



National Curriculum	Volcanoes - Autumn Term What causes volcanoes to erupt, and what are their effects on people and places?	Key Vocabulary Vocabulary has been prioritised into essential knowledge and wider exposure vocabulary. Essential vocabulary is explicitly taught and revisited for retention. Wider vocabulary is introduced through discussion and teacher modelling to enrich understanding but is not expected to be memorised.
<p>□ Locational knowledge: Pupils use maps, atlases and globes to locate countries in Europe, North America and South America, identifying key physical and human characteristics.</p> <p>□ Physical geography: Pupils are taught to describe and understand key physical processes, including volcanoes and earthquakes, and to make connections with climate zones,</p>	<p>Lesson 1 - What is a volcano? Learning objectives:</p> <ul style="list-style-type: none"> To know whether a volcano is a human or physical feature. To describe the difference between magma and lava. <p>National Curriculum - Knowledge</p> <ul style="list-style-type: none"> I know that a volcano is a natural feature where molten rock escapes from inside the Earth. I know that molten rock beneath the Earth's surface is called magma. I know that when magma reaches the Earth's surface, it is called lava. I know that volcanoes can change the land and affect people. <p>Essential / Core Vocabulary</p> <ul style="list-style-type: none"> volcano magma lava <p>Wider Vocabulary</p> <ul style="list-style-type: none"> natural hazard <p>Skills:</p> <ul style="list-style-type: none"> I can use a globe to locate Europe, North America, and South America. I can recognise and describe physical features using key vocabulary. 	<p>Essential / Core Vocabulary (Must Know) - Essential / Core Vocabulary (Must Know) Explicitly taught, revisited, and expected to be remembered</p> <ul style="list-style-type: none"> volcano: A natural feature where molten rock escapes from inside the Earth. magma: Hot, melted rock beneath the Earth's surface. lava: Hot, melted rock on the Earth's surface. eruption: When a volcano explodes or releases lava, ash, and gases. crater: The bowl-shaped top of a volcano. magma chamber: A pool of magma beneath a volcano where pressure builds. vent: The opening where magma escapes from a volcano. crust: The outer, solid layer of the Earth.



<p>biomes and vegetation belts. □ Geographical vocabulary: Pupils develop and use subject-specific vocabulary to describe physical features, processes and hazards.</p>	<ul style="list-style-type: none"> • I can describe how natural processes can cause hazards. <p>Enrichment (Non-statutory)</p> <ul style="list-style-type: none"> • Volcanoes have shaped the Earth's surface and atmosphere over time. <p>Expected Outcome by Year Group</p> <p>Year 3</p> <ul style="list-style-type: none"> • Identify a volcano as a physical feature. • Describe the difference between magma and lava. • Use the vocabulary volcano, magma and lava correctly. • Explain that volcanoes can change landscapes and affect people. <p>Year 4</p> <ul style="list-style-type: none"> • Explain why volcanoes are classified as physical features. • Use the vocabulary volcano, magma, lava and natural hazard accurately. • Describe how volcanic eruptions can affect people and places. • Make connections between volcanic activity and landscape change. <p>Lesson 2 - What is inside the Earth? Learning objectives:</p> <ul style="list-style-type: none"> • To identify and explain the Earth's structure. • To know what causes the volcanic activity on Earth. <p>National Curriculum - Knowledge</p> <ul style="list-style-type: none"> • I know that the Earth has three main layers: core, mantle and crust. • I know that magma comes from the mantle. • I know that heat and pressure inside the Earth cause volcanic activity. <p>Essential / Core Vocabulary</p> <ul style="list-style-type: none"> • crust 	<ul style="list-style-type: none"> • tectonic plates: Large pieces of the Earth's crust that move slowly. • natural hazard: A natural event that can cause harm or damage. <p>Wider Vocabulary (Exposure / Challenge) - Introduced through discussion and modelling; not expected to be memorised</p> <ul style="list-style-type: none"> • core: The very hot centre of the Earth. • mantle: The layer of hot rock beneath the crust. • active: A volcano that is erupting or likely to erupt again. • dormant: A volcano that is not erupting but may erupt again. • extinct: A volcano that is not expected to erupt again. • Ring of Fire: An area around the Pacific Ocean where many volcanoes are found. • convergent: When tectonic plates move towards each other. • divergent: When tectonic plates move away from each other.
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Genesis 1 'Then God made the earth and divided parts of it into oceans and seas and other parts into big pieces of land. God made all the plants and trees and made them grow on the land.'



	<p>Wider Vocabulary</p> <ul style="list-style-type: none">• mantle• core <p>Skills:</p> <ul style="list-style-type: none">• I can use geographical vocabulary to describe physical features.• I can explain how physical processes change the Earth. <p>Enrichment (Non-statutory)</p> <ul style="list-style-type: none">• The Earth's crust is very thin compared to the mantle and core. <p>Expected Outcome by Year Group</p> <p>Year 3</p> <ul style="list-style-type: none">• Identify the Earth's crust and explain that magma comes from beneath it.• Describe the basic structure of the Earth.• Use the vocabulary crust and magma correctly. <p>Year 4</p> <ul style="list-style-type: none">• Explain the relationship between the crust, mantle and core.• Describe how heat and pressure beneath the crust contribute to volcanic activity.• Use the vocabulary crust, mantle and core accurately. <p>Lesson 3 - Where are volcanoes in the world and why?</p> <p>Learning objectives:</p> <ul style="list-style-type: none">• To locate a few volcanoes on a world map.• To understand what tectonic plates are and what happens at their plate boundaries. <p>National Curriculum - Knowledge</p> <ul style="list-style-type: none">• I know that the Earth's surface is made of tectonic plates.• I know that tectonic plates move very slowly.• I know that volcanoes are mainly found at plate boundaries.	<ul style="list-style-type: none">• natural hazard: A natural event that can cause harm or damage.• fertile: Land that is good for growing crops.• ash cloud: A cloud of ash released during a volcanic eruption.• Mount Etna: An active volcano in Italy.• risk: The chance that something harmful may happen.• plate boundary: The place where two tectonic plates meet.
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- I know that many volcanoes are located around the Pacific Ocean.

Essential / Core Vocabulary

- tectonic plates

Wider Vocabulary

- plate boundary
- Ring of Fire

Skills:

- I can use a map and atlas to locate countries in Europe, North and South America.
- I can use a letter and number grid.
- I can describe patterns in the location of volcanoes

Enrichment (Non-statutory)

- Earthquakes often occur in the same areas as volcanoes.

Expected Outcome by Year Group

Year 3

- Locate major volcanic regions on a world map.
- Identify tectonic plates and plate boundaries.
- Describe where volcanoes are commonly found.

