



Medium Term Unit Planning

<p>Topic Name: Go with the Flow</p>	
<p>Learning outcome: The children will use rivers as the basis from which to explore different geographical representations and aspects of human and physical geography, focusing in depth on the features and life of a river. The children will become familiar with the River Severn, making comparisons with other rivers referring to human and physical features. They will extend their learning further by describing, and analysing the impact of, other physical features. Using the techniques explored in art, they will finish by creating a colourful piece depicting a river.</p>	
<p>Hook: Exploring our local river.</p>	<p>Topic Showcase (e.g. display, museum, performance, presentation): A rivers dance to be performed in assembly (see P.E. planning)</p>
<p>Oracy: Children to be able to discuss the different features of a river and methods of geographical representations. Lesson 5 – presenting their work to the other class, explaining the similarities and differences between the human and physical features of the River Severn and the Amazon River. Lesson 6 – debating advantages and disadvantages of different types of maps. Children to be able to evaluate and discuss the use of colour and mood in artwork.</p>	<p>Key Vocabulary: River, grid reference, co-ordinates, mouth, meander, lower course, middle course, upper course, valley, floodplain, human features, physical features, travel, compass, intercardinal, OS symbols, political map, topographical map, topological map, road map, navigation map, aerial map, contour lines, trade, transport, jobs, community, climate zone, biome, volcano, mountain, peak, mantle, tectonic plate, colours, tones, tints.</p>



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Lesson 11 – stand and deliver when evaluating the use of tones, tints and shades.

Key Texts (whole class reading/end of the day book/Talk for Writing Texts etc.):

- Great Rivers of the World – Volker Mehnert and Martin Haake
- Explorers – Katherine Rundell (End of the Day Book)

Citizenship/Community Opportunities (Focus – change in attitude/increase knowledge and awareness/make a difference):

Trip – community effort to protect endangered fish in the river.

Experiences/Visits/Visitors:

Unlocking the Severn trip

Main subjects covered:

Geography

Art and Design

Science

Geography threshold concepts:

Investigate Patterns

This concept involves understanding the relationships between the physical features of places and the human activity within them.

Investigate Places

This concept involves understanding the geographical location of places and their physical and human features.



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Communicate Geographically

This concept involves understanding geographical representations, vocabulary and techniques.

Art and Design threshold concepts:

Master techniques

This concept involves developing a skill set so that ideas may be communicated.

Develop ideas

This concept involves understanding how ideas develop through an artistic process.

Science threshold concepts:

This concept involves becoming familiar with a wider range of living things, including insects and understanding life processes.

Notes:

This scheme of work will centre around our local river and link into our science materials topic.

Lesson title and learning Intention	Threshold concepts (success criteria)	Milestones (success criteria)	Lesson structure/differentiation
1. To identify the features of a river.	Communicate Geographically This concept involves understanding geographical representations, vocabulary and techniques.	Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains,	Explore the 'life' of a river with the children, focusing on its key features and aspects. Children to act out the 3 courses of the river



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		volcanoes and earthquakes and the water cycle.	ready to then draw and label their own rivers.
2. Over 2 lessons, to understand and record the journey of a river.	<p>Communicate Geographically This concept involves understanding geographical representations, vocabulary and techniques.</p>	Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.	Introduce the children to the River Thames, applying their previous learning (features). Children will watch a video documenting the river. They will then use pictures to document the journey of the river, adding their own blurb to explain each picture (stage of the journey).
3. To understand and use grid references and symbols.	<p>Communicate Geographically This concept involves understanding geographical representations, vocabulary and techniques.</p>	Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.	Explore examples of grid references and OS symbols, investigating what these are and how they are used. Children will practise using these to locate human and physical features. The children will then use maps of Kidderminster to create



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			questions, for their partners, using grid references and OS symbols.
4. To use the eight points of a compass.	<p>Communicate Geographically This concept involves understanding geographical representations, vocabulary and techniques.</p>	Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.	Recap compass points and extend this by introducing the children to the 'intercardinal' compass points, exploring the mnemonics used. Children will use these to direct their partner around obstacles in the playground. They will then use maps of Bewdley and compass points to create true/false statements.
5. To compare the physical and human features of the River Severn and the Amazon river (over 3 lessons).	<p>Investigate Places This concept involves understanding the geographical location of places and their physical and human features.</p>	<p>Identify and describe how the physical features affect the human activity within a location.</p> <p>Name and locate some of the countries and</p>	Children will recap human and physical features ready to be introduced to the River Severn and the Amazon River. As a class, the children will research into the two rivers using a range of sources (different



