

Session Outline

KS2: River Explorers

This outline is a general guide for what to expect during your session with us. Activities and session structure may vary depending on weather conditions and other circumstances.

National Curriculum links: KS2 programmes of study – Science, Geography.		
Learning Objectives	Session outline	Evaluation of Learners progress
<ul style="list-style-type: none"> • Be able to undertake fieldwork. • Know how rivers erode, transport and deposit materials producing particular landscape features. • Be able to plan a suitable approach. • Know how to and be able to collect and record data appropriately. • Be able to record readings from scales to a suitable degree of accuracy. • Be able to describe the limitation of their own and others' evidence. • Know to adjust designs (plans) in a systematic way in the light of the evidence collected 	<p>Introduction The class will have a brief welcome and introduction to the day.</p> <p>Activities The session begins with a discussion about water safety. We will then identify and discuss things that affect the rivers appearance and position. The content will depend upon the river section visited but will include many of the following... weirs, gauges, meanders, ox-bow lakes recreational use, historical use, erosion due to water and animals, deposition, islands, reed beds and the techniques used to prevent the erosion of banks. The pupils will be given a “river bingo” sheet to identify different features of the site. We will then carryout our very own scientific experiment to measure the speed of the river!</p>	<p>To include: Discussion with children before, during and after the visit Field Sketches which can be taken back to school. Experiment write up, discussion of results, conclusion and evaluation of the experiment upon return to school. Photographs which you may take for post visit discussions, displays and activities.</p>
Pre Visit activities	Post Visit activities	
<p>Learn about the Water Cycle.</p> <p>Introduce rivers - you could use an atlas to find UK rivers, e.g. Thames, Tyne, Dee, Severn, Shannon, Clyde and some from around the world, e.g. Nile, Mississippi, Brahmaputra, Ganges, Rhine. You could then use Google Earth (Free to download from www.earth.google.com) to look at some of these rivers from source to sea.</p>	<p>Work out the average time and therefore rate of flow for each group or for the class from your experiments. Look at the problems the pupils had doing their investigation on site and discuss how their plans could be adjusted in light of this to make a more accurate experiment.</p> <p>Ask pupils for ideas about the river near the source and near the sea, in terms of cross sections and rate of flow- detail is not required, at this level it is just getting them to think, based upon what they have seen, how rivers change. (As the river moves seaward, the channel becomes wider, with a flatter bed and the flow becomes greater as more water enters the river.)</p> <p>Ask the children to write imaginatively about the river. This may be based upon the historical use of the river.</p>	