Year 4

- Explain why volcanoes are commonly found at plate boundaries.
- Describe the relationship between tectonic plates and volcanic activity.
- Use the vocabulary tectonic plates and plate boundary accurately.

Lesson 4 - How are volcanoes formed?

Learning objectives:

- To understand how volcanoes are formed.
- To be able to label the different parts of a volcano and understand their functions.

Genesis 1 'Then God made the earth and divided parts of it into oceans and seas and other parts into big pieces of land. God made all the plants and trees and made them grow on the land.'



National Curriculum - Knowledge

- I know that magma rises through weak points in the Earth's crust.
- I know that magma collects in a magma chamber.
- I know that pressure builds and causes an eruption.
- I know that lava cools to form new land.
- I know that repeated eruptions build a volcano over time.

Essential / Core Vocabulary

- crater
- magma chamber
- vent
- eruption

Wider Vocabulary

- convergent
- divergent

Skills:

- I can make a simple sketch map.
- I can use geographical vocabulary to explain physical processes.
- I can recognise and name natural features.

Enrichment (Non-statutory)

- Volcanoes can form under the sea and create islands, such as Surtsey in Iceland.

Expected Outcome by Year Group

Year 3

- Label the main parts of a volcano including crater, vent and magma chamber.
- Describe how magma reaches the Earth's surface.
- Use key geographical vocabulary when describing a volcano.



	<p>Year 4</p> <ul style="list-style-type: none">• Explain how volcanoes form over time.• Describe the role of the crater, vent and magma chamber during an eruption.• Use the vocabulary crater, vent, magma chamber and eruption accurately. <p>Lesson 5 - Are all volcanoes the same?</p> <p>Learning objectives:</p> <ul style="list-style-type: none">• To be able to explain the three different states a volcano can be in.• To understand what happens during an eruption. <p>National Curriculum - Knowledge</p> <ul style="list-style-type: none">• I know that volcanoes can be active, dormant or extinct.• I know that volcanoes can erupt lava, ash and gases.• I know that volcanic eruptions can vary in size and danger. <p>Essential / Core Vocabulary Revisited</p> <ul style="list-style-type: none">• volcano• eruption <p>Wider Vocabulary</p> <ul style="list-style-type: none">• active• dormant• extinct• ash cloud <p>Skills:</p> <ul style="list-style-type: none">• I can describe how physical processes cause hazards.• I can create simple graphs to show information.• I can explain advantages and disadvantages of living near a volcano. <p>Enrichment (Non-statutory)</p>	
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- Scientists monitor volcanoes to predict eruptions and reduce risk.

Expected Outcome by Year Group

Year 3

- Identify active, dormant and extinct volcanoes.
- Describe what happens during a volcanic eruption.
- Use simple data or graphs to present information about volcanoes.

Year 4

- Compare active, dormant and extinct volcanoes.
- Explain why eruptions vary in size and impact.
- Interpret information about volcanic activity and associated risks.
- Use the vocabulary active, dormant and extinct accurately.

Lesson 6 - What is life like living near a volcano?

Learning objectives:

- To understand the benefits of living in a volcanic area.
- To identify the risks involved with living within a volcanic area.

National Curriculum - Knowledge

- I know that people live near volcanoes despite the risks.
- I know that volcanic soil is fertile and helps farming.
- I know that volcanoes are monitored to help keep people safe.
- I know that Mount Etna is an active volcano in Italy.

Essential / Core Vocabulary Revisited

- natural hazard

Wider Vocabulary

- fertile
- Mount Etna
- risk



	<p>Skills:</p> <ul style="list-style-type: none">• I can locate countries and cities in Europe using an atlas.• I can identify urban and rural settlements.• I can describe physical and human differences between regions.• I can make connections between human and physical geography. <p>Enrichment (Non-statutory)</p> <ul style="list-style-type: none">• More than a quarter of Sicily's population live near Mount Etna.• Monitoring centres use technology to give early warnings. <p>Expected Outcome by Year Group</p> <p>Year 3</p> <ul style="list-style-type: none">• Identify benefits and risks of living near a volcano.• Describe how volcanic soil can help farming.• Locate Mount Etna using an atlas. <p>Year 4</p> <ul style="list-style-type: none">• Explain why people continue to live near active volcanoes.• Compare the risks and benefits of living in volcanic regions.• Explain how volcano monitoring reduces risk.• Use the vocabulary fertile, risk and natural hazard accurately. <p>Endpoint</p> <p>Assessment Type: News report on volcanic eruption</p> <p>Children work in small groups to act as reporters covering an eruption.</p> <p>Include:</p> <ul style="list-style-type: none">• What happened• Explain the cause of the eruption using scientific vocabulary (magma, pressure, tectonic plates)• Where it is (map reference)	
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Genesis 1 'Then God made the earth and divided parts of it into oceans and seas and other parts into big pieces of land. God made all the plants and trees and made them grow on the land.'



- Impact on people living nearby

Core Vocabulary Expected

- volcano
- magma
- lava
- eruption
- crater
- magma chamber
- vent
- crust
- tectonic plates
- natural hazard

Previously Taught and Applied

- volcano
- magma
- lava
- eruption
- crust
- tectonic plates

Wider Vocabulary Exposure

- core
- mantle
- active
- dormant
- extinct
- Ring of Fire
- convergent
- divergent
- fertile
- ash cloud

Genesis 1 'Then God made the earth and divided parts of it into oceans and seas and other parts into big pieces of land. God made all the plants and trees and made them grow on the land.'



- Mount Etna
- risk
- plate boundary

This can be written, filmed or performed to the class/school.

Expected Outcome by Year Group

Year 3

- Describe how volcanoes are formed.
- Use vocabulary such as volcano, magma, lava and eruption correctly.
- Identify the effects of volcanoes on people and places.
- Locate a volcanic region on a map.

Year 4

- Explain what causes volcanoes to erupt using accurate geographical vocabulary.
- Explain the relationship between tectonic plates, plate boundaries and volcanic activity.
- Evaluate the impact of volcanic eruptions on people and places.
- Use geographical evidence and subject-specific vocabulary in their news report.

Quiz Basket: What Causes Volcanoes to Erupt, and What Are Their Effects on People and Places?

Vocabulary Retrieval

1. What is a volcano?
 - A natural feature where molten rock escapes from inside the Earth.
2. What is magma?

Genesis 1 'Then God made the earth and divided parts of it into oceans and seas and other parts into big pieces of land. God made all the plants and trees and made them grow on the land.'



- Molten rock beneath the Earth's surface.
- 3. What is lava?
 - Magma that has reached the Earth's surface.
- 4. What are tectonic plates?
 - Large pieces of the Earth's crust that move very slowly.
- 5. What is the Earth's crust?
 - The thin outer layer of the Earth.
- 6. What is the Earth's mantle?
 - The layer beneath the crust where magma is found.
- 7. What does eruption mean?
 - When magma, ash and gases escape from a volcano.
- 8. What is a physical feature?
 - A natural feature of the Earth.