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		<p>cities in the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p>	<p>maps, videos, books, photos, google earth). Children to draw a river that shows the human and physical features of each river either side of it (direct comparisons). This will be done ready to be presented to the other class.</p>
<p>6. A comparison of the Amazon river and the Congo. Both flow through different countries at different levels of development. What do they all use the rivers for that connects them and how are these different in south America</p>	<p>Investigate Patterns This concept involves understanding the relationships between the physical features of places and the human activity within them.</p>	<p>Describe how countries and geographical regions are interconnected and interdependent.</p> <p>Identify and describe how the physical features affect the human activity within a location.</p>	<p>Children to sort cards detailing different river uses into developed and affluent areas with a focus on the two rivers. Discuss how even though these places are different, what would they do without the river? P4C lesson.</p>



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compared to Africa.			
7. Over two lessons, identify and compare different geographical representations of a location (maps).	<p>Investigate Places This concept involves understanding the geographical location of places and their physical and human features.</p>	<p>Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps – as in London’s Tube).</p>	<p>Introduce the children to 6 different types of maps (aerial, political, topological, topographical, road and navigation maps). Children will look at examples of each of these and consider their pros and cons. The children will create a leaflet with one page dedicated to each type of map to make comparisons.</p>
8. To identify and compare different geographical representations of a location by creating a map.	<p>Communicate Geographically This concept involves understanding geographical representations, vocabulary and techniques.</p>	<p>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</p>	<p>Children will recap topographical maps and focus on this in greater detail, exploring the different ways they are created. Children will create a contour</p>



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			topographical map of Bewdley.
9. To describe and understand the impact of rivers on human geography.	<p>Communicate Geographically This concept involves understanding geographical representations, vocabulary and techniques.</p>	Describe and understand key aspects of human geography, including: settlements, land use, economic activity, including trade links and the distribution of natural resources including energy, food, minerals, and water supplies.	Discuss a range of ways rivers are used, introducing the children to new uses. Children to use QR codes to find the answers to questions regarding the uses of the River Severn and how this impacts human geography (the local inhabitants). The children will display the answers to these questions in the shape of a boat on the river in their topic books.
10. To describe key aspects of physical geography (the water cycle).	<p>Communicate Geographically This concept involves understanding geographical representations, vocabulary and techniques.</p>	Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and	The children will recap the water cycle (previous science) and they will make links with the physical geography that we have studied. Children will create their own 'mini water cycle'.



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		earthquakes and the water cycle.	
11. To describe the differences in life cycles of a mammal, an amphibian, an insect and a bird.	Investigate living things This concept involves becoming familiar with a wider range of living things, including insects and understanding life processes.	Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.	Explain the life cycle of humans. Watch 2 BBC videos of life cycles the complete quizzes. Briefly explain the life cycle of plants (learnt previously). Mammal (dog), amphibian (frog), insects (butterfly & dragonfly) (complete and incomplete metamorphosis) and bird (chicken). Children to identify the similarities and differences between these life cycles, showing these on a table/Venn diagram. Children to write a script for a wildlife documentary all about life cycles.



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<p>12. To combine colours to create tones, tints and shades.</p>	<p>Master techniques This concept involves developing a skill set so that ideas may be communicated.</p> <p>Develop ideas This concept involves understanding how ideas develop through an artistic process.</p>	<p>Comment on artworks with a fluent grasp of visual language.</p> <p>Combine colours, tones and tints to enhance the mood of a piece.</p> <p>Build up layers of colours.</p>	<p>Introduce the children to the work of Georgia O'Keeffe, giving the children time to explore her 'gallery' and comment on her work (specific focus being on colour). Introduce the children to tones, tints and shades, investigating how O'Keeffe uses these. Children use O'Keeffe's art to practise creating different tints, tones and shades of pure colours.</p>
<p>13. To use layers of colours to recreate a section of art (watercolour).</p>	<p>Master techniques This concept involves developing a skill set so that ideas may be communicated.</p> <p>Develop ideas This concept involves understanding how ideas develop through an artistic process.</p>	<p>Create a colour palette based upon colours observed in the natural or built world.</p> <p>Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</p>	<p>Explore, with the children, different techniques to use when working with the medium of watercolour. Discuss the different effects each technique has, giving the children time to practise each. Children will choose one of O'Keeffe's pieces of artwork to</p>



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		<p>Build up layers of colours.</p> <p>Spot the potential in unexpected results as work progress.</p>	<p>recreate using the watercolour techniques. Children will evaluate their own work and the work of others.</p>
<p>14. To improve mastery of an art technique (watercolour) to create a topic book front cover showing what we have learned about rivers.</p>	<p>Master techniques This concept involves developing a skill set so that ideas may be communicated.</p>	<p>Sketch (lightly) before painting to combine line and colour.</p> <p>Build up layers of colours.</p> <p>Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</p>	<p>Explore different pieces of river art, both abstract and realistic pieces. Recap what they have learnt about colours and using watercolour paint. The children will design and create a piece of river art to be used as their topic book front cover.</p>