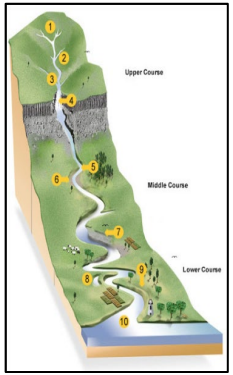
Year 5 Autumn 2 - How do rivers differ?

National Curriculum objectives: Pupils should be taught:
To name and locate counties and cities of the UK… and their identifying human and physical characteristis, key topographical features (incl. …rivers) and land-use patterns.
To locate the world's countries and their key physical characteristics.
To describe and understand key aspects of physical geographys, including: rivers, mountains and the water cycle.
To describe key aspects of human geography, including types of settlement (and flooding risks from this), economic activity and trade links.
Use geographical skills and field work.

What should I already know?
- Our local area's rivers (River Humber and tributaries) extending to the UK and beyond.
- Some human and physical characteristics, key topographical features.
- Some key aspects of physical geography in the wider world e.g. rivers, the water cycle and some key aspects of human geography e.g. ports (Hull) – economic activity and trade links, settlements along rivers.

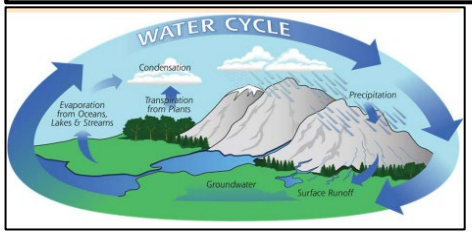
Knowledge:
- Zooming in from a lglobal perspective of identifying orld rivers, UK rivers then local rivers (Humber, Hull).
- What is a river? What are the key features of a river profile, upper course, middle course and lower course.?
- How are river profiles and features similar/different compared to physical features/geology of the areas.
- The key geographical and topographical features along a river/a river valley.
- The shape of a river changes as it flows downstream.
- Distinctive fluvial landforms result from different physical processes – erostional and depositional landforms. E.g. ox-bow lake, meanders, waterfalls, gorges, estuaries
- How do human influences impact on the river's natural course e.g. dams and resevoirs.
- How can different river management strategies be used to protect river landscapes from the effects of flooding.
- How does physical and human factors affect the flood risk? E..g roads, run off, relief, tree planting, geology, precipitation, drainage..
- Ho can flood management schemes help reduce flooding?
- How can the power of rivers be harnessed e.g. renewable energy, hydro-electricity, dams, (historical turning watermills).
- Human life is affected when: living near rivers or flood plains - many homes, businesses and livelihoods have been damaged due to the flooding.



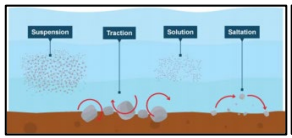
The River's Course

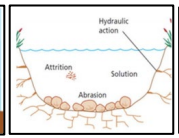
1 - Source
2 - Interlocking spur
3 - V-shaped valley
4 - Waterfall
5 - River channel (widens in middle course)
6 - Meander (erosion on outside of bend)
7 - Meander (deposition on inside of bend)
8 - Oxbow lake
9 - Rich, fertile land either side of the river
10 - Mouth

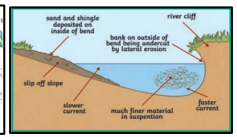
Key vocabulary
River: A flow of fresh water across the land into a lake, sea or ocean.
Landscape: A part of the Earth's surface.
Lake: A large area of water, surrounded by land.
Sea: An area of salt water.
Ocean: A large area of sea. There are five oceans: Atlantic; Pacific; India; Arctic; Southern.
Source: The start of a river
Mouth: The end of a river, where it enters a lake, sea or ocean.
Erosion: The wearing away of the Earth's surface.
Abrasion: Sandpapering: rocks wear away each other, riverbed and banks
Attrition: Crashing: rocks collide and break up
Solution: Chemical action: acids in the water dissolve the rock
Hydraulic action: Water power: the force of the water breaks down the riverbed and banks.
Transportation :The movement of sediment (material).
Traction: large rocks roll along the riverbed
Saltation: pebbles bounce along the riverbed
Suspension: small sediment is carried along in the flow of the river Solution
Invisible material: the smallest sediment is dissolved into the water
Sediment: Natural material that is carried and deposited by a river.
Deposition: The dropping of sediment.
Riverbed: The bottom of the river.
River banks: The sides of the river.
Landform: A feature on the Earth's surface that is part of the land.
Tributary: A smaller river that flows into a larger river.
Agriculture Farming: (growing crops, such as cereals, fruits and vegetables)



Geographical skills and enquiry:
- Begin to suggest questions for investigation e.g. how does erosion ipact on land use?
- Use a variety of primary and secondary sources of evidence.
- Collect evidence unaided and consider larger scales of places/contrast with distant places.
- Analyse evidence and draw conclusions e.g. Land use patterns aslong a river over time and reasons for this.
- Use atlases (incl. index and contents), OS maps, online maps, maps with different scales
- Find and recognise places on maps with different scales e.g. river Nile
- Use 8 compass points/4 figure coordinates to locate features on a map.







The Egyptians were considered influential to modern society. They contributed ideas about....(tick all that are true)	Start of unit:	End of unit:
Written language		
Measurements		
Time and the calendar		

The process of mummification was used so help preserve the bodies of pharaohs. This was so that they could make the journey to...	Start of unit:	End of unit:
Egypt		
The Nile		
The afterlife		
Pyramids		

The Nile was important because...(tick all that are true).	Start of unit:	End of unit:
It provided settlers with fertile land to grow crops		
The banks grew papyrus reeds which they used to write on		
It provided opportunities for fishing		

Circa means...	Start of unit:	End of unit:
Century		
Pyramid		
Around		
Circle		

The Egyptians built the pyramids around the same time as:	Start of unit:	End of unit:
The Stone Age in Britain		
The Romans came to Britain		
The Vikings came to Britain		
William the Conqueror wins the Battle of Hastings		

Name an ancient Egyptian achievement.	
Start of unit:	End of unit:

The discovery of Tutankhamun's tomb was important because...	Start of unit:	End of unit:
The artefacts he was buried with told us a lot about life in Ancient Egypt		
Howard Carter found him		
We know who killed him		

The Ancient Egyptians were among the first civilisations to use an irrigation system. Irrigation means:	
Start of unit:	End of unit: