

# Year 5 Summer 2: Is the journey of a river always the same?

## The Course of a River

### The Upper Course

Rain falling on high ground collects in **channels** and flows downwards forming a stream. Streams run downhill and join other streams, increasing in size and speed, forming a river. The river here flows quickly and the channel has steep sides and runs through **valleys**. Features include - waterfalls and rapids.

### The Middle Course

Fast flowing water causes **erosion** making the river deeper and wider. Features include - meanders.



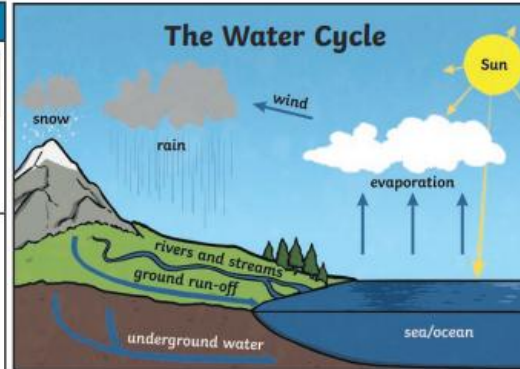
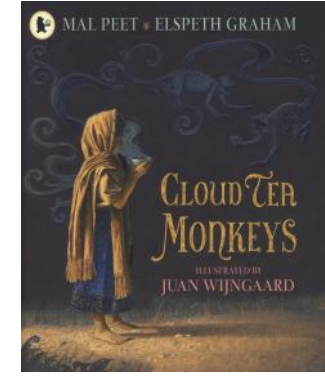
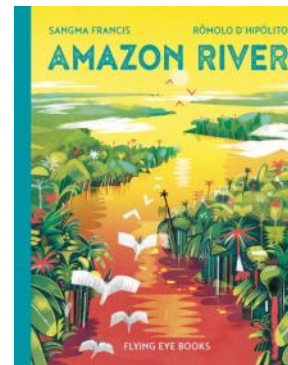
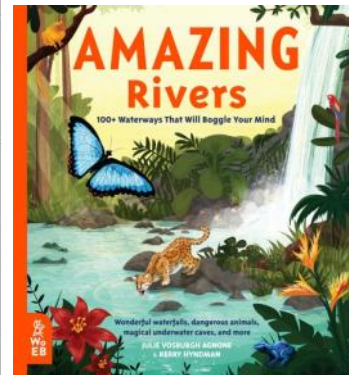
### The Lower Course

Rivers flow with less force due to being on flat land. The river **deposits** the eroded material that it has carried. Riverbanks have shallower sides. Features include - floodplains, deltas and estuaries.

## Key Vocabulary

<b>channel</b>	The course in the ground that a river or water flows through.
<b>dam</b>	A barrier built to hold back water.
<b>deposition/deposit</b>	When rocks and other materials that have been eroded are dropped off further along the river.
<b>discharge</b>	The amount of water flowing along a river per second.
<b>erosion</b>	Rocks and other river materials are picked up by the water and moved to another place along the river.
<b>mouth</b>	The point where a river joins the sea.
<b>source</b>	The place where a river begins.
<b>tidal bore</b>	A strong tide from the coast that pushes the river against the current causing waves along the river.
<b>tributaries</b>	Rivers that join up with another river.
<b>valley</b>	A long ditch in the earth's surface between ranges of hills or mountains.

## Key texts



Some rivers join up with other rivers (**tributaries**). The point where they meet is called a confluence.

The **source** of most rivers is on high ground or in the mountains.



Rivers in England, at their **mouth**, will flow into either the: North Sea, Irish Sea, English **Channel** or Atlantic Ocean.

### Meander - a curve in the river



Eroded materials are carried by the river and released, building up the land on the inside of the bend where the water flows more slowly.

### Oxbow lakes - a U-shaped lake



As meanders grow, two meanders can merge together through **erosion**. The water takes this newer, shorter course. The river **deposits** eroded materials which block off the old part of the river forming an oxbow lake.

### How Do We Use Rivers?

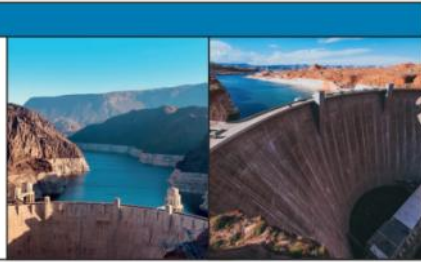
Leisure e.g. fishing	+	Controlled population of fish
	-	May leave litter and pollute the water
Industry e.g. factories	+	Sections of rivers maintained
	-	Chemicals pollute the water and habitats
Tourism e.g. walking routes	+	Conservation and education about local wildlife
	-	Too many people near wildlife habitats

### Dams

Dams are built to hold water back, usually in a reservoir.

Dams might be built to:

- control the flow of a river to prevent flooding.
- generate power



## Geography

- To understand the water cycle.
- To understand how rivers are formed.
- To understand the features of a river from source to mouth.
- To explore erosion and deposition.
- To conduct a river study.
- To investigate river flooding.

## RE

- To know about the Prophet Muhammad's teaching in Islam.
- To make links between Muslim teachings and the environment.
- To know the meaning of 'via negativa'.

## Science

- To know the changes as humans develop to old age.
- To know how babies grow and develop.
- To know the main changes which occur during puberty.
- To know about the changes which occur during old age.
- To know about the gestation periods and life expectancy for humans and other animals.

## Computing

- To explain how selection is used in computer programs.
- To relate conditional statements connect to an outcome.
- To design and evaluate a program that uses selection.

## DT

- I know how different shapes can affect the strength of a design.
- I know how to design a structure using an exploded diagram.
- I know how to join materials for a complex structure.
- I know how to strengthen a more complex structure.

## Maths

- To know how to add, subtract, multiply and divide decimals.
- To understand negative numbers.
- To understand and convert measurement units, including: kilograms, kilometres, metric and imperial units, time and volume.

## Spelling

- Year 5/6 Spelling Word focus.
- Revision of Year 5 spelling rules from previous terms.