



## Year Five - Where in the World?

By the end of this unit children will know...

- Use maps, atlases, globes and digital/computer mapping to locate rivers within cities and counties in the UK, and around the world.
- Use their understanding to describe how rivers are formed; how the journey of the river progresses from source to mouth; the process of the water cycle.
- Describe and understand how settlements have been made around rivers.
- Use Ordnance Survey symbols to communicate understanding of location.

Intent	Implementation	Impact	Celebrate
<p>To ensure children have a clear understanding of the water cycle and journey of a river.</p> <p>To use maps and atlases correctly and be able to identify major rivers around the world and those in this country.</p> <p>Build on previous knowledge of map reading and also similarities and differences in geography around the world.</p>	<p>Children to investigate the water cycle and create drawings based on this. Drama/role to act out the water cycle.</p> <p>Map the journey of a river and identify processes such as erosion.</p> <p>Use maps and atlases to identify, label and fact find about major rivers of the world and why people may have settled near them.</p>	<p>Children should be able to answer the key questions:            What is the Water Cycle?            What is a river? How is a river created?            What are the features of a river?            What are the processes of a river?            What are the major rivers of the world?            What are river like in our locality?            Why do people settle near rivers?            What is the environmental impact of settlements near rivers?</p>	<p>Have created their own pictures using charcoal/chalk/paint based on the work of Lowry and have an art exhibition.</p> <p>Share their autobiographies.</p>