Rationale:
The aim is to support a school's recovery curriculum as children move through the planned learning 2020/21 by identifying key learning in statutory elements of foundation subjects along with activities and resources that would support school and home learning.
Schools may have identified other elements of key learning as per their planning to deliver the national curriculum programmes of study.

The following is detailed below:

- key learning for statutory components in the geography programme of study that will support the learning of subsequent content
- activities that could support delivery within a 2-3 hour teaching session
- additional activities for home learning / extension tasks where schools can provide longer teaching time
- background information for teachers
- additional resources for teachers and home learning.

Schools may consider some of the following to facilitate time within the 2[redacted] timeta

- 'trimming' a new framework to be taught to accommodate this addi[redacted]sion at [redacted]or end
- additional opportunities to enrich children's learning through for exam[redacted]a[redacted]d choic[redacted]class text/libraries or an enrichment experience.

Background Knowledge for Teachers: Overview of Framework

This framework is designed to fit the studying of any given location[redacted]er t[redacted]ho[redacted] indivi[redacted] curriculum choices. This has been designed for the school to select learning focuses based on the school's indivi[redacted]eds. Therefo[redacted]it is n[redacted]ted that all areas of this document be covered as part of a 'recovery curriculum', rather that the school chooses which of th[redacted]e[redacted]rtinent ke[redacted]estions,[redacted] to explore throughout KS2.

Key Knowledge: The Water Cycle

- Water on the earth is consta[redacted]moving in a recyc[redacted]p[redacted], [redacted]ocess is called the water cycle.
- The sun heats up water that [redacted]land, in rivers, la[redacted]in seas [redacted]d turns it into water vapour. This water vapour rises into the air and is known as 'evaporation'.
- Water vapour in the air cools down[redacted]k in[redacted]ny droplets of liquid water, which forms clouds, this is known as 'condensation'.
- Clouds that contain too much water get heavy an[redacted]t w[redacted]r falls back down to the ground in the form of rain or snow, this is called 'precipitation'.
- The rainwater that runs over the land can collect in[redacted]rs and make the journey back to the sea. The cycle is then started all over again.

Key Knowledge: Formation of a river.

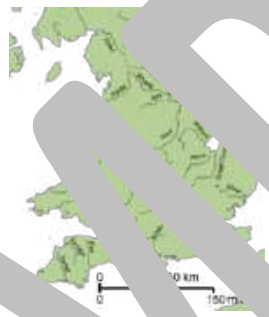
- Rivers normally begin in upland areas and often begin when precipitation or melting ice starts to flow into streams. This is known as the source of the river and is mostly characterised by steep land, narrow streams, and waterfalls. These features make up the 'Upper Course' of a river.
- The next course is known as the 'Middle Course' and is when a river become wider and deeper. The water is moving with greater velocity and the land becomes of a lot flatter. The middle course contains features such as meanders and ox bow lakes, and processes such as erosion, transportation, deposition, and flooding.
- The 'Lower Course' is normally wide, flat land that flows into a large body of water such as the sea. Features of the lower course include estuaries and deltas. There is a lot of deposition in the lower course, which is carried away by high tides in estuaries, but in a delta the tide is not strong enough and lots of sediment will remain. There are no large deltas in the United Kingdom and example of a delta is the Nile Delta.
- These three courses are sometimes known as a river's 'long profile' and can be seen in a diagram.

Key Knowledge: Rivers

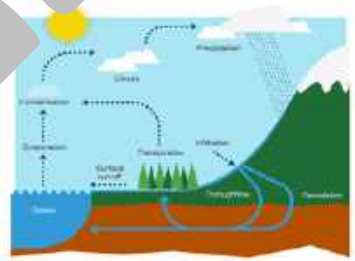
- The longest river in the world is the River Nile (6,695 km long)
- The second largest river in the world and the largest by discharge is the Amazon (20,000 m^3/s)
- The longest river in the United Kingdom is the River Severn (354 km long)
- Significant rivers in the Merseyside area that could be studied include the River Mersey, The River Alt, The River Dee, Tue Brook and The Birket.

Geography PoS Statutory Requirements:
describe and understand key aspects of:

- physical geography, including climate zones, biomes, vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.

