

Year 3 Rivers Medium Term Plan

<p>National Curriculum Children should be taught to 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>	<p align="center">Knowledge</p> <p>Depth focus: The River Indus - its source, course, uses, and some of its environmental challenges. How rivers get their water - the source, springs, the water cycle (and so prepares for relationship between mountains and weather in Autumn 2). How do rivers shape the land? The river's load. Flooding.</p> <p>Depth focus: River Severn: builds sense of place (and so prepares for later work on agriculture & Wales) Wildlife in the River Severn Fishing, local agriculture, pollution problems.</p> <p>Geographical skills: Using photographs</p> <p>Disciplinary focus: interaction</p> <p><i>How do rivers, people and land affect each other?</i></p>
<p align="center">Lesson Focus</p>	<p align="center">Vocabulary</p>
<p>1. The mighty River Indus</p>	<p>mountain, Tibet, mountain range, Himalayas, springs, Indus, India, Pakistan, glaciers, monsoon, channel, tributaries, Arabian Sea, Afghanistan</p>
<p>2. The changing River Indus</p>	<p>river levels, dams, reservoirs, canals, irrigation, irrigate, turbine, hydro –power, parched, palla, province, Sindh, delicacy</p>
<p>3. How rivers get their water</p>	<p>source, Earth, atmosphere, state, solid, liquid, gas, water vapour, water cycle, evaporates, evaporation, condenses, surface runoff, ground water, transpiration</p>
<p>4. How a river shapes the land: the young river</p>	<p>erosion, erodes, particles, load, deposits, deposition, upper course, riverbed, V-shaped valley, spurs</p>
<p>5. How a river shapes the land: the mature river</p>	<p>mature, meanders, sediment, mouth, estuary, reeds, delta, mangroves</p>
<p>6. Britain's longest river: the River Severn</p>	<p>Welsh, River Severn, Wales, Shrewsbury, cattle, salmon, streamlined, bore, Gloucester, tide, curlews, sandpipers, conservation, pollute, pollution</p>
<p>Synoptic task <i>How do rivers, people and land affect each other?</i></p>	