




# YEAR 11 Spring TERM

'An ambitious curriculum that meets the needs of all'

## Medium Term Planning - Topic: River Landscapes in the UK

<b>Curriculum Intent</b>	In addition to working further on objectives from Year 11, pupils will be taught, following National Curriculum guidelines, the following this term:
<b>Skills/Assessment Objective Links</b>	<p>The UK has a range of diverse landscapes.</p> <p>The shape of river valleys changes as rivers flow downstream.</p> <p>Distinctive fluvial landforms result from different physical processes.</p> <p>Different management strategies can be used to protect river landscapes from the effects of flooding.</p>
<b>Spiritual, moral, social, and cultural development</b>	<p><b>SMSC:</b> Learning about others and how they live with rivers and flooding. Appreciating differing viewpoints regarding the flood hazard and hazard management.</p> <p><b>PSHE/British Values:</b> Respect of different cultures and their approaches to living with rivers and flooding.</p> <p><b>Skills Builder:</b> Describing maps, analysing maps e.g. plate tectonics and hazard data, analysis of case study of flood management. Hydrograph completion and interpretation.</p>
<b>Numeracy</b>	Analysis of case study data e.g relating impacts of flooding to size – e.g. is there a correlation between magnitude and impact. Hydrograph completion and interpretation.
<b>Literacy</b>	<p><b>Vocabulary Tier 2:</b> Assess, calculate, compare, complete, describe, discuss, evaluate, explain, identify, justify, outline, state, suggest, to what extent, evidence, distribution, annotate</p> <p><b>Vocabulary Tier 3:</b></p> <p><b>Reading:</b> News articles and infographics on Boscastle / River Tees. Guided Reading.</p> <p><b>Writing:</b> Learning how to structure 6 mark and 9 mark answers</p> <p><b>Oracy:</b> explaining the different factors causing flooding to a partner.</p>
<b>Becoming future ready</b>	<b>Careers/Employability:</b> Hydrologist, Environment Agency, Flood Risk Officer, Meteorologist, Town Planner. Disaster Relief.
<b>Adaptation</b>	Throughout this topic, quality first teaching will provide differentiation:
<b>QFT/SEND Provision</b>	<p><b>By product:</b> different learners are asked to present outcomes in a different way via pieces of writing, targeted questioning, models and drawings and speaking.</p> <p><b>By resource:</b> Booklets are clearly presented and accessible. Instructions are clearly outlined and separate from the information so that pupils know where to begin and end.</p> <p><b>By Intervention:</b> by providing different levels of supervision and support.</p> <p><b>By Progressive Questioning:</b> exploring pupils' understanding through interactive dialogue.</p> <p><b>By Grouping:</b> according to prior attainment, gender, social preference.</p> <p><b>By Task:</b> Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p><b>By Offering Optional Activities:</b> In class or as homework, to extend learning.</p>
<b>Implementation Curriculum Delivery</b>	To be able to:
<b>Learning Outcomes (Knowledge)</b>	<ul style="list-style-type: none"> <li>• outline the location of major geographical features in the UK</li> <li>• describe a river basin profile</li> <li>• outline a range of fluvial processes</li> <li>• explain a range of fluvial processes</li> <li>• explain how fluvial processes create distinct landforms</li> <li>• describe a range of river management strategies</li> <li>• discuss the effectiveness of river management strategies</li> </ul>
Red denotes interleaving; aspects of knowledge covered previously.	

<b>Current learning to be developed in the future within:</b>	Part of the topic will be revisited at A Level in the Water Cycle section.	
<b>Assessment</b>	Refer to assessment maps for formative and summative assessment opportunities.	
<b>Impact</b>	Attainment and Progress – Refer to assessment results / data review documentation.	