



# RIPPLING RIVERS

The content of this unit of work is aimed at UKS2, but could be adapted for use by other year groups or have additional extension activities included. It may be necessary to tailor the resources to the group of children being taught, by selecting particular slides and information to be included.

## Links to the Geography National Curriculum

### KS2

#### Locational knowledge

Name and locate counties and cities of the United Kingdom, geographical regions 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 aspects have changed over time.

#### Human and physical geography

Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, **rivers**, mountains, volcanoes and earthquakes, and the water cycle  
human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

LEARNING OBJECTIVE	LEARNING ACTIVITIES	RESOURCES
Starter	<p>Display slides 1-7 of the river photographs.</p> <p>Ask the class the questions from slide 8:</p> <ul style="list-style-type: none"> <li>• What is a river?</li> <li>• Can you name a river near you?</li> <li>• What rivers can you name in the UK?</li> <li>• Where does a river start?</li> <li>• Where does the river end?</li> <li>• What wildlife lives in and near a river?</li> <li>• What do we use rivers for?</li> </ul>	Slides 1-8
I can <b>label</b> the main features on the journey of a river.	<p>Display slide 10</p> <p>Watch the video- <a href="https://www.youtube.com/watch?v=PDHvt7pNEc4">Click Here</a> <a href="https://www.youtube.com/watch?v=PDHvt7pNEc4">https://www.youtube.com/watch?v=PDHvt7pNEc4</a></p> <p>Hand out the Journey of a River activity sheet – these are differentiated.</p> <p>From watching the above video and displaying the keywords (slide 11), ask the children to label the main features of the river. This should be completed in pencil The children can decide later if they are correct. This can be completed individually, in pairs or groups.</p> <p>Display slide 11 listing the key words.</p> <p>Time the activity and then show the answers (slide 12). At this point the children should write the correct answers in pen on their answer sheet.</p>	<p>Slides 9–12</p> <p>Resource Book Differentiated Journey of a River Activity Sheets – pages 2 and 3</p> <p>Answers – page 4</p>

LEARNING OBJECTIVE	LEARNING ACTIVITIES	RESOURCES
<p>I can <b>describe</b> the main features on the journey of a river.</p>	<p>Display slides 14-16</p> <p><b>The Journey of the River activity</b> This will take some preparation as the sorting cards will have to be cut out and packs handed out. The children can work individually, in pairs or in small groups to complete this activity.</p> <p>On slides 14 -16 there is a video link on the top right hand side. These are for Second Level in Scotland that is a phase of primary education for pupils aged 9-12. However, all aspects of these are applicable to KS2 National Curriculum for Geography in England and Wales.</p> <p>Children should have their pack of river features – key words/definition and photographs.</p> <p>Display slide 14 – Upper Course of a River</p> <ul style="list-style-type: none"> <li>• Play the video</li> <li>• Read the information</li> <li>• Ask the children to find the Upper Course words in their pack.</li> <li>• Ask the children to identify the features in this course of the river, matching the key word/definition with the photograph of the feature and place them onto the upper course label.</li> <li>• Once completed, get the children to check if they are correct by displaying the features of the upper course on slides 16-18.</li> </ul> <p>REPEAT THE ACTIVITY FOR MIDDLE AND LOWER COURSE</p> <ul style="list-style-type: none"> <li>• Middle Course – slide 19, answers slides 20-21</li> <li>• Lower Course – slide 22, answers slides 23-24</li> </ul> <p>Once all checked correctly, the children could stick these to pieces of paper labelled upper, middle and lower and display on working wall.</p> <p>Additionally, a photograph could be taken of their work and stuck in their exercise book or class book.</p>	<p>Slides 13-24</p> <p>Resource Book Sorting Cards – pages 5-9. These will need to be cut and arranged in packs prior to the lesson</p> <p>Glue</p> <p>Resource Pack Answers – pages 10-12</p>
<p>I can name the main rivers in the UK</p>	<p>You will require a set of UK Junior Atlases</p> <p>Hand out the differentiated activity sheets – pages 13 and 14 in the Resource Booklet.</p> <p>Display slide 25 Children should use their atlas (or any other resources) to name the rivers shown on the map.</p> <p>There is a list of the rivers to choose from on the top of the activity sheet and on slide 26.</p> <p>Display slide 27 to give the children the answers.</p>	<p>Slides 25-27</p> <p>Resource Book Differentiated UK Rivers Activity Sheets – pages 13-14.</p> <p>Answers – page 15.</p> <p>UK Junior Atlas Internet School Library Selection of books on rivers displayed in the classroom</p>

