



Long Term and Medium-Term Planning History And Geography Focus With Art And DT As Secondary Subjects



**Term and Year: Summer Term,
first half, 2019.**

Topic: Geography

Teacher: M. Churchill – Year 5/6

Key question(s): Why do rivers have mouths?

All challenge activities and related 'I can' statements are to be highlighted in green.

Subject	National Curriculum Objectives	'I can...' Statement(s)	Activities
Geography	Pupils should be taught: <u>Locational Knowledge:</u> <ul style="list-style-type: none"> 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 <u>Human and physical geography</u>	Lesson Lesson 1: The Water Cycle <ul style="list-style-type: none"> I can explain the water cycle. <i>Some of us will be able to:</i> <ul style="list-style-type: none"> <i>Write an explanation of the water cycle and explain why it is important to life on Earth.</i> 	<ol style="list-style-type: none"> HOOK ACTIVITY-children to be asked of any local rivers and why they think they are important-link to football derby matches. E.g. the Tyne/Wear derby etc. Children to watch video detailing each stage of the water cycle-can the children link this to their own experiences and when they have seen each stage in real life. Children to explain the water cycle. <i>Challenge – some children will be able to answer questions such as 'What would happen to the water cycle if there was no precipitation?'</i>

	<p><u>Human and physical geography</u></p> <ul style="list-style-type: none">• describe and understand key aspects of:• physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	<p>LESSON 2</p> <p>I can investigate the processes which occur within rivers.</p> <p>Some of us will be able to:</p> <ul style="list-style-type: none">• Explain why each process within a river's life span is important.	<ol style="list-style-type: none">1. Teacher to ask the children 'How many rivers can you name?' Give children two minutes to list as many as they can with a partner, providing their location if possible. Write a list of the rivers they have thought of on the board. Do you know where these rivers are?2. Show children a world map with some major world rivers labelled. Did you think of these rivers?<ul style="list-style-type: none">• What is a river? Where do they start? Where do they end? Go through the slides explaining the answers to these questions: Do you know what erosion, transportation and deposition mean? Think, pair, share.3. Look at the processes of erosion, transportation and deposition and explain these process in detail with images.4. Discuss with class that these river processes form hills and valleys. Explain to them how this occurs. What is the Grand Canyon? Where is it in the world? Look at the pictures of the Grand Canyon on the slides.5. Can you explain what you think has happened and how the Grand Canyon was formed, relating to rivers? <p>Challenge-some children will be able to explain what impact each process has on the surrounding environment.</p>
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ICT-planned by MC . PE-delivered by the Foundation of Light.

Music – Managed by the Music Co-Ordinator. Charanga to be used in school.

PSHCE – See separate planning (SEAL/LGBT/RSE)

RE – Durham Units planned by Isobel Short and RE Co-Ordinator

SCIENCE – PLANBEE – Separate Units