Knowledge Retrieval

- 9. What are the three main layers of the Earth?
 - Crust, mantle and core.
- 10. Where are most volcanoes found?
 - At tectonic plate boundaries.
- 11. Why do volcanoes erupt?
 - Pressure builds up in magma beneath the Earth's crust until it escapes.
- 12. What are the three states of a volcano?
 - Active, dormant and extinct.
- 13. Name one benefit and one risk of living near a volcano.
 - Benefit: fertile soil for farming.
 - Risk: eruptions can be dangerous and damage homes and communities.
- 14. What causes volcanoes to erupt, and what are their effects on people and places?
 - Volcanoes erupt when pressure forces magma to the surface. Eruptions can change landscapes, create new land, damage settlements and affect people's lives.



<p>National Curriculum links</p>	<p>Where in the World? Rainforests (South America)</p> <p>Where are rainforests found, and why are they important?</p>	<p>Key Vocabulary</p> <p>Vocabulary has been prioritised into essential knowledge and wider exposure vocabulary. Essential vocabulary is explicitly taught and revisited for retention. Wider vocabulary is introduced through discussion and teacher modelling to enrich understanding but is not expected to be memorised.</p>
<p>Locational Knowledge</p> <p>Pupils should be taught to locate the world's countries, using maps to focus on Europe, North America and South America, identifying key physical and human characteristics,</p>	<p>Lesson 1 - Where is South America?</p> <p>Learning objectives:</p> <p>To be able to:</p> <ul style="list-style-type: none"> locate South America on a world map and globe identify key countries and physical features describe its position in relation to the Equator <p>National Curriculum - Knowledge</p> <ul style="list-style-type: none"> I know that South America is a continent. I know that South America can be found on a world map. I know that countries in South America can be identified. I know that South America has important physical and human features. 	<p>Essential / Core Vocabulary (Must Know):</p> <p>Explicitly taught, revisited, and expected to be remembered</p> <ul style="list-style-type: none"> continent: One of the seven large areas of land on Earth. rainforest: A dense, hot, and wet forest with lots of rainfall. climate: The usual weather in a place over time. equator: An imaginary line around the middle of the Earth where it is usually hot. biodiversity: The variety of living things in an area.

Genesis 1 'Then God made the earth and divided parts of it into oceans and seas and other parts into big pieces of land. God made all the plants and trees and made them grow on the land.'



<p>countries, and major cities. Place Knowledge Pupils should be taught to understand geographical similarities and differences through the study of human and physical geography of a region within North or South America. Human and Physical Geography Pupils should be taught to describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts. Pupils should be taught to describe and understand key aspects of</p>	<p>Essential / Core Vocabulary</p> <ul style="list-style-type: none"> Continent South America Equator <p>Wider Vocabulary</p> <ul style="list-style-type: none"> Country Map Atlas Globe Physical feature Human feature <p>Skills from Progression Document</p> <ul style="list-style-type: none"> I can use a map and atlas to find North and South America. I can use a globe to identify continents. I can compare where I live with another region. <p>Enrichment (Non-statutory)</p> <ul style="list-style-type: none"> South America has major physical features such as the Andes mountains. <p>Expected Outcome by Year Group</p> <p>Year 3</p> <ul style="list-style-type: none"> Locate South America on a world map and globe. Identify key countries within South America. Locate the Equator in relation to South America. Use geographical vocabulary to describe physical and human features. <p>Year 4</p> <ul style="list-style-type: none"> Explain the location of South America using maps, atlases and globes. Describe the position of South America in relation to the Equator and hemispheres. 	<ul style="list-style-type: none"> deforestation: The cutting down of large areas of forest. habitat: The place where a plant or animal lives. <p>Wider Vocabulary (Exposure / Challenge):</p> <p>Introduced through discussion and modelling; not expected to be memorised</p> <ul style="list-style-type: none"> country: A large area of land where people live, with its own government. map: A drawing that shows places from above. atlas: A book of maps. globe: A round model of the Earth. hemisphere: Half of the Earth. Northern Hemisphere: The half of the Earth north of the Equator. Southern Hemisphere: The half of the Earth south of the Equator. Tropic of Cancer: An imaginary line north of the Equator. Tropic of Capricorn: An imaginary line south of the Equator.
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Genesis 1 'Then God made the earth and divided parts of it into oceans and seas and other parts into big pieces of land. God made all the plants and trees and made them grow on the land.'



<p>human geography, including types of settlement and land use.</p> <p>Geographical Skills and Fieldwork</p> <p>Pupils should be taught to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Pupils should be taught to use geographical vocabulary to describe and understand physical and human features.</p>	<ul style="list-style-type: none"> • Compare South America with another continent using geographical vocabulary. • Explain the significance of major physical features such as the Andes Mountains <p>Lesson 2 - What is a rainforest?</p> <p>Learning objectives:</p> <p>To be able to:</p> <ul style="list-style-type: none"> • describe what a rainforest is using geographical vocabulary • explain key features of a rainforest biome • identify why rainforests are important habitats <p>National Curriculum - Knowledge</p> <ul style="list-style-type: none"> • I know that a rainforest is a dense, hot and wet forest. • I know that rainforests receive lots of rainfall. • I know that rainforests are a type of biome. • I know that rainforests have many plants and animals. <p>Essential / Core Vocabulary</p> <ul style="list-style-type: none"> • Rainforest • Biodiversity <p>Wider Vocabulary</p> <ul style="list-style-type: none"> • Biome <p>Skills from Progression Document</p> <ul style="list-style-type: none"> • I can recognise and describe natural features using key vocabulary. • I can describe physical geography features. <p>Enrichment (Non-statutory)</p> <ul style="list-style-type: none"> • Rainforests are among the most biodiverse places on Earth. 	<ul style="list-style-type: none"> • physical feature: A natural part of the Earth, such as a mountain, river, or forest. • human feature: Something built or made by people, such as a house, road, or school. • biome: A large region with a similar climate, plants, and animals. • tropical: A hot and wet climate found near the equator. • temperate: A climate with mild temperatures and seasons. • indigenous: People who originally lived in a place. • inhabitants: People or animals that live in a place. • settlement: A place where people live. • endangered: At risk of becoming extinct. • extinction: When a species dies out completely. • destruction: Damage that destroys habitats or environments. • conservation: The protection of the natural environment. • emergent layer: The highest layer of the rainforest with the tallest trees. • canopy: The thick layer of leaves and branches at the top of the rainforest.
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	<p>Expected Outcome by Year Group</p> <p>Year 3</p> <ul style="list-style-type: none">• Describe the main features of a rainforest.• Explain that rainforests are hot, wet environments.• Use the vocabulary rainforest and biodiversity correctly. <p>Year 4</p> <ul style="list-style-type: none">• Explain why rainforests are classified as a biome.• Describe how climate supports high biodiversity.• Use geographical vocabulary accurately when discussing rainforest environments.• Explain why rainforests are important habitats. <p>Lesson 3 - Where are rainforests found and why?</p> <p>Learning objectives:</p> <p>To be able to:</p> <ul style="list-style-type: none">• locate rainforest regions on a world map• explain why rainforests are found near the Equator• describe the link between climate and location <p>National Curriculum - Knowledge</p> <ul style="list-style-type: none">• I know that rainforests are mainly found around the Equator.• I know that rainforests are located between the Tropic of Cancer and Tropic of Capricorn.• I know that rainforests have a tropical climate.• I know that climate is the usual weather in a place over time. <p>Essential / Core Vocabulary</p> <ul style="list-style-type: none">• Climate	<ul style="list-style-type: none">• understory: The layer of plants beneath the canopy.
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Genesis 1 'Then God made the earth and divided parts of it into oceans and seas and other parts into big pieces of land. God made all the plants and trees and made them grow on the land.'



