



Year 4 Scheme of Work for Topic

Term: Summer Term 1

Topic: Rivers and Field work study

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 some of the local rivers in Lancashire including the River Ribble, River Darwen and Blakewater.

Place Knowledge

To name the longest rivers in Europe including the UK.

To compare these to the longest river in the world.

Geographical Skills and Fieldwork.

To 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.

To know what fieldwork is.

To know why geographers, do fieldwork.

To describe what sort of fieldwork geographers, do.

To know how to carry out an investigation:

To collect, analyse, conclude, and present their fieldwork findings.

To record these findings through sketch maps, graphs, plans and digital technologies e.g., photographs and Power Point presentations.

To know why maps are important.

To know how maps are used.

To know how to use four figure grid references.

To understand the process for identifying a question you want to answer – the enquiry question.

To understand the process of collecting data.

To understand the process of presenting data.

To understand the process of analysing data.

To understand the process of making a conclusion about the data.

Human and Physical Geography

To describe and understand key aspects of physical geography including rivers and the water cycle.

To know how rivers are formed.

To know the features of a river e.g., source, mouth, meander, confluence 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 ask and find out why do people live near rivers.

To ask positives and negatives of living near a river.

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?

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

To ask and discover what it would be like to live near a river?

To ask and find out why do choose people live near a river?

To ask and discover why floods happen and how we can try to prevent them form damaging property and the environment.

To ask and discover what was this river like in the past? How and why is it changing?

Write like a Geographer

To tell the story

Write a report about the advantages and disadvantages of living near a river.

Write a diary from the viewpoint of someone affected by a flood.

Create a case study presentation about the environmental impact of wildlife and plant life that depend on rivers.

Design a poster to help improve the local rivers and environment.

To research, write and present findings of flood damage to nearby areas.

Write a report about the fieldwork study.

Digital Maps –

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

Discuss how different the aerial view of the River Ribble when zooming in and out.

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

ART/DT/Homework

Sketch a river detailing the river features.

Drama - Now press play story and resources. – Natural Disasters

Links to PSHCE, Equality and British Values Work

Respecting differences in the places studied – the distinctive characteristics of rivers and understand how people learn to cope and live with floods.
What it means to be different.
Equality and Diversity

Picture News/ Newsround
COP28 – Climate Change priorities.
Sustainability –The importance of keeping rivers clean.
Discuss the impact of river pollution on wildlife and the environment.

Key Vocabulary:	Resources Available / Visits/Visitors	Useful Websites:
<p>Fieldwork vocabulary - data – facts and statistics collected to be analysed field sketch – a simplistic drawing of a location drawn during fieldwork observe – noticing and learning information from something OS map – maps created by the Ordnance Survey (the national mapping agency for Great Britain) numerical – data expressed as numbers river course – the route a river takes, which includes the upper, middle and lower course</p> <p>quantitative – data in the form of counts, numbers or numerical measures.</p> <p>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, lake, present, quantitative, river basin, river course, silt, source, spring, tributaries, upper course, valley</p>	<p>River Ribble Trust Geographical Association</p>	<p>www.earth.google.com https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/z7w8pg8 https://education.nationalgeographic.org/resource/understanding-rivers/</p>
	<p>Misconceptions:</p> <p>Understanding that data collection as part of fieldwork must be conducted carefully and accurately. Understanding that not all data collected can be presented in the same form.</p>	<p>Previous knowledge:</p> <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. 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>