

**THE WINTERTON FEDERATION MEDIUM TERM PLAN GEOGRAPHY Spring Term Year 5**

Investigating Rivers	Learning Objective	Activity	Success Criteria
<b>Session 1</b>	To understand and explain the water cycle; use maps and atlases to identify rivers	Re-cap understanding and knowledge of the Water Cycle and how this relates to rivers. Use atlases and maps to identify the main rivers of the UK; mark these on a map & label. Repeat with main rivers of Europe.	I can understand and explain why the water cycle is an important process on our planet I can children explain what a river is I know some of the features of a river I can explain the processes of erosion, transportation and deposition
<b>Session 2</b>	To find out about rivers and how they erode, transport and deposit materials.	Explore how rivers are formed by explaining the processes of erosion and deposition. Find out about the journey of a river from source to mouth, and learn about the features of rivers, including deltas, tributaries and meanders. Make a 3d Journey of the River and add labels explaining the journey.	I can explain what a river is I know some of the features of a river I can explain the processes of erosion, transportation and deposition
<b>Session 3</b>	To find out why rivers are important.	Find out about some of the human uses for rivers under the headings of water, transport, habitat, energy, farming and leisure. Give some brief information for each category before using a variety of sources to find out some more information in pairs/groups and present in an appropriate way	I can describe some river uses I can use secondary sources to find out information I can support points with statistics and specific data
<b>Session 4</b>	To find out about the causes of river pollution and the effect it has on the environment.	Explore some of the causes of river pollution and the effects this has on the environment. Find out about some of the most polluted rivers in the world, as well as thinking about river pollution closer to home. Consider ways in which river pollution can be prevented.	I understand some of the causes of water pollution I understand the effect water pollution has on the environment I am able to think about water pollution on local and global scales
<b>Session 5</b>	To investigate a river in detail including the effects on the environment and landscape.	Pose questions about the River Humber. Consider different ways in which they could find the answers to their questions. Present what they have found out about the River Humber in a variety of ways – plan a visit to Humber Bridge/Water’s Edge. Art link to visit.	I can ask geographical questions I can use secondary sources of information to find out answers to specific questions I can use the internet to help with a geographical enquiry

<b>Session 6</b>	To be able to locate Europe on a world map and find out about its features; identify and locate countries in Europe.	Identify the seven continents of the world before looking more closely at a map of Europe. Compare Europe with other continents in terms of its size and features, and identify the seas and oceans surrounding Europe. Use facts learnt to annotate maps. Locate the UK within Europe. Explore the names and locations of other European countries and annotate maps of Europe with the names of countries.	I can locate Europe on a world map I know that the UK is a country in Europe I can describe some of the geographical features of Europe I can children identify European countries? •
<b>Session 7</b>	To be able to identify European countries according to their features; identify the major capital cities of Europe.	Recap the location of a variety of European countries. Explore some human features of different European countries, including flags, currencies and governments. Identify a country from given clues, complete information in a table or match countries to their flags. Identify the difference between a continent, country and capital city before identifying the capital cities of a variety of European countries. Use maps to locate capital cities.	I can match European flags to their countries I know that there are a variety of currencies in Europe, including the euro I can describe ways in which European countries are different from each other
<b>Session 8</b>	To be able to compare two European capital cities.	Recap some major capital cities in Europe before choosing two to compare. Generate questions to help them compare the physical and human features of London and Paris, or choose two places they would like to explore and compare for themselves – Winterton and Saffre.	I can identify landmarks belonging to different European cities I can use a variety of sources to find out about the geographical features of cities I can compare and contrast two different European cities