	<ul style="list-style-type: none">• Equator <p>Wider Vocabulary</p> <ul style="list-style-type: none">• Tropical• Temperate• Northern Hemisphere• Southern Hemisphere• Tropic of Cancer• Tropic of Capricorn <p>Skills from Progression Document</p> <ul style="list-style-type: none">• I can use a globe and map to locate the Equator and hemispheres.• I can describe patterns of hot and cold places. <p>Enrichment (Non-statutory)</p> <ul style="list-style-type: none">• Other climate zones include polar, dry, and continental. <p>Expected Outcome by Year Group</p> <p>Year 3</p> <ul style="list-style-type: none">• Locate major rainforest regions on a world map.• Identify the Equator and tropical regions.• Describe the climate of rainforest areas. <p>Year 4</p> <ul style="list-style-type: none">• Explain why rainforests are mainly located near the Equator.• Describe the relationship between location, climate and biome.• Use vocabulary such as tropical climate, hemisphere and Equator accurately.• Identify patterns in the global distribution of rainforests. <p>Learning objectives:</p> <p>Lesson 4 - What are the layers of the rainforest?</p> <p>To be able to:</p>	
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- name and describe the four layers of the rainforest
- explain how conditions vary between layers
- use diagrams to represent geographical understanding

National Curriculum - Knowledge

- I know that the rainforest has four layers: emergent layer, canopy, understory and forest floor.
- I know that each rainforest layer has different levels of light, temperature and humidity.
- I know that different animals live in different layers of the rainforest.

Essential / Core Vocabulary

- Habitat

Wider Vocabulary

- Emergent layer
- Canopy
- Understory
- Forest floor

Skills from Progression Document

- I can make a simple labelled diagram.
- I can describe physical features and how they vary.
- I can use geographical vocabulary accurately.

Enrichment (Non-statutory)

- The forest floor receives very little sunlight.

Expected Outcome by Year Group

Year 3

- Name the four layers of the rainforest.
- Describe simple characteristics of each layer.
- Use a labelled diagram to show rainforest structure.



	<p>Year 4</p> <ul style="list-style-type: none">• Explain how conditions vary between rainforest layers.• Describe how plants and animals adapt to different layers.• Use geographical vocabulary accurately when discussing rainforest structure.• Explain why biodiversity varies between layers. <p>Lesson 5 - Who lives in the rainforest?</p> <p>Learning objectives:</p> <p>To be able to:</p> <ul style="list-style-type: none">• describe how people live in the rainforest• compare life in the rainforest to the UK• explain how humans interact with their environment <p>National Curriculum - Knowledge</p> <ul style="list-style-type: none">• I know that many indigenous people live in rainforests.• I know that many indigenous people live in harmony with their environment.• I know that the Yanomami people live in the Amazon rainforest.• I know that life in the rainforest is different from life in the UK. <p>Essential / Core Vocabulary</p> <p>No new essential/core vocabulary introduced.</p> <p>Wider Vocabulary</p> <ul style="list-style-type: none">• Indigenous• Inhabitants• Settlement <p>Skills from Progression Document</p> <ul style="list-style-type: none">• I can identify human settlements.• I can describe human and physical differences between regions.	
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- I can explain how people use their environment.

Enrichment (Non-statutory)

- Indigenous tribes rely on the rainforest for food, shelter, and medicine.

Expected Outcome by Year Group

Year 3

- Describe how people live in the rainforest.
- Identify similarities and differences between rainforest life and life in the UK.
- Recognise that indigenous groups live in rainforest environments.

Year 4

- Explain how indigenous communities use rainforest resources sustainably.
- Compare human environments in the rainforest and the United Kingdom.
- Explain how people adapt to different environments.
- Use geographical vocabulary to discuss settlement and land use.

Lesson 6 - Why are rainforests important and how can they be protected?

Learning objectives:

To be able to:

- explain why rainforests are important globally
- describe the impact of deforestation
- suggest ways rainforests can be protected

National Curriculum - Knowledge

Genesis 1 'Then God made the earth and divided parts of it into oceans and seas and other parts into big pieces of land. God made all the plants and trees and made them grow on the land.'



- I know that rainforests are home to many plant and animal species.
- I know that many rainforest species are endangered.
- I know that some species face extinction if habitats are destroyed.
- I know that rainforests help regulate the Earth's climate.
- I know that deforestation is the cutting down of large areas of forest.
- I know that deforestation is a major threat to rainforests.
- I know that rainforests are cleared for farming, cattle, mining, timber and paper.
- I know that conservation helps protect rainforests and their biodiversity.
- I know that people, governments and charities can take action to reduce deforestation.

Essential / Core Vocabulary

- Deforestation
- Biodiversity
- Habitat
- Climate

Wider Vocabulary

- Conservation
- Endangered
- Extinction
- Destruction

• Wider: Protection, Destruction, Extinction

Skills from Progression Document

- I can explain why some environments are important.
- I can describe human activities and their impact on the environment.
- I can make connections between human and physical geography.
- I can explain advantages and disadvantages of land use.



Enrichment (Non-statutory)

- Rainforests once covered about 14% of Earth's surface; today they cover around 6%.
- International agreements and charities work to protect rainforest areas.

Expected Outcome by Year Group

Year 3

- Describe why rainforests are important.
- Identify causes of deforestation.
- Explain simple ways rainforests can be protected.

