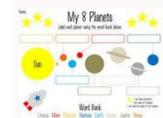


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### Investigating Rivers

**Geography      Year 6      Lesson 2 of 6**

| Learning Objective  | Resources   |
|---|---|
| To find out about rivers and how they erode, transport and deposit materials. | Slides<br>Worksheet 2A/2B/2C/2D<br>Fact File<br>Books, internet, etc. on rivers<br>Large sheets of paper (FSD? activity only)<br>Art and craft materials (for FSD? activity only) |

**Teaching Input**

- How many rivers can you name? Give children ten minutes to list as many as they can with a partner, providing their location if possible. Write a list of the rivers they have thought of on the board. Do you know where these rivers are?
- Show children a world map with some major world rivers labelled. Did you think of these rivers? What is a river? Where do they start? Where do they end? Go through the slides explaining the answers to these questions.
- Do you know what erosion, transportation and deposition mean? Think, pair, share.
- Look at the processes of erosion, transportation and deposition and explain these processes in detail with images.
- Discuss with your class that these river processes form hills and valleys. Explain to them how this occurs. What is the Grand Canyon? Where is it in the world?
- Look at the pictures of the Grand Canyon on the slides. Can you explain what you think has happened and how the Grand Canyon was formed, relating to rivers?

**Main Activity**

| Lower ability  | Middle ability   | Higher ability  |
|--|--|---|
| Read the Fact File or watch their answer the questions on worksheet 2A to explain what they know about rivers. | Read the Fact File or watch their answer the questions on worksheet 2B to explain what they know about rivers. | Provide children with a variety of information sources e.g. books, magazines, articles, the internet, etc. and ask children to complete the fact file on worksheet 2C. It explains what they know about rivers. |

**Entry something different...**

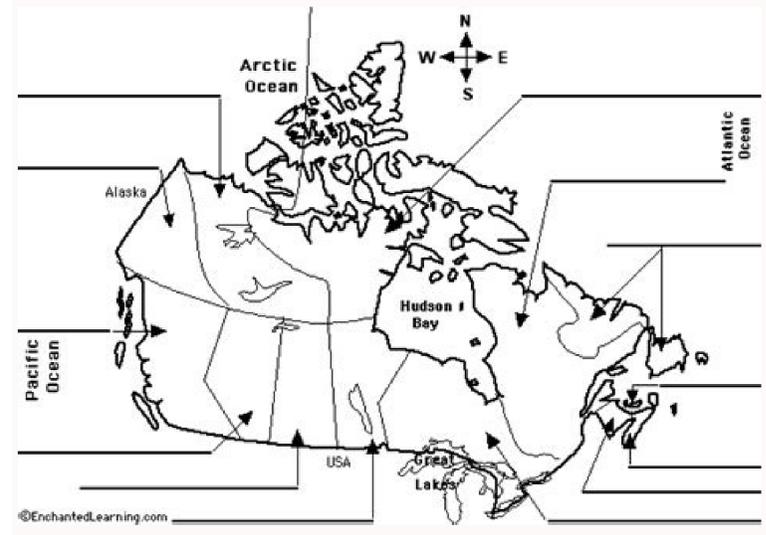
- Ask children to work in pairs. Give each pair a large sheet of paper and ask them to draw a picture of a river, starting with a source near the top of a mountain and ending at the mouth of the river in a sea or ocean. Children to label their picture using the labels on worksheet 2D.
- When finished, ask them to describe the journey from the top to the bottom of the river including all the geographical words as they can. Invite children to share their work with the class.
- Children read with a partner all the text on worksheet 2C to check their knowledge and make notes. The worksheet may need to be distributed to separate the work and provide extra support for the more able children.

**Plenary**

With a partner, children to give their partner five facts about rivers. The partner to write them down on a piece of paper. The partner to read them out to the class.

**Assessment Questions**

Can children explain what a river is?  
 Can children explain what a source is?  
 Can children explain what a mouth is?  
 Can children explain what a delta is?





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