

PROVISIONAL PROGRAMME

Introduction

- How does the River Chess change along its length?

Field Site 1: Chesham Moor

- Field sketch the river channel, noting the current and bankside features.
- Measure width, depth and speed of flow.

Field Site 2: Scots Bridge Mill, Rickmansworth

- Field sketch river channel, noting the current and bankside features.
- Measure width, depth and speed of flow.
- Describe and explain erosion and deposition at a meander at contrasting outer and inner bends, speed of flow and water depth.
- Dip for minibeasts in the river

Review

- Compare measurements with predictions.

LEARNING OUTCOMES

most children will (N.C. Level 4):

- suggest suitable geographical questions
- undertake a geographical enquiry
- use geographical skills to record changes to the features of a river along its length
- draw sketch maps of a river and label the main features
- use keys to identify minibeasts
- express personal likes and dislike about the river
- identify and sequence the components of the water cycle

some children will not have made so much progress and will (N.C. Level 3):

- respond to geographical questions
- recognise some changes in river features along its length
- draw sketch maps of a river with some basic features labelled
- with help identify minibeasts using keys

some children will have progressed further and will also (N.C. Level 5):

- select information and sources of evidence to suggest a plausible conclusion for their work
- offer explanations for the observed changes to the features of a river along its bed
- relate local river work to generalisations about rivers elsewhere

SAFETY All activities and sites are risk assessed. At least 4 adults per class.

CLOTHING Appropriate outdoor clothing including spare socks and trousers. Indoor & outdoor footwear.

TRANSPORT is required all day for this course.

BEHAVIOUR Teachers are responsible for good behaviour & lunchtime supervision.

NAME LABELS If possible please provide children with name labels.

SHOP Pocket money for the shop.

RESOURCES All resources are provided.

ICT Use of digital cameras to record the day's activities.

ASSESSMENT

Progress assessed by open-ended questioning, ongoing peer discussion, comparing results to predictions and plenary sessions, including AfL games.

PRIOR LEARNING

Introduction to the water cycle.

Introduce the terms source, mouth, tributary and confluence.

FUTURE LEARNING

Use a variety of secondary sources of data and ICT to produce a project folder.