

SCHEME OF WORK

UNIT OF WORK: Biosphere	CLASS:	YEAR GROUP: Key Stage 2	TIMING:
KEY QUESTION 3: How and why does the River Torridge change from source to mouth?			
LEARNING OBJECTIVES Pupils learn:	POSSIBLE TEACHING AND LEARNING ACTIVITIES	LEARNING OUTCOMES Pupils have opportunities to:	RESOURCES AND POINTS TO NOTE
<p>M7: To identify similarities and differences between places and environments and understand how they are linked</p> <p>L8: A range of factors that cause change in the physical and human world in different places</p>	<p>One of the unifying elements of the north Devon biosphere reserve is water. Most of the biosphere reserve lies within the catchment areas of the Torridge and Taw rivers and is bounded by a long and extremely varied coastline.</p> <p>Organise pupils into pairs and give each a mixed set of photographs of the River Torridge from source to mouth. The objective is to sort the photographs into the correct order, beginning with the one closest to the source of the river and ending with the one closest to the mouth.</p> <p>When pairs of pupils have completed this exercise ask each to describe and explain the order they have chosen being mindful to develop key subject vocabulary as they do so (see list of important geographical words you can use).</p> <p>Next give the pupils the answers to the correct order of photographs so that they can reorder them before moving on. When they have done that give each pair of pupils the three A3 maps showing the course of the River Torridge with numbers 1-19 marked on. The pupils can then match each photograph with its correct location on the map.</p> <p>Now give each pupil one of the upper course, middle course and lower course writing sheets. The task is for them to write about how and why the river changes using the relevant photographs</p>	<p>Recognise and identify Express views and ask questions Respond to simple questions Observe and describe Select appropriate information Undertake simple geographical tasks Use simple geographical vocabulary Compare and contrast Offer reasons Use basic geographical skills Use secondary evidence Communicate views and opinions Use appropriate geographical vocabulary Understand physical patterns and processes Understand human patterns and processes Demonstrate understanding through explanation Use a range of geographical skills Suggest enquiry questions and investigate them Use primary evidence Select information to answer an enquiry Identify, describe and explain patterns, processes, links and relationships Reach conclusions and make judgements</p>	

<p>M7: To identify similarities and differences between places and environments and understand how they are linked</p> <p>L8: A range of factors that cause change in the physical and human world in different places</p>	<p>for each stage. In doing this they can use the list of important geographical words that describe rivers and the words and phrases that show sequence (signposts) and cause and effect. There is also a separate booklet of 'connecting ideas' that can also be used to support this exercise.</p>	<p>Recognise and identify Express views and ask questions Respond to simple questions Observe and describe Select appropriate information Undertake simple geographical tasks Use simple geographical vocabulary Compare and contrast Offer reasons Use basic geographical skills Use secondary evidence Communicate views and opinions Use appropriate geographical vocabulary Understand physical patterns and processes Understand human patterns and processes Demonstrate understanding through explanation Use a range of geographical skills Suggest enquiry questions and investigate them Use primary evidence Select information to answer an enquiry Identify, describe and explain patterns, processes, links and relationships Reach conclusions and make judgements</p>	
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