Year 4

- Explain the impact of deforestation on habitats, biodiversity and climate.
- Describe how conservation helps protect rainforest environments.
- Make connections between human activity and environmental change.
- Evaluate different approaches to protecting rainforests.

Endpoint

Assessment Type: Presentation to peers

Task:

Pupils present their annotated world map and explain:

- Where rainforests are found
- Why rainforests are near the Equator
- Why rainforests are important

Teacher Checklist:

Genesis 1 'Then God made the earth and divided parts of it into oceans and seas and other parts into big pieces of land. God made all the plants and trees and made them grow on the land.'



	Skills/Knowledge	Tick
	Locates rainforests on a world map	<input type="checkbox"/>
	Identifies Equator and Tropics of Cancer/Capricorn	<input type="checkbox"/>
	Explains tropical climate characteristics	<input type="checkbox"/>
	Describes key features of the rainforest	<input type="checkbox"/>
	Explains importance of rainforests for plants, animals, and humans	<input type="checkbox"/>
	Uses key geographical vocabulary accurately	<input type="checkbox"/>
	Makes connections between human and physical geography	<input type="checkbox"/>
	Expected Outcome by Year Group	
	Year 3	
	<ul style="list-style-type: none"> • Locate rainforest regions on a world map. • Explain why rainforests are found near the Equator. • Describe key features of rainforest environments. • Use core geographical vocabulary correctly. 	
	Year 4	
	<ul style="list-style-type: none"> • Explain the relationship between location, climate and rainforest distribution. • Describe the importance of rainforests for people, wildlife and the planet. • Explain the impact of deforestation and the importance of conservation. • Use geographical vocabulary and evidence confidently during their presentation. 	
	Quiz Basket: Where Are Rainforests Found, and Why Are They Important?	
	Vocabulary Retrieval	
	<ol style="list-style-type: none"> 1. What is a continent? <ul style="list-style-type: none"> ○ One of the large areas of land on Earth. 2. What is South America? <ul style="list-style-type: none"> ○ A continent found mainly in the Southern Hemisphere. 	

Genesis 1 'Then God made the earth and divided parts of it into oceans and seas and other parts into big pieces of land. God made all the plants and trees and made them grow on the land.'



3. What is the Equator?
 - An imaginary line around the middle of the Earth.
4. What is a rainforest?
 - A dense, hot and wet forest that receives lots of rainfall.
5. What is biodiversity?
 - The variety of living things in an area.
6. What is climate?
 - The usual weather in a place over time.
7. What is a habitat?
 - The natural home of a plant or animal.
8. What is deforestation?
 - The cutting down of large areas of forest.

Knowledge Retrieval

9. Where is South America located?
 - It is a continent that can be found on a world map and globe.
10. Why are most rainforests found near the Equator?
 - Because it is hot and wet there, creating a tropical climate.
11. What are the four layers of the rainforest?
 - Emergent layer, canopy, understory and forest floor.
12. Who lives in the Amazon rainforest?
 - Indigenous people, such as the Yanomami people.
13. Why are rainforests important?
 - They provide habitats for many plants and animals and help regulate the Earth's climate.
14. What is one threat to rainforests and one way they can be protected?
 - Deforestation is a threat; conservation and reducing forest destruction can help protect them.
15. Where are rainforests found, and why are they important?



	<ul style="list-style-type: none"> • Rainforests are mainly found near the Equator. They are important because they support biodiversity, provide habitats, and help regulate the Earth's climate. 	
<p>Summer Term</p>	<p>Rivers and Fieldwork</p> <p>How do rivers shape the land, and why are they important to people?</p>	<p>Key Vocabulary</p>
<p>This unit draws on the following statutory National Curriculum objectives: Human and Physical Geography Pupils should be taught to describe and understand key aspects of physical geography, including rivers. Pupils should be taught to describe and understand key aspects of</p>	<p>Lesson 1 - What is a river?</p> <p>Learning Objectives (To be able to...)</p> <ul style="list-style-type: none"> • To be able to describe what a river is using key geographical vocabulary • To be able to identify rivers as physical features • To be able to explain how rivers flow across the land <p>National Curriculum - Knowledge</p> <ul style="list-style-type: none"> • I know that a river is a natural flow of water across land. • I know that rivers flow downhill from high land to low land. • I know that rivers are shaped by natural processes over time. <p>Essential / Core Vocabulary</p> <ul style="list-style-type: none"> • River • Flow <p>Wider Vocabulary</p> <ul style="list-style-type: none"> • Current <p>Key Skills:</p> <p>I can recognise different natural features and describe them using key vocabulary</p>	<p>Essential / Core Vocabulary (Must Know):</p> <p>Explicitly taught, revisited, and expected to be remembered</p> <ul style="list-style-type: none"> • river: A natural flow of water across land. • source: The place where a river begins. • mouth: The place where a river ends, usually where it meets the sea. • flow: The movement of water. • erosion: When water or wind wears away rock and soil. • flood: When water overflows onto land that is usually dry. <p>Wider Vocabulary (Exposure / Challenge):</p>

Genesis 1 'Then God made the earth and divided parts of it into oceans and seas and other parts into big pieces of land. God made all the plants and trees and made them grow on the land.'



