

# Year 5 – Rivers – What are the features of my local river? – Lesson 2

<b>Lesson</b>	2 of 5	<b>National Curriculum links</b>	<b>Key lesson question</b>	<b>What are rivers and how are they formed?</b>
<b>Learning objective</b>	<b>NC KS2:</b> <b>Children will:</b> <ul style="list-style-type: none"> <li>describe and understand key aspects of physical geography, including rivers</li> </ul>		<b>Resources</b>	
I can describe what a river is, how it is formed, and what happens at each of its three stages.			<ul style="list-style-type: none"> <li>lesson presentation (PPT)</li> <li>activity worksheet</li> <li>focus assessment sheet</li> <li>pen and paper for notes</li> <li>practical activity ideas</li> <li>Stop and jot worksheets</li> <li>colours for main activity</li> </ul>	

## Teaching input

- Geographical knowledge and concepts** – Review the ‘geographical knowledge’ and ‘geographical concepts’ the children will use in this lesson, highlighted on the slide.
- What are the features of my local river?** – This slide shows the lesson questions the children will answer in this unit. The current lesson’s question is highlighted on the slide.
- Key vocabulary for this lesson** – Go through the key vocabulary for this lesson and their definitions. Have any of the children heard these words before? Did they already know their meanings?
- Physical and human processes** – Introduce Charlotte. Choose a child to read what Charlotte says about the key geographical knowledge, ‘Physical and human processes’.
- What are rivers?** – Go through the keywords and their definitions in the ‘New word alert!’ boxes. Read through the information on the slide.
- The upper course** – Go through the keyword and its definition in the ‘New word alert!’ box. Read through the information on the slide.
- The middle course** – Go through the keyword and its definition in the ‘New word alert!’ box. Read through the information on the slide.
- The lower course** – Go through the keyword and its definition in the ‘New word alert!’ box. Read through the information on the slide.
- Let’s watch** – The children are to watch the video about how a river is formed via the link on the slide and list the key physical features found at each stage of a river’s journey on their ‘Let’s watch’ worksheet.
- Activity** – The children are to label the upper, middle and lower courses of the river and read each statement carefully, colour-coding it to indicate which stage of the river it belongs to (upper, middle or lower course) on their activity worksheet. Take feedback from the class before the answers are revealed on the following slide.
- Challenge** – The children are to discuss the questions on the slide with their learning partners, in groups or as a class. There is a sentence starter on the slide to help them. Take feedback from the class before the answers are revealed on the following slide.

Main activity	Challenge
<p>Children are to identify and label a river’s journey, the upper, middle and lower courses.</p> <p>Children read each statement about a river and colour-code it to show whether it belongs to the upper, middle or lower course.</p>	<p>Using their knowledge, children are to answer the question ‘Which course of the river do you think changes the land the most? Why?’ and explain their reasoning.</p>

Cumulative quiz questions	Self-assessment	Key vocabulary
<p>4. In which course of the river would you most likely find waterfalls and V-shaped valleys?</p> <p>5. Which of these physical features does not belong in the middle course of a river? (Choose from three options)</p> <p>6. Complete this sentence on your whiteboard: A river flows from its _____ on high ground, through a _____ and ends at the _____.</p>	<ul style="list-style-type: none"> <li>I can describe what a river is.</li> <li>I can explain how a river starts and develops along its course</li> </ul>	<p><b>river</b> – water that flows naturally across land</p> <p><b>flow</b> – when something moves in a smooth and steady way</p>