

THE RIVER STUDY

KEY STAGE 2

This activity involves following the River Glaven along its course from as near to the source as possible to the estuary at Blakeney. The day will begin with a demonstration showing the formation of a river. This will be followed by visiting four different points along the river recording the flora and fauna, width, depth and speed of flow and then visiting the point where it becomes tidal and the estuary. The group will see what the valley was like in the past and how & why it has changed.

SCIENCE

STATUTORY REQUIREMENTS

Pupils should be taught to:

describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.

how living things are classified into broad groups(vertebrates and invertebrates)...give reasons for classifying plants and animals....

identify how animals and plants are adapted to suit their environment in different ways....

GEOGRAPHY

PURPOSE OF STUDY

A high quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

Pupils should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge

Locational knowledge

Pupils should be taught to:

Name and locate counties and cities of the United Kingdom,...and their identifying

human and physical characteristics, key topographical features (including hills,

mountains, coasts and rivers) and land use patterns and understand how some of these have changed over time.

Place knowledge

Pupils should be taught to:

Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom

EXPECTATIONS

at the end of this unit most children will:

recognise selected physical processes relating to rivers and begin to appreciate how these can change the character of places; draw on their own observations and secondary sources and use their awareness of river events to suggest geographical questions and raise issues that might be studied. They will They will understand some simple life cycles of some of the creatures they see.

some children will not have made so much progress and will:

offer appropriate observations about river features; identify how people affect the environment and

recognise ways in which people try to manage it They will understand life cycles of the birds and

amphibians of the area and recognise tourism and leisure can have negative effects on the environment.

some children will have progressed further and will also:

use confidently a full range of skills and different kinds of maps and resources to undertake

independent investigations; offer explanations for river features observed; relate local river work to

generalisations about rivers elsewhere. They will understand life cycles of the fauna of the area and

recognise tourism and leisure can have negative effects on the environment.