

## Year 6-Water, Friend or Foe?



<b>Term:</b>	Summer 2
<b>Subject focus:</b>	Geography and Art
<b>Non-Fiction:</b>	Explanation
<b>Fiction:</b>	Poetry

Concepts	
Geography	Art
Change/People and Places	Inspiration/Creativity/Critique
<p>This topic focuses on geographical knowledge of water sources in different places around the world. It is closely linked with science and the children will draw upon prior scientific and geographical knowledge to discuss the different usages of water. They will learn about the water cycle and the impact of the weather on a body of water e.g. flooding.</p> <p>The children learn about some of the major rivers in the world and how they are used in farming and transport. They will also learn about the different features of rivers and how these are created and have changed over time. This topic will allow for children to gain a greater understanding of physical features in countries and continents they have previously studied e.g. Amazon River, River Thames, River Nile, North America.</p> <p>Throughout the topic, the children will use a number of sources to gain knowledge about the rivers, including a range of maps, photographs and atlases as well as carry out field work at a local river.</p> <p>In previous topics, children have explored the work of a number of artists who use paint as their medium- Van Gogh, Hans Holbein, Nathan Bowen, Romero Britto, Esther Mahlangu. In this unit, the children will learn about the life and work of Monet and how he used watercolour to create the effect that he is so well known for. After experimenting with water colour paints, children will take inspiration for their locality to create a painting inspired by Monet.</p>	

## Geography

### National Curriculum

#### Geography

- I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- I can use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build my knowledge of the UK and wider world
- I can use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies
- I can understand and use a widening range of geographical terms such as urban, rural, land use, sustainability, tributary, trade links
- I can use maps, charts etc to support decision making about the location of places e.g. new bypass
- I can name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and use land-use patterns; and understand how some of these aspects have changed over time
- I can describe and understand the key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- I can describe and understand key aspects of human geography including: types of settlement and land use, economic activity including trade links, and the distribution of

#### Art

- I can select ideas based on first hand observation, experience or imagination and develop these through open ended research
- I can improve my use of techniques I have been taught
- I can change and improve my own final work following feedback on my first thoughts and designs
- I can describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural context
- I can explain and justify my preferences towards different styles and artists
- I can explain how I have used composition, scale and proportion in my work
- I can use simple perspective in my work using a single focal point and horizon
- I can use techniques, colours, tones and effects in an appropriate way to represent things I have seen e.g. brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds

#### Computing

- I understand how to protect my computer or device from harm on the internet
- I understand how to report concerns about content and contact in and out of school
- I can recognise trustworthy sources of information on the internet
- I can use a broad range of resources online to find exactly what I am looking for

### Year 6

#### Geography

#### Water, Friend or Foe?

#### Foundation subject Knowledge and skills

##### Where in the world?

##### Rivers around the world

- Know where the major rivers of the world are-River Amazon, River Nile, River Thames, Mississippi River, The Ganges, The Murray River and the Yangtze
- Use large scale maps to locate rivers of the world and the countries they run through
- Identify the source of rivers and know the journeys they take to the sea
- Know that all rivers flow to the sea, and this is the mouth

	<ul style="list-style-type: none"> <li>• Identify meanders on a map and photographs</li> <li>• Identify key locations along a river</li> <li>• Explain oxbow lakes on a map and photograph</li> <li>• Use an index in an atlas to find rivers</li> <li>• Understand and explain the water cycle</li> <li>• Know the parts of the water cycle-evaporation, condensation, precipitation, transpiration</li> <li>• Know why the water cycle is important</li> <li>• Describe each process of the water cycle using appropriate vocabulary</li> </ul>
<p><b>What are the physical features?</b></p>	<p><b>Features of a river</b></p> <ul style="list-style-type: none"> <li>• Find out about rivers and how they erode, transport and deposit materials</li> <li>• Know how rivers are formed by explaining the processes of erosion and deposition</li> <li>• Know the journey of a river from source to mouth</li> <li>• Know the features of rivers, including delta, tributaries and meanders</li> <li>• Know how meanders are formed</li> <li>• Know how oxbow lakes are formed</li> <li>• Know how waterfalls are formed</li> <li>• Know why rivers are important</li> </ul> <p><b>The River Thames</b></p> <ul style="list-style-type: none"> <li>• Know that the River Thames is 346km long, making it the longest river in England and the second longest in the UK</li> <li>• Know that the source of the Thames is at Thames Head in Gloucestershire, it flows into the North Sea at the Thames Estuary</li> </ul> <p><b>Amazon</b></p> <ul style="list-style-type: none"> <li>• Know that the Amazon River is the second longest river in the world and has the largest capacity.</li> <li>• Know that the river is six miles wide at its widest point</li> <li>• Know that the river's source is formed by melting glaciers found high in the mountains of Peru.</li> <li>• Know that it flows through Brazil, Ecuador, Bolivia, Colombia, Peru and Venezuela before flowing into the Atlantic Ocean</li> <li>• Know that the Amazon flows through the largest rainforest in the world</li> </ul> <p><b>River Nile</b></p> <ul style="list-style-type: none"> <li>• Know that the Nile is 6650km long, making it the longest river in the world</li> <li>• Know that the river is located in north-eastern Africa and runs through Sudan, Burundi, Rwanda, DR Congo, Tanzania, Kenya, Ethiopia, Uganda and Egypt</li> <li>• Know that the river's source is in the rainforest of Rwanda and its mouth is in the Mediterranean Sea</li> </ul> <p><b>The Yangtze</b></p> <ul style="list-style-type: none"> <li>• Know that the Yangtze is the longest river in Asia and the third longest in the world</li> <li>• Know that it flows for 6418km from glaciers on the Tibetan Plateau to the East China Sea at Shanghai</li> <li>• Know that the River Dolphin that used to live in the river is now extinct and the river is home to three endangered species: the Chinese Alligator, Chinese Paddlefish and the River Pig</li> </ul> <p><b>The Mississippi</b></p> <ul style="list-style-type: none"> <li>• Know that the Mississippi is 3779km long, making it the longest river in America</li> </ul>

