



A Journey Along The River Tees.

Why This? Why Now?

Children will learn about their local area around the River Tees, understanding how important the river is to the area and how it brought industry and infrastructure to Teesside. This topic allows children to further develop their knowledge of geographical locations after studying the world's countries and geographical regions around the world in Year 3. This topic also prepares children for their future learning in Year 5 where they discover the topic of Ironstone Mining around Middlesbrough.

This is further built upon with a visit to the River Tees, where children will visit specific areas along the Tees to see first-hand famous landmarks, bridges and geographical features.

This area of research helps to embed the children's understanding of British Values:

- Enable students to acquire a broad general knowledge of and respect for public institutions and services in England;

NPS STAR Values:

- Achievement and Success
- Teamwork and Kindness

English -National Curriculum / Skills

Plan their writing by:

OVERVIEW

Story Writing:

- The Life and African Explorations of David Livingstone
- Write an alternative ending to the story of David Livingstone and the Zambezi River.

- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- Discussing and recording ideas

Draft and write by:

- Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- Organising paragraphs around a theme
- In narratives, creating settings, characters, and plot
- In non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Proof-read for spelling and punctuation errors

- Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Report Writing – The River Tees:

Identify features of a non-chronological report and how to link these features of a river and the River Tees.

- Features of a river
- Upper Course
- Middle Course
- Lower Course

Character Description:

- Peg Powler – The myth of Hag of the Tees

Editorial Writing:

- River Tees Blog

Science - National Curriculum / Skills

OVERVIEW

- Can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.
- Can explore the use of classification keys to help group, identify and name a variety of things in their local and wider environment.

Water Cycle:

- Evaporation
- Condensation
- Precipitation

Habitats:

- Habitats along the River Tees
- Classification keys in our local area

Geography – National Curriculum / Skills	OVERVIEW
<ul style="list-style-type: none"> Name and locate counties in the UK, with a focus on counties and cities in/around Yorkshire/Cleveland/Durham. Identify land-use patterns; and understand how some of these aspects have changed over time. Describe and understand key aspects of: physical geography, including vegetation belts, rivers and the water cycle. Describe and understand key aspects of physical geography including rivers and the water cycle including transpiration vegetation belts. Use maps, atlases and globes and digital/computer mapping to locate countries and describe features studied. Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	<p>Focusing on the local area of Middlesbrough and linking to River Tees visit children locate counties on a regional map.</p> <p>‘Along the Tees’ Rivers topic field work with a focus on landmarks along the river.</p> <p>Study of the water cycle through creating their own water cycles for the classroom. Vegetation and rivers studied through ‘Along the Tees’ visit.</p> <p>‘Along the Tees’ rivers visit digital recordings and written notes from photographic evidence of landmarks and key parts of the river.</p>
DT – National Curriculum / Skills	OVERVIEW
<ul style="list-style-type: none"> Use informed research of multiple existing products to inform and produce a design criteria. Use developed design criteria to design functional and appealing products. 	<p>Investigate the different types of bridges through research in books and websites:</p> <ul style="list-style-type: none"> Beam Cantilever Suspension Arch

- Make products with accuracy; thinking about the strength and appearance of the finished product.
- Evaluate – conduct continual evaluation of their own product and make necessary improvements.

Draw bridges influenced by research and develop the design, annotating their likes/dislikes and justifying reasons for design.

Build bridges based on their design with various materials.

Express likes and dislikes of their designs and build. Make notes on how to improve or adapt design/build for future.

Art – National Curriculum / Skills

OVERVIEW

- Sketch things we observe with an increasing accuracy using a range of shade and tone.
- Use paint techniques to match an intended outcome.
- Create a sculpture to match an intended outcome showing awareness of the quality of the finished piece
- Talk about famous artists and architects from the past and their techniques.

Accurate drawings of whole people including proportion and placement. Work on a variety of scales.

Create all the colours they will need and use these to create mood in paintings. Begin to successfully use shading to create mood and feeling. Select appropriate equipment for the task.

Experience surface patterns/ textures. Discuss their own sculpture work and the work of other sculptors. Experiment with and combine materials and processes to design and make 3D form.

Artist Study:

- Mackenzie Thorpe



MEDIUM TERM PLANNING | UNIT OBJECTIVES

Normanby Primary School

Year Group: Year 4

Debate & Discussion Opportunities	Trips & Experiences	Possible Linked Texts
<p>Discussion around the industry along the River Tees and how it has influenced the development and regeneration of Teesside.</p> <p>Discussion on the reopening of local landmarks along the Tees and the cost-effectiveness of this.</p> <p>Tourism that the River Tees brings to Teesside and surrounding area.</p>	<p>River Tees Centre</p>	<p>The Life and African Explorations of David Livingstone</p> <p>Journey to the River Sea</p> <p>River Tees Information Booklet</p>

Supporting Your Child at Home

<http://primaryhomeworkhelp.co.uk/rivers/source.html>

<https://www.dkfindout.com/uk/earth/rivers/>

<https://www.3dgeography.co.uk/river-facts>