<p>human geography, including types of settlement and land use.</p> <p>Geographical Skills and Fieldwork</p> <p>Pupils should be taught to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Pupils should be taught to use geographical vocabulary to describe and understand physical features and processes.</p> <p>Pupils should be taught to use fieldwork to observe, measure, record and present the human and</p>	<p>I can use simple geographical vocabulary to describe physical features and how they change</p> <p>I can describe several physical features and how they change</p> <p>Expected Outcome by Year Group</p> <p>Year 3</p> <ul style="list-style-type: none"> • Identify a river as a physical feature. • Describe how rivers flow from high land to low land. • Use the vocabulary river and flow correctly. <p>Year 4</p> <ul style="list-style-type: none"> • Explain how rivers are formed and shaped by physical processes. • Describe how rivers change landscapes over time. • Use geographical vocabulary accurately when discussing river systems. <p>Lesson 2 - Where does a river start and end?</p> <p>Learning Objectives</p> <ul style="list-style-type: none"> • To be able to describe the journey of a river • To be able to use geographical vocabulary to explain river features • To be able to locate rivers using simple maps <p>National Curriculum - Knowledge</p> <ul style="list-style-type: none"> • I know that rivers begin at a source. • I know that rivers end at a mouth. • I know that rivers may flow into a sea, lake or another river. • I know that smaller rivers called tributaries join larger rivers. <p>Essential / Core Vocabulary</p> <ul style="list-style-type: none"> • Source • Mouth <p>Wider Vocabulary</p> <ul style="list-style-type: none"> • Lake • Tributary • Confluence 	<p>Introduced through discussion and modelling; not expected to be memorised</p> <ul style="list-style-type: none"> • lake: A large area of water surrounded by land. • marsh: An area of wet, soft land. • current: The speed and direction of flowing water. • confluence: The point where two rivers meet. • tributary: A smaller river that joins a larger river. • water cycle: The continuous movement of water between land, sea, and air. • weathering: The breaking down of rock over time. • trade: The buying and selling of goods. • transport: Moving people or goods from one place to another. • continent: One of the seven large areas of land on Earth. • Nile: The longest river in the world. • Amazon: The river that carries the most water in the world. • waterfall: A place where water falls from a height. • gorge: A deep, narrow valley with steep sides. • delta: Land formed from sediment where a river meets the sea. • settlement: A place where people live.
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<p>physical features in the local area.</p>	<p>Key Skills I can describe the journey of a river using geographical vocabulary I can describe a river environment in the UK I can describe and name key landscape features of river environments in the UK Expected Outcome by Year Group Year 3<ul style="list-style-type: none">• Identify the source and mouth of a river.• Describe the journey of a river using geographical vocabulary.• Recognise that tributaries join larger rivers.Year 4<ul style="list-style-type: none">• Explain the role of tributaries and confluences within river systems.• Describe the journey of a river using accurate geographical terminology.• Use maps to identify river features confidently.Lesson 3 - What is the water cycle? Learning Objectives<ul style="list-style-type: none">• To be able to describe the stages of the water cycle• To be able to sequence the water cycle correctly• To be able to use scientific and geographical vocabulary accuratelyNational Curriculum - Knowledge<ul style="list-style-type: none">• I know that water moves in a continuous cycle.• I know that the water cycle includes evaporation, condensation, precipitation and collection.• I know that the Sun provides energy for the water cycle.Essential / Core Vocabulary<p>No new essential/core vocabulary introduced.</p>Wider Vocabulary<ul style="list-style-type: none">• Water cycleKey Skills I can describe the water cycle using simple vocabulary</p>	<ul style="list-style-type: none">••
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I can sequence the water cycle

I can explain the water cycle using appropriate vocabulary

Expected Outcome by Year Group

Year 3

- Name and sequence the stages of the water cycle.
- Describe how water moves through the cycle.
- Use vocabulary such as evaporation and precipitation correctly.

Year 4

- Explain how the water cycle operates as a continuous process.
- Describe the role of the Sun in driving the water cycle.
- Use scientific and geographical vocabulary accurately.

Lesson 4 - How does the water cycle affect rivers?

Learning Objectives

- To be able to explain how rainfall affects rivers
- To be able to describe how physical processes can cause hazards
- To be able to link weather and rivers

National Curriculum - Knowledge

- I know that rainfall supplies rivers with water.
- I know that increased rainfall can raise river levels.
- I know that too much rainfall can lead to flooding.

Essential / Core Vocabulary

- Flood

Wider Vocabulary

- Marsh

Key Skills

I can describe how some physical processes can cause hazards to people

I can explain why some regions are different (e.g. rainfall and rivers)

I can offer reasons why physical processes cause hazards and explain impacts

Expected Outcome by Year Group



	<p>Year 3</p> <ul style="list-style-type: none">• Describe how rainfall affects rivers.• Identify flooding as a natural hazard.• Explain simple links between weather and river levels. <p>Year 4</p> <ul style="list-style-type: none">• Explain how changes in rainfall affect river systems.• Describe how flooding impacts people and places.• Make connections between weather patterns and river hazards. <p>Lesson 5 - How do rivers change the land?</p> <p>Learning Objectives</p> <ul style="list-style-type: none">• To be able to describe how rivers shape landscapes• To be able to explain erosion and weathering• To be able to use geographical vocabulary accurately <p>National Curriculum - Knowledge</p> <ul style="list-style-type: none">• I know that rivers change the land through erosion.• I know that weathering breaks down rock over time.• I know that rivers cut into land over time. <p>Essential / Core Vocabulary</p> <ul style="list-style-type: none">• Erosion <p>Wider Vocabulary</p> <ul style="list-style-type: none">• Weathering• Current <p>Key Skills</p> <p>I can recognise natural features and describe them using key vocabulary</p> <p>I can describe how physical processes shape landscapes</p> <p>I can explain how physical processes change landscapes over time</p> <p>Expected Outcome by Year Group</p> <p>Year 3</p> <ul style="list-style-type: none">• Describe how rivers change the land.	
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Genesis 1 'Then God made the earth and divided parts of it into oceans and seas and other parts into big pieces of land. God made all the plants and trees and made them grow on the land.'



<p>• Identify erosion as a process that shapes landscapes.</p> <p>• Use geographical vocabulary when discussing river processes.</p> <p>Year 4</p> <p>• Explain how erosion and weathering shape landscapes over time.</p> <p>• Describe how rivers alter physical environments.</p> <p>• Use geographical vocabulary accurately when explaining physical processes.</p> <p>Lesson 6 - What landforms do rivers create?</p> <p>Learning Objectives</p> <ul style="list-style-type: none">• To be able to identify river landforms• To be able to explain how river landforms are formed• To be able to describe changes over time <p>National Curriculum - Knowledge</p> <ul style="list-style-type: none">• I know that rivers form waterfalls, gorges and deltas.• I know that different rock types erode at different rates.• I know that sediment is deposited to form new land. <p>Essential / Core Vocabulary</p> <p>No new essential/core vocabulary introduced.</p> <p>Wider Vocabulary</p> <ul style="list-style-type: none">• Waterfall• Gorge• Delta• Sediment <p>Key Skills</p> <p>I can identify natural features</p> <p>I can describe river landforms using key vocabulary</p> <p>I can describe and explain how river landforms are formed</p> <p>Expected Outcome by Year Group</p>	
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	<p>Year 3</p> <ul style="list-style-type: none">• Identify river landforms such as waterfalls, gorges and deltas.• Describe how rivers create different landforms. <p>Year 4</p> <ul style="list-style-type: none">• Explain how waterfalls, gorges and deltas are formed.• Describe how erosion and deposition contribute to landform development.• Use geographical vocabulary accurately. <p>Lesson 7 - Why are rivers important to people?</p> <p>Learning Objectives</p> <ul style="list-style-type: none">• To be able to describe how people use rivers• To be able to explain advantages and disadvantages of living near rivers• To be able to identify human uses of physical features <p>National Curriculum - Knowledge</p> <ul style="list-style-type: none">• I know that settlements are often built near rivers.• I know that rivers are used for farming, trade and transport.• I know that flooding is a risk for people living near rivers. <p>Essential / Core Vocabulary</p> <ul style="list-style-type: none">• Flood <p>Wider Vocabulary</p> <ul style="list-style-type: none">• Settlement• Trade• Transport <p>Key Skills</p> <p>I can identify features and activities in human settlements</p> <p>I can describe characteristics of human settlements</p> <p>I can describe distinctive characteristics of settlements with different functions</p> <p>Expected Outcome by Year Group</p> <p>Year 3</p> <ul style="list-style-type: none">• Describe ways people use rivers.	
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Genesis 1 'Then God made the earth and divided parts of it into oceans and seas and other parts into big pieces of land. God made all the plants and trees and made them grow on the land.'