	<ul style="list-style-type: none"> <li>• Know that the river source is at Lake Itasca in Northern Minnesota and it flows through 10 states before emptying into the Gulf of Mexico</li> </ul>
<b>What are the human features?</b>	<p><b>Human usage for rivers</b></p> <ul style="list-style-type: none"> <li>• Know some of the human uses for rivers-considering water, transport, habitat, energy, farming and leisure</li> <li>• Know the causes of river pollution and the effects it has on the environment</li> <li>• Know which are the most polluted rivers in the world</li> <li>• Know ways in which river pollution can be prevented</li> </ul> <p><b>The River Thames</b></p> <ul style="list-style-type: none"> <li>• Know that the river is now mainly used for tourism</li> <li>• Know that the main uses now are rowing, sailing, swimming, fishing, transportation</li> <li>• Know that every year there is a rowing race of 6.8 km between Oxford and Cambridge Universities along the river</li> <li>• Know that in the past its main use was transporting goods in and out of the country</li> <li>• Know that for many years, most of the city's rubbish, food and toilet waste was dumped in the river. In 1858, the smell coming from the river was so disgusting that Parliament had to be suspended. Consequently, the government decided to find a way to rid the Thames of sewage. Sir Joseph Bazalgette built a sewerage system for London</li> <li>• Know the names of some of the bridges that cross the Thames and be able to identify them on a map</li> <li>• Know that The Thames Tunnel is an underwater tunnel 23m below the river from Rotherhithe to Wapping. It was built by Marc Isambard Brunel and his son Isambard Kingdom Brunel between 1825 and 1843. It was supposed to be used for horse-drawn carriages, but it never was. Now it is part of the London Overground railway</li> <li>• Know that the Thames Barrier protects the city from flooding. Know that it was built in 1982 and is in Woolwich. When it is needed, it is closed during high tide; at low tide it can be opened to allow the river to follow again towards the sea</li> </ul> <p><b>River Nile</b></p> <ul style="list-style-type: none"> <li>• Know that the Egyptians have depended on the river since ancient times</li> <li>• Know that the banks of the Nile are full of valuable minerals, enabling farmers to grow crops in the fertile soil</li> <li>• Recap on previous learning from Year 3 on the uses of the Nile in ancient time, in order to make comparisons</li> </ul> <p><b>The Yangtze</b></p> <ul style="list-style-type: none"> <li>• Know that the Yangtze is heavily populated by local industry</li> <li>• Know that the river is home to the Three Gorges Dam, the world's largest power station</li> </ul> <p><b>The Mississippi</b></p> <ul style="list-style-type: none"> <li>• Know that in 1922, water skiing was invented on the Mississippi River</li> <li>• Know that the Lake Pontchartrain Causeway is the longest road bridge in the world and crosses the river at New Orleans. It is 24 miles long</li> </ul>
<b>Comparison</b>	<ul style="list-style-type: none"> <li>• Make comparisons of the physical features of the River Thames and another world river</li> <li>• Make comparisons of the human feature of the River Thames and another world river</li> <li>• Be able to discuss advantages for different river uses</li> <li>• Be able to discuss disadvantages of river uses</li> <li>• Give reasons for why dams are built</li> <li>• Identify the advantages and benefits of building a dam</li> <li>• Identify the disadvantages and risks of building a dam</li> </ul>

- Identify possible future impacts of river use

## Art

### Year 6

#### Art- Painting

#### Year 6

- Study work of Monet
- Experiment with water colours and how to create different effects
- Evaluate work, subject matter, likes and dislikes, use of colour and effect
- Experiment with water colour to paint a study of a flower
- Experiment with water colour to create a water effect and reflection
- Plan a painting which uses the skills and subject matter studied
- Use watercolour to create a painting inspired by Monet
- Evaluate end piece

## Writing Outcomes

### Non-Fiction

Explanation- journey of a river

### Fiction

Text: Shaped Poetry  
Poetry using a range of figurative language and devices for description and mood