Key aspects	Key learning	Suggested activities/resources (see resource links)
LOCATIONAL KNOWLEDGE: WHERE IS IT?/ WHERE ARE THEY?	• Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	**Learning Activities:** • Using atlases, OS maps, digi…s and maps of the UK locate significant rivers, such as The Severn (The UK's longest River), Th…mes, The Mersey, The Trent, The Wye, The Ouse, The Tyne, etc. • What is the largest river in eac… cou… that make up the United Kingdom? Show the different countries on a …p and mark the largest river in each country on that map. • Use the WWF reso… locate rivers a… butaries in …ur local area: https://www.wwf…uk/uk-r…map  …ver r…ey on t…ap. Wh…s through the capital of the United Kingdom? What is …r or brook that is closest to your school/ home? • …at are the five longest rivers in the United Kingdom? …//www.britain-visitor.com/britain-travel-guide/major-rivers-uk **…ing/extension:** • …plore the River Severn in more detail: https://www.bbc.co.uk/bitesize/clips/zff8q6f **(4.24)** • Explore the Canal and River Trust Resources: https://canalrivertrust.org.uk/explorers/resources • Explore how to protect rivers, using the Thames as an example: https://thames-explorer.org.uk/rivers-and-environmental-issues-ks2/

PLACE KNOWLEDGE: WHAT IS IT LIKE?	• Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America	**Learning Activities:** • The Nile is the largest river in t… d. Watch the following clip [04:37] https://www.bbc.co.uk/bi… lips/z3rwmp3#:~:text=The%20River%20Nile%20is%20one,way%20to%20the%20Mediterranea… Sea **(4.37)** • Make a list of all the benefits o… near… River Nile. • Give different children/ groups a … article: https://www.bbc.co.uk/newsround/49771759 • Play Babble Gab… a whole class, … ch child/ group giving a 30 second – 60 second summary of each river, includi… ocation in the w… nd any rele…ant geographical facts about the river. • Play the int…ractive ga… ocate the World… on t… of the world: https… …rra.co… /vgp/3133 **Home learni… tension:** • Choos… r from … nd the w… …ct file that includes: where the river is; where its …urce ar… th a… hich countri… through; which cities and settlements the river …orts; wi… eed that river t… rvive; how the river is managed and looked after. Such as …on the … n River: http://www.primaryhomeworkhelp.co.uk/rivers/amazon.htm

HUMAN AND PHYSICAL Geography	Describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	**Learning Activities:** Watch 'Water Cycle', BBC Bitesize: https://www.bbc.co.uk/bitesize/topi…/articles/z3wpp39 **(0:56)** • Explain the meaning of the …sing the infographic. • Play the quiz at the end of t…e. *The water cycle is repeated over and over, …tant to remind pupils that not all water will move through rivers and back i… sea. Some wa… be stored in natural lakes and underground; other water may be stored in manmade …oirs, used by fa… and to ma…e products or we will use some of the water in our pipes and that will need …held up in a wa… atme….* • Dr… …abe… …ram o… …water cycle, sim… …e one below.   **Prac… …ten… …activit…** …l out … …the wate…ycle: h… …//www… …r/bitesize/clips/z8qtfg8 **(2:35)** … To demo… …evaporation, leave a tray of water outside and watch it disappear and evaporate. • …retrieve the water, show the children condensation by using a cold window or mirror and breathing o… This will create moisture. To s… …condensation, use a hot water and cling film to show how water vapour turns back into water. *Some water flows across the surface of the ground - **surface run-off**. This happens when the surface doesn't allow water to penetrate. Surface run-off is more likely to occur if the ground is saturated with water or when the rock is impermeable. This water moves quickly to the river.* • Investigate how surface run-off can lead to flooding. https://www.rgs.org/schools/teaching-resources/rivers-(1)/flooding/

		Home learning/extension: • Create a flooding flowchart as se re: https://www.rgs.org/CMSPa ile.aspx?nodeguid=d2ae8ed0-6a6d-4c6e-9407-d15722dcceeb&lang=en-G • Create a new voiceover for t lowing clip explaining the water cycle: https://www.bbc.co.uk/bitesi s/zb **[00:48]**