- Identify advantages and disadvantages of living near rivers.
- Recognise that settlements often develop near rivers.

Year 4

- Explain how rivers influence settlement, trade and transport.
- Compare benefits and risks associated with living near rivers.
- Make connections between physical and human geography.

Lesson 8 - What are the world's major rivers?

Learning Objectives

- To be able to locate major rivers on a world map
- To be able to compare rivers in different locations
- To be able to use atlases and globes

National Curriculum - Knowledge

- I know that major rivers are found on different continents.
- I know that some rivers are longer than others.
- I know that some rivers carry more water than others.
- I know that rivers are part of global systems.

Essential / Core Vocabulary

No new essential/core vocabulary introduced.

Wider Vocabulary

- Continent
- Nile
- Amazon

Key Skills

I can use a map to find countries in Europe and North and South America

I can locate some cities and rivers using a map

I can locate many countries, cities and rivers using an atlas

Expected Outcome by Year Group

Year 3

- Describe ways people use rivers.

Genesis 1 'Then God made the earth and divided parts of it into oceans and seas and other parts into big pieces of land. God made all the plants and trees and made them grow on the land.'



- Identify advantages and disadvantages of living near rivers.
- Recognise that settlements often develop near rivers.

Year 4

- Explain how rivers influence settlement, trade and transport.
- Compare benefits and risks associated with living near rivers.
- Make connections between physical and human geography.

Lesson 9 - Where are rivers in the UK?

Learning Objectives

- To be able to locate rivers in the UK
- To be able to describe physical and human features of the UK
- To be able to identify links between rivers and settlements

National Curriculum - Knowledge

- I know that the UK has many rivers.
- I know that rivers flow through towns and cities in the UK.
- I know that rivers influence where settlements develop.
- I know that rivers are part of the UK's physical geography.

Essential / Core Vocabulary

- River

Wider Vocabulary

- Settlement
- Urban
- Rural

Key Skills

I can use an atlas to locate where I live and some UK urban areas

I can locate major UK cities and rivers

I can locate and name a range of cities and rivers in the UK

Expected Outcome by Year Group

Year 3

- Locate major rivers in the United Kingdom.



- Describe how rivers are linked to towns and cities.
- Identify physical and human features associated with rivers.

Year 4

- Explain how rivers influence settlement patterns in the UK.
- Compare urban and rural river environments.
- Use atlas skills confidently to locate rivers and settlements.

Lesson 10 - Map skills and fieldwork preparation

Learning Objectives

- To be able to use maps to locate features
- To be able to use grid references and compass directions
- To be able to plan a simple fieldwork investigation

National Curriculum - Knowledge

- I know that maps use symbols, grids and directions.
- I know that fieldwork helps us understand our local environment.

Essential / Core Vocabulary

- Flow

Wider Vocabulary

- Grid reference
- Compass

Key Skills

I can use a simple letter and number grid

I can use 4 figure grid references and give directions

I can use six figure grid references and estimate distance using a scale

Expected Outcome by Year Group

Year 3

- Use simple grids and map symbols.
- Follow directions using a map.
- Plan simple observations for fieldwork.



	<p>Year 4</p> <ul style="list-style-type: none">• Use four-figure grid references accurately.• Use compass directions confidently.• Plan a fieldwork investigation using maps and geographical vocabulary. <p>Lesson 11 - Fieldwork: Observing a river</p> <p>Learning Objectives</p> <ul style="list-style-type: none">• To be able to observe and record geographical features• To be able to collect data as part of a group• To be able to describe features using appropriate vocabulary <p>National Curriculum - Knowledge</p> <ul style="list-style-type: none">• I know that fieldwork involves observing and recording the environment.• I know that rivers have observable physical and human features. <p>Essential / Core Vocabulary</p> <ul style="list-style-type: none">• River <p>Wider Vocabulary</p> <ul style="list-style-type: none">• Data• Observation <p>Key Skills</p> <p>I can carry out fieldwork in a group</p> <p>I can observe, record and describe features in the local area</p> <p>I can plan and carry out a fieldwork investigation independently</p> <p>Expected Outcome by Year Group</p> <p>Year 3</p> <ul style="list-style-type: none">• Observe and record river features.• Collect information as part of a group.• Describe findings using geographical vocabulary. <p>Year 4</p> <ul style="list-style-type: none">• Carry out fieldwork systematically.	
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	<ul style="list-style-type: none">• Record observations accurately.• Explain findings using geographical evidence and vocabulary. <p>Lesson 12 - Presenting fieldwork data</p> <p>Learning Objectives</p> <ul style="list-style-type: none">• To be able to present data using graphs• To be able to interpret findings• To be able to communicate geographical information <p>National Curriculum - Knowledge</p> <ul style="list-style-type: none">• I know that data can be presented in different ways.• I know that graphs help us understand patterns. <p>Essential / Core Vocabulary</p> <p>No new essential/core vocabulary introduced.</p> <p>Wider Vocabulary</p> <ul style="list-style-type: none">• Graph <p>Key Skills</p> <p>I can present information using a simple graph</p> <p>I can create a range of graphs to present data</p> <p>I can interpret and analyse data to explain patterns</p> <p>Expected Outcome by Year Group</p> <p>Year 3</p> <ul style="list-style-type: none">• Present information using simple graphs.• Identify simple patterns in data. <p>Year 4</p> <ul style="list-style-type: none">• Select appropriate graphs to present findings.• Interpret data and explain geographical patterns.• Draw conclusions from fieldwork evidence. <p>Lesson 13 - End Point Assessment: River Project</p> <p>Learning Objectives</p>	
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Genesis 1 'Then God made the earth and divided parts of it into oceans and seas and other parts into big pieces of land. God made all the plants and trees and made them grow on the land.'



- To be able to apply knowledge of rivers and the water cycle
- To be able to present geographical understanding clearly
- To be able to use key vocabulary accurately

National Curriculum - Knowledge

- I know that rivers are shaped by physical processes.
- I know that rivers are important to people.
- I know that the water cycle links to river systems.

