features at each course.

Links to PSHCE, Equality and British Values Work

Respecting differences in the places studied – the distinctive characteristics of rivers in Lancashire.

Picture News/ Newsround

COP28 -

Sustainability – river pollution

Key Vocabulary:

River vocabulary - analyse, channel, confluence, course, data, delta, erosion, estuary, evaluate, field sketch, floodplain, lower course, meander, middle course, mouth, numerical, observe, OS map, oxbow,

Resources Available / Visits/Visitors

River Ribble Trust
Geographical Association resources
School staff shared resources

Useful Websites:

www.earth.google.com
<https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/z7w8pg8>
<https://education.nationalgeographic.org/resource/understanding-rivers/>

lake, present, quantitative, river basin, river course, silt, source, spring, tributaries, upper course, valley	Misconceptions:	Previous knowledge:
	Misunderstanding of the different features of rivers at each course.	<p>KS1 -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.</p> <p>Year 3: Use fieldwork to observe, measure, record and present the human and physical. features in the northwest region using various methods, including sketch maps, plans and graphs, and digital technologies</p>