

Crofton Junior School – Geography Knowledge Organiser – Rivers (Year 4)

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| **Unit of Work** | Landscapes: Rivers  |
| **Text Driver the Unit of Work Links to** | I Was There, Tutankhamun’s Tomb |
| **Geographical Location** |  |
| **Overview of the Unit of Work** | During the unit of work, the pupils will learn about rivers and their features including, source, mouth, tributaries, meanders, delta, estuary, floodplain and how they are formed. They will use maps and atlases to locate some of the major rivers of the world (Nile, Amazon, Yangtze, Mississippi and Yenisei) and investigate the route of one of these major rivers. Pupils will develop an understanding of what flooding is as well as notable types of flooding (including river, coastal, flash and sewer flooding). They will consider the impact of flooding on both people and the environment currently and in Ancient Egypt.  |
| **Prior Learning & Vocabulary** | Pupils will be able to continue to build on their map skills (Y3 – Geography) to locate the different rivers in the world and the countries and continents in which they are found. In Year 4, pupils will have learned about the importance of the River Nile and why the Ancient Egyptians settled there.  |
| **Sticky Knowledge** | The children will learn: 1. A river is a natural watercourse flowing towards an ocean, sea, lake or another river. Some of the features of a river including the source (where it begins), the mouth (where it ends), the meanders, an estuary and the tributaries and how these are formed.
2. That the five longest rivers in the world are: Nile, Amazon, Yangtze, Mississippi and Yenisei and will learn where these are located on a map and which countries and continents they are found.
3. Some of the routes of different major rivers of the world and locations of parts of the river (mouth, source, tributaries)
4. About flooding being a natural occurrence and that there are notable types of flooding – one being river floods. The type of flooding experienced very much depends on the water system that is close to the area experiencing it. There are several factors (such as heavy rainfall, lack of vegetation, steep-sided channels and poor drainage) that can cause floods. In larger rivers there is often also a floodplain shaped by floodwaters escaping the channel.
5. In Ancient Egypt, flooding was viewed positively as it allowed the floodplains to be fertile so that the crops could grow. As a result of this, the Ancient Egyptians built their settlements close the River Nile. However, in modern times, flooding is viewed negatively because it causes damage to property, livelihood, the environment and it can pose a danger to life.
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| **End of Unit Outcome**  | By the end of the unit, the children will apply their knowledge of rivers and flooding to create a piece of drama to express the views of different people within modern and historical (Ancient Egypt) societies. They will draw upon this knowledge to be able to express their opinion about whether flooding always, sometimes or never has a negative impact on its surrounding landscape currently and historically.  |
| **New Vocabulary** | **Tier 2:**natural: derived from natureimpact: an influence on something **Tier 3:** watercourse: a channel of flowing watertributaries: smaller streams that join a riversource: the start of a rivermouth: the end of a riverchannel: the course of a riverriver bed: the bottom of a riverreaches: parts of a rivermeanders: bends in a riverdeltas: where a river splits and spreads out into several branches before entering the seaestuary: the part of a river that meets the seaflooding: an overflow of water that covers land which is normally dryfloodplain: an area of land adjacent to a stream or river, and experiences flooding. |
| **Post Learning** | Children will use the knowledge of rivers and their features to apply this in Year 5 when learning about the Amazon River. |