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| **Unit Overview: Rivers** | | | | | | | | | |
| **Half- Term:** | AUT 1 | **AUT 2** | SPR 1 | SPR 2 | SUM 1 | SUM 2 | | **No of Lessons:** |  |
| **Key Focus for Unit:**  *What is the key knowledge being delivered?*  *What is the intent of this unit?* | | | | | | | | | |
| Students live and go to school in the UK. The UK has been shaped and formed by river activity. The topic develops the appreciation of how the rivers continue to influence human activity. | | | | | | | | | |
| **Key Knowledge and Big Ideas:**  *What* ***Powerful Knowledge*** *and* ***Big Ideas*** *are explored in this Unit?*  *How have these progressed from previous learning? What* ***gaps in knowledge*** *have you identified from* ***baselining*** *and how are the being closed?* | | | | | | | | | |
| **Powerful Knowledge**   * Erosion * Deposition * Waterfalls * Meanders and Ox bow lakes * Flooding * Hard and soft engineering   **Case Studies**   * Tewksbury Floods 2007   **Big Ideas**  **Processes:** How fluvial (river) landscapes are created by the processes of erosion, transportation and deposition.  **Interconnections:** how people manage the ever-changing coastal landscape and the effects this brings.  **Change:** How the ever-changing fluvial (river) features have a social, economic and environmental impact on the British Isles | | | | | | | | | |
| **Unit Assessment:**  *How will this unit be assessed?*  *What is the frequency of assessments – baselines etc?* | | | | | | | | | |
| Test paper with low stakes questioning on processes and key terminology and GCSE style, longer (4 marks answer)  *Assessment theme:*   * *Key features and processes of a river* * *Impacts of flooding*   Each lesson incorporates a low stakes quiz to enable knowledge retention  MS Teams homework quizzes to consolidate learning | | | | | | | | | |
| **Key Skills Explored** | | | **Vocabulary Selected for DVI** | | | | **Links to Previous Unit** | | |
| * Map skills * Geographical questioning * Evaluation * Data/Resource analysis | | | erosion; transportation; deposition; hard and soft engineering; flooding | | | | * **Geographical Skills:** Maps skills of grid references and scale. Use of OS Maps * **Coasts:** Processes of erosion and deposition. Hard and soft engineering and effects of flooding. * **Weather and Climate:** Causes of flooding through precipitation and relief. | | |
| **Links to Careers/Employability** | | | **How does this unit prepare students for the next unit?** | | | | | | |
| * Environmental project officers * Town planning * Conservation * Environment Agency * Hydrologist * Water Engineer | | | * **GCSE Physical Landscapes of the UK:** River landscapes unit (Question 4) * **Physical Geography through skills:** Using maps and skills to develop understanding of geographic themes and ideas. | | | | | | |