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| Year 5 and 6 History Objectives | Aims: pupils should address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance | | | | | | | | |
| Year 5 and 6  Geography objectives | Aims: understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time   are competent in the geographical skills needed to:  collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes   interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)   communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.  Subject content:   * describe and understand key aspects of:  physical geography, including:, rivers and the water cycle * 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 understand how some of these aspects have changed over time  | | | | | | | | |
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| week 1 | *LO: complete a pre-unit mind map*  ***How do rivers change from one end to the other?***  *LO: I can describe the water cycle*  *LO: I can describe how rivers change from one end to the other using correct vocabulary* | Introduce the big question for this half term.  Complete the pre-unit mind map including names of any rivers they might know.  Where does the water in rivers come from?  Paired talk.  Feedback.  Introduce concept of water cycle. Describe. Learn the rhyme! | Today’s big question is: how do rivers change etc. Paired talk first. Jot down ideas. Then share photos. Use Twinkl photo pack if nothing better Order and sequence. Post its- describe the river at the source etc. Run through PPT Twinkl ( check beforehand)  Summarise together and group ideas into 3 paragraphs- Upper/ middle and lower course  Diffn: LA cut and stick labels for diagram | | | topic books  success criteria  photos  large paper  postits | | | |
| week 2 | **How do rivers change over time?**  LO: I can describe the processes of erosion and deposition | Why don’t rivers flow in straight lines?  Do rivers always stay the same?  Use Twinkl lesson 3 materials to illustrate processes of erosion and deposition. Also talk about flooding etc as children will have experience of this. | | use twinkl materials to record etc. | | |  | | |
| week 3 | Visit Crow wood.  Carry out river study in depth.  Measure the speed of the river  construct a profile diagram  Kick sample and survey pond creatures  find features (erosion, deposition, tributary, meander possible confluence)  Can we walk as far as the S. Tyne and compare and contrast? | | | | Use literacy sessions to write up information booklet about Crow wood | | |  |
| week 4 | **How do humans make use of rivers?**  LO: I can describe some ways in which rivers have been used by humans | start with twinkl lesson plan- children think in pairs of their own ideas about what rivers are used for.  Explore .  Then develop into looking at use of rivers like the Tyne, Tees and their importance in industry, shipbuilding ( link back to Lord Armstrong) and the effect this may have had over time | | Develop into debate- scenario- want to open a new facility which will take water out of the Tyne etc. jobs/ v. natural environment etc. | | |  | | |
| week 5 | **Is the Mississippi (sp?) the same as the Tyne?** | Look in depth at an American river. Look at straight comparisons but also look in depth at land use around the river etc.; Need to research this | |  | | |  | | |
| week 6 | **What causes floods and how can we stop them?** | Look at some major rivers of UK and map.  Discuss where there have been floods etc.  What causes flooding? Look at different flood prevention ideas- each group could research a different method and introduce to the rest of the group. | | Could hold a public meeting and debate this. | | |  | | |