HUMAN AND PHYSICAL Geography	• key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, **river**, soil, valley, vegetation, season and weather	**Learning Activities:** • Watch Rivers: BBC Teach: https://www.bbc.co.uk/teach/class-cl…o/geography-ks1--ks2-rivers/z6qsf4j **(1:58)** Show the children various images of …er long profile and explain the different features in each course of the river. • Use the PowerPoint and factsheet …v.rgs.org/schools/teaching-resources/rivers-(1)/journey-of-…r/ • Use the image and …ments at the er… the factsheet to create a matching activity. Match the statement to the cor… urse of the river. • Pla… atch… ne https://…ordwall.net/re…e/42516/geography/river-features-matching-gar… • Match …eatures t… ir defini… …h the vi… **, [01:23]** https://…w…c.co.uk/…e/topics/z849q6f/articles/z7w8pg8 • …y t… iz at the …f the page. **me learn… /exte…** Crea… mode… long profile, including as many of the features of a river as possible. Use modelling …, c…board bo… nd paint. [RGS: https://www.rgs.org/schools/teaching-resources/rivers-…of-a-rive…/] Disco… a delta looks like in another country: The Ganges in India. https://w…outube.com/watch?v=WfakwOTSWjY&feature=emb_title **[6:17]** • …ch the lesson from Oak National Academy (KS3) h…/teachers.thenational.academy/lessons/what-are-the-features-of-a-rivers-long-profile-chk3…?from_query=rivers **(16.40)**

GEOGRAPHICAL SKILLS and FIELDWORK	• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • 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 their knowledge of the United Kingdom and the wider world • 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.	**Learning Activities:** • Use the River Thames OS map extract [ttps://www.rgs.org/schools/teaching-resources/rivers-(1)/mapping-the-river-thames/ o] [evant OS maps from your local river, **such as the River Alt** https://www.streetmap.co.uk/[iver_Alt_in_Liverpool_452611_405611.htm **or the River Mersey.** https://www.streetmap.co.uk/[/River_Mersey_in_Liverpool_456611_492611.htm • Explore four figure grid references [childre] unfamiliar with them. Once pupils understand, use six figure grid references to locate feature[en map from above. • Find OS symbols on [aps and give the [nt grid references. • Use the compass points [int or 8 point co[s] to descri[e the symbols in relation to the river (If you walk north west from the [t (064,243) you [nd th[l at [065,274]. • Watch htt[utube[/watch?v=dnJfx[support subject knowledge. [00 – C[bols [- Com[Points 0[Compas[D[0[Grid Refer [- Scale **Home l[ing[nsion a[s:** • *Sketc[ur o[S map, c[ete with symbols and your own river running through the map. Write questi[bout [map su[What grid reference will you find the source of the river? What grid [ferenc[here a[ow lake?* *[for [e trial [s] of* **https://osmaps.ordnancesurvey.co.uk/** *and explore different OS maps in your [ore the [e resources on Digimaps for schools* **https://dfsresources.edina.ac.uk/**
KEY CONCEPTS:	Schools should pick key [ots based [heir ov[curriculums and identi[uses.	• **P[** **Scal[** **[erconnection** • **Sustainability**

Vocabulary:	**Source:** The point at which a river starts. **Upper course:** The first stage of river, often located on high ground. **Middle course:** The second stage of a river, where the land is flatter and the river wider. **Lower course**: The land is flat and the river is at its widest. **Channel:** The river bed and banks in which water flows. **V-shaped valley:** The river in the upper course flows through steep gradients. **Tributaries:** Small streams that join the larger river. **Erosion:** Material is cut away from river beds and banks by the water. **Transportation:** When eroded material is taken downstream. **Deposition:** Material is 'dropped' or deposited when the river no longer has the capacity to carry it. **Undercutting:** A feature of erosion when the river cuts away at the bank. **Meander:** The natural bend in a river. **Oxbow lake:** A section of a meander that becomes isolated from the main river channel and eventually dries out. **Mouth:** The point where the river ends. **Estuary:** In the lower course, where the river meets the sea. **Delta:** Characterised by mud and sediment deposits, deltas are found at the mouth of a river when the incoming tide cannot wash them away. **Precipitation:** Precipitation is rain, hail, sleet and snow. (It is important that pupils don't think that the only source of fresh water is rain). **Surface runoff:** When precipitation runs over the surface of the land. **Throughflow:** When water infiltrates the layer of soil and flows through it, rather than overland. **Discharge:** The volume of water flowing through a channel. **Evaporation:** The process of changing from a liquid to a vapour. **Transpiration:** Water that is absorbed by plants. **Condensation:** The changing of a vapour or gas to a liquid. **Basin:** A circular or oval valley or natural depression on the earth's surface, usually one containing water. **Current:** A body of water moving in a definite direction, especially through a surrounding body of water in which there is less movement. **Dam:** A barrier constructed to hold back water and raise its level, creating a reservoir used to generate electricity or as a water supply. **Rapid:** A fast-flowing and turbulent part of the course of a river. **Reservoir:** A large natural or artificial lake used as a source of water supply.