Essential / Core Vocabulary

- River
- Source
- Mouth
- Flow
- Erosion
- Flood

Wider Vocabulary

- Lake
- Marsh
- Current
- Confluence
- Tributary
- Water cycle
- Weathering
- Trade
- Transport
- Continent
- Nile
- Amazon
- Waterfall
- Gorge
- Delta



	<ul style="list-style-type: none">• Settlement <p>Key Skills</p> <p>I can describe rivers using simple vocabulary</p> <p>I can explain river processes and human uses</p> <p>I can apply my knowledge to explain connections between physical and human geography</p> <p>Expected Outcome by Year Group</p> <p>Year 3</p> <ul style="list-style-type: none">• Describe the journey of a river.• Explain how rivers change the land.• Identify how rivers help people.• Use key geographical vocabulary correctly. <p>Year 4</p> <ul style="list-style-type: none">• Explain how rivers shape landscapes through physical processes.• Describe how rivers influence human activity and settlement.• Make connections between the water cycle, river systems and landforms.• Use geographical vocabulary and evidence confidently throughout their project. <p>End Point Assessment - Rivers Unit</p> <p>Assessment Type:</p> <ul style="list-style-type: none">• Knowledge Quiz (Multiple Choice)• Annotated Diagram (River Journey) <p>Purpose:</p> <p>To assess pupils' understanding of rivers, including key features, processes, the water cycle, and human interaction with rivers. This endpoint combines knowledge recall with application and explanation, providing an accurate picture of geographical understanding.</p> <p>Part 1: Knowledge Quiz (Multiple Choice)</p>	
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Genesis 1 'Then God made the earth and divided parts of it into oceans and seas and other parts into big pieces of land. God made all the plants and trees and made them grow on the land.'



Instructions:

Pupils select the correct answer for each question.

Questions

1. What is a river?
 - a) A man-made water channel
 - b) A natural flow of water across land
 - c) A type of lake
 - d) A frozen stream
2. Which direction do rivers usually flow?
 - a) Uphill
 - b) From sea to land
 - c) From high land to low land
 - d) In circles
3. Where does a river begin?
 - a) Mouth
 - b) Source
 - c) Delta
 - d) Ocean
4. Where does a river end?
 - a) Source
 - b) Tributary
 - c) Mouth
 - d) Hill
5. What is a tributary?
 - a) The end of a river
 - b) A small river that joins a larger one
 - c) A type of rock
 - d) A waterfall
6. Which is NOT part of the water cycle?
 - a) Evaporation

Genesis 1 'Then God made the earth and divided parts of it into oceans and seas and other parts into big pieces of land. God made all the plants and trees and made them grow on the land.'



	<p>b) Condensation c) Precipitation d) Erosion</p> <p>7. What causes rivers to fill with water? a) Wind b) Rainfall c) Snow only d) Animals</p> <p>8. What is erosion? a) Water soaking into the ground b) Rocks breaking down and being carried away c) Water turning into gas d) Plants growing</p> <p>9. Which of these is a river landform? a) Volcano b) Waterfall c) Desert d) Glacier</p> <p>10. Why do people live near rivers? a) For fun only b) For farming, water, and transport c) Because it is always safe d) There are no disadvantages</p> <p>11. What is a flood? a) A dry river b) When a river freezes c) When water overflows onto land d) A small stream</p> <p>12. Which is a major world river? a) Thames</p>	
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Genesis 1 'Then God made the earth and divided parts of it into oceans and seas and other parts into big pieces of land. God made all the plants and trees and made them grow on the land.'



b) Nile

c) Lake District

d) Everest

Quiz Assessment Thresholds

Score (out of 12) Judgement

10-12 Expected Standard (EXS)

7-9 Working Towards

0-6 Emerging (Below Expected)

Big Question

- How do rivers change the land and affect how people live?
- Your Task
- You are going to show everything you have learned about rivers!
- You can:
 - Draw a diagram
 - Add labels and arrows
 - Talk about your ideas
 - Write short notes (you don't need lots of writing!)
-
- What to include
- Try to show:
 - The river journey
 - Source (start)
 - Mouth (end)
 - Direction of flow
 - The water cycle
 - Rain fills rivers
 - How rivers change the land

Genesis 1 'Then God made the earth and divided parts of it into oceans and seas and other parts into big pieces of land. God made all the plants and trees and made them grow on the land.'



- Erosion (wearing away land)
- Landforms (e.g. waterfall, gorge, delta)
- How rivers affect people
- Settlements (where people live)
- Jobs (farming, transport, trade)
- Flooding (a danger)
-
- You can explain by saying:
- "Rivers change the land by..."
- "This happens because..."
- "People live near rivers because..."
- "Flooding happens when..."

Success Checklist

- I can:
- Show where a river starts and ends
- Show which way the river flows
- Name at least one river feature
- Explain how rivers change the land
- Explain how rivers help people
- Explain a danger (like flooding)
- Use words like: river, source, mouth, erosion, flood, settlement

Quiz Basket: How Do Rivers Shape the Land, and Why Are They Important to People?

Vocabulary Retrieval

1. What is a river?
 - A natural flow of water across land.
2. What is a source?
 - The place where a river begins.

Genesis 1 'Then God made the earth and divided parts of it into oceans and seas and other parts into big pieces of land. God made all the plants and trees and made them grow on the land.'



3. What is a mouth?
 - The place where a river ends, usually where it meets the sea.
4. What does flow mean?
 - The movement of water.
5. What is erosion?
 - When water or wind wears away rock and soil.
6. What is a flood?
 - When water overflows onto land that is usually dry.
7. What is a tributary?
 - A smaller river that joins a larger river.
8. What is the water cycle?
 - The continuous movement of water between land, sea and air.

Knowledge Retrieval

9. Which direction do rivers usually flow?
 - From high land to low land.
10. What are the four stages of the water cycle?
 - Evaporation, condensation, precipitation and collection.
11. How does rainfall affect rivers?
 - Rainfall supplies rivers with water and can raise river levels.
12. Name one landform created by rivers.
 - Waterfall, gorge or delta.
13. How do rivers change the land?
 - Through erosion and weathering over time.
14. Why do people live near rivers?
 - For farming, transport, trade and water supplies.
15. What is one risk of living near a river?
 - Flooding.
16. Name one major river in the world.
 - The Nile or the Amazon.
17. How do rivers shape the land, and why are they important to people?

The Saints Academies

St Peter's CE Academy Alton

Key Knowledge Geography - KS2 Year A

Genesis 1 'Then God made the earth and divided parts of it into oceans and seas and other parts into big pieces of land. God made all the plants and trees and made them grow on the land.'



- | | | |
|--|--|--|
| | <ul style="list-style-type: none">• Rivers shape the land through erosion and create landforms such as waterfalls and deltas. They are important because they provide water, support farming, transport and trade, but they can also cause flooding. | |
|--|--|--|