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<p>From conducting research, I can describe the main rivers in the UK.</p>	<p><b>Before you start this activity...</b></p> <p>You should have a set of atlases or non-fiction books that could help the children to research what rivers there are in the UK. They could also have access to the internet. This activity could be completed individually, in pairs or in small groups.</p> <p>Children should use their atlas or any other resources to find the information about the rivers.</p> <p><b>There are differentiated activity sheets:</b></p> <p><b>Activity Sheet 1</b> Using resources (atlas, internet, library etc.), name the rivers shown on your map from the list below (excluding the North and South Tyne). Find the length of each river and decide which country/countries the river is in.</p> <p><b>Activity Sheet 2</b> Using resources (atlas, internet, library etc.), name the rivers shown on your map from the list below (excluding the North and South Tyne). Find the length of each river, decide which country/countries the river is in and locate one of the key towns that the river passes through.</p> <p><b>Activity Sheet 3</b> Using resources (atlas, internet, library etc.), name the rivers shown on your map from the list below (excluding the North and South Tyne). Find the length of each river, decide which country/countries the river is in, locate one of the main towns that it passes through and research the source and mouth of each river.</p> <p><b>Please note:</b> for activity sheet 3, The Tyne has been split into North Tyne, South Tyne and Tyne.</p> <p><b>ALTERNATIVE ACTIVITY</b> Each child, pair or group are given a name of one of the main rivers that they need to research and present their findings to the rest of the group.</p> <p>They could produce a PowerPoint Presentation, posters or any other method and present their findings to the rest of the class, or their presentations could be printed out and displayed on the working wall.</p> <p><b>Display slide 30</b> Watch the video to find out more about some of the rivers in the UK – <a href="https://www.youtube.com/watch?v=ouiP2n1o3xY">Click Here</a> <a href="https://www.youtube.com/watch?v=ouiP2n1o3xY">https://www.youtube.com/watch?v=ouiP2n1o3xY</a></p> <p>All the answers for each Differentiated Activity can be found on page 19 in the Resources Booklet. There is a lot of detail on this and should be used to support and encourage the children.</p>	<p>Slides 28-30</p> <p>Differentiated UK Rivers Activity Sheets – pages 16-18.</p> <p>Answers – page 19</p> <p>UK Junior Atlas Internet School Library Selection of books on rivers displayed in the classroom</p>
<p>How much do I remember from Rippling Rivers?</p>	<p><b>Display slide 32</b> Ask the class to look at the key word or photograph in each of the boxes. Ask the class to volunteer to define the key term shown.</p>	<p>Slides 31-32</p>

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	<p><b>Waterfall (photograph)</b> – formed when water flows over a layer of hard rock that does not erode as quickly as the softer rock beneath it</p> <p><b>Stream</b> – a small version of a river</p> <p><b>Plunge Pool</b> – the waterfall flows into this</p> <p><b>Thames</b> - river that runs through London and is the second longest river in the UK</p> <p><b>Flood Plain</b> - this becomes covered with water when the river floods</p> <p><b>Oxbow Lake</b> - form when a meander loop is cut off from the main river</p> <p><b>Sediment</b> – this gets dropped from the water onto the riverbed or floodplain</p> <p><b>Meander</b> - a large bend in a river</p> <p><b>Lower Course</b> - when the river flows onto flat land towards its mouth</p> <p><b>Bank</b> – land at the side of a river</p> <p><b>Source</b> - where the river begins</p> <p><b>Rapids (photograph)</b> – the river runs very fast, and the riverbed is very steep, often covered in larger rocks</p> <p><b>Deposit</b> - when a river drops the material it is carrying</p> <p><b>Gorge (photograph)</b> - a narrow, steep-sided valley with very rocky walls</p> <p><b>Mouth</b> - where a river finishes its journey</p> <p><b>Tributary (photograph)</b> - small river or stream that flows into a larger river or lake</p> <p><b>Estuary (photograph)</b> - where the river meets the sea</p> <p><b>Upper Course (picture)</b> - a highland area near the source of the river</p> <p><b>Confluence</b> - where two or more rivers or streams meet and join</p> <p><b>Severn</b> – the largest river in the UK that runs through Wales and England.</p>	