**Newquay Junior Academy - Autumn 1 Sequence – Geography**

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| Logo  Description automatically generated |  | **YEAR 3****Rivers****Prior knowledge -** Children should be able to use basic geographical vocabulary to refer to key physical and human features. Experience using different map types (globes, atlases, digital mapping).**Prior skills**—orientate on a map using simple compass directions, recognise physical and human landmarks on aerial photographs, devise simple maps and observe features of their school. |  | **YEAR 4****Rivers****Prior knowledge -** Children should be able to use basic geographical vocabulary to refer to key physical and human features. Experience using different map types (globes, atlases, digital mapping).**Prior skills**—orientate on a map using simple compass directions, recognise physical and human landmarks on aerial photographs, devise simple maps and observe features of their school. |  | **YEAR 5****Rivers****Prior knowledge -** Children should be able to use basic geographical vocabulary to refer to key physical and human features. Experience using different map types (globes, atlases, digital mapping).**Prior skills**—orientate on a map using simple compass directions, recognise physical and human landmarks on aerial photographs, devise simple maps and observe features of their school. |  | **YEAR 6****Rivers****Prior knowledge -** Children should be able to use basic geographical vocabulary to refer to key physical and human features. Experience using different map types (globes, atlases, digital mapping).**Prior skills**—orientate on a map using simple compass directions, recognise physical and human landmarks on aerial photographs, devise simple maps and observe features of their school. |
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| **INTENT** |  | Disciplinary focus: interaction How do rivers, people and land affect each other? |  | Disciplinary focus: interaction How do rivers, people and land affect each other? |  | Disciplinary focus: interaction How do rivers, people and land affect each other? |  | Disciplinary focus: interaction How do rivers, people and land affect each other? |
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| **VOCABULARY / STICKY KNOWLEDGE** |  | **Rivers****Depth focus: The River Indus - its source, course, human** **interactions with environment.****How rivers get their water - the source, springs, the water** **cycle (prepares for relationship between mountains and** **weather in Autumn 2).** **How do rivers shape the land? The river’s load. Flooding.****Depth focus: River Severn (prepares for later work on** **agriculture & Wales)****Wildlife in the River Severn****Fishing, local agriculture, pollution problems.****Geographical skills: Using photographs** |  | **Rivers****Depth focus: The River Indus - its source, course, human** **interactions with environment.****How rivers get their water - the source, springs, the water** **cycle (prepares for relationship between mountains and** **weather in Autumn 2).** **How do rivers shape the land? The river’s load. Flooding.****Depth focus: River Severn (prepares for later work on** **agriculture & Wales)****Wildlife in the River Severn****Fishing, local agriculture, pollution problems.****Geographical skills: Using photographs** |  | **Rivers****Depth focus: The River Indus - its source, course, human** **interactions with environment.****How rivers get their water - the source, springs, the water** **cycle (prepares for relationship between mountains and** **weather in Autumn 2).** **How do rivers shape the land? The river’s load. Flooding.****Depth focus: River Severn (prepares for later work on** **agriculture & Wales)****Wildlife in the River Severn****Fishing, local agriculture, pollution problems.****Geographical skills: Using photographs** |  | **Rivers****Depth focus: The River Indus - its source, course, human** **interactions with environment.****How rivers get their water - the source, springs, the water** **cycle (prepares for relationship between mountains and** **weather in Autumn 2).** **How do rivers shape the land? The river’s load. Flooding.****Depth focus: River Severn (prepares for later work on** **agriculture & Wales)****Wildlife in the River Severn****Fishing, local agriculture, pollution problems.****Geographical skills: Using photographs** |
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| **SEQUENCE OF LESSONS**  |  | 1. The mighty River Indus2. The changing River Indus3.How rivers get their water4. How a river shapes the land: the young river5.How a river shapes the land: the mature river6. Britain’s longest river: the River Severn.  |  | 1. The mighty River Indus2. The changing River Indus3.How rivers get their water4. How a river shapes the land: the young river5.How a river shapes the land: the mature river6. Britain’s longest river: the River Severn.  |  | 1. The mighty River Indus2. The changing River Indus3.How rivers get their water4. How a river shapes the land: the young river5.How a river shapes the land: the mature river6. Britain’s longest river: the River Severn.  |  | 1. The mighty River Indus2. The changing River Indus3.How rivers get their water4. How a river shapes the land: the young river5.How a river shapes the land: the mature river6. Britain’s longest river: the River Severn.  |
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| **OUTCOME / COMPOSITE** |  | How do rivers, people and land affect each other?Pupils to share knowledge with parents - parent café. |  | How do rivers, people and land affect each other?Create a poster explaining how rivers, people and land affect each other.  |  | How do rivers, people and land affect each other?Create a fact sheet for parents explaining how rivers, people and land affect each other. |  | How do rivers, people and land affect each other?Create a leaflet to take home to parents explaining how rivers, people and land affect each other. |