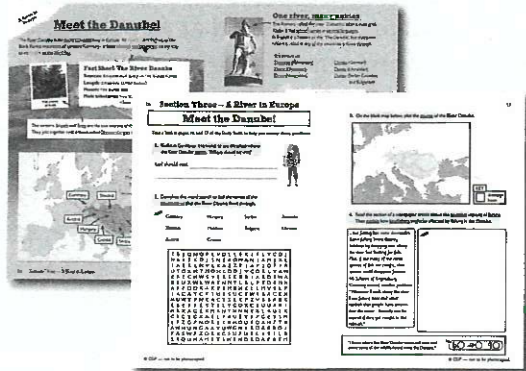


Meet the Danube!

Study Book (pages 16-17)



Activity Book (pages 16-17)

National Curriculum Aims

- Locate the world's countries, using maps to focus on Europe.
- Describe and understand key aspects of physical geography, including rivers.
- Understand geographical similarities and differences of a region of the UK and a region in a European country.

Introduction

This topic introduces pupils to the River Danube. The river itself passes through ten Western, Central and Eastern European countries, but its drainage basin spans nineteen. Its delta forms the largest wetland in Europe and stretches across parts of Ukraine and Romania. The delta is a UNESCO World Heritage site, due to its impressive biodiversity.

Once pupils have read pages 16-17 of the Study Book, recap the physical characteristics of rivers and ask them if they can identify similarities and differences between the Danube and smaller rivers like the Severn.

Answers to Activity Book Questions

1. Karl should visit the Black Forest (near Donaueschingen).
2. On the right are the locations of the ten countries in the grid:
3. Pupils should have plotted the correct course of the river, following the information from the Study Book.
4. Any appropriate answer. Pupils should draw on information from the Study Book and Activity Book. E.g. The kingfisher could get caught and injured in old fishing lines when it's catching fish. / If too many fish are caught by fishermen, the kingfisher could run out of food.

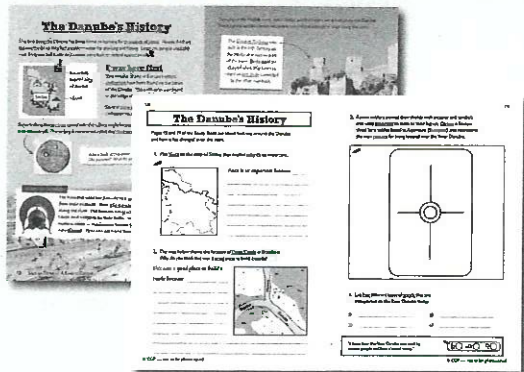


Extra Activities

- Ask pupils to research the effects of the 2013 Danube flood on the town of Passau, Germany. In this town, two tributaries join the Danube, which causes regular flooding. In 2013 the flood reached over three metres on the wall of the town hall. They could then write a newspaper report about the event.
- Provide pupils with blank maps of the countries of the Danube. Tell them that languages spoken in different places can be grouped into language families or branches. In the Danube basin, four groups can be found — Germanic (German and Austrian), Urigic (Hungary), Romantic (Romanian, spoken in Romania and Moldova), and Slavic (Slovak, Ukrainian, Bulgarian, Serbian and Croatian). Ask pupils to colour their maps with the language group that is spoken in each country and to create a key. Discuss with pupils why some countries might have similar languages. Languages groups have common root languages (e.g. Romanian is descended from Latin), and these languages spread and changed as people have moved around Europe.
- Recap what pupils already know about simple food chains. Ask them how they think one type of animal can affect another. Discuss the ways in which human actions like overfishing can indirectly harm other animals.

The Danube's History

Study Book (pages 18-19)



Activity Book (pages 18-19)

National Curriculum Aims

- Describe and understand key aspects of physical geography, including rivers.
- Describe and understand key aspects of human geography, including land use, and economic activity including trade links.
- Identify key topographical features (including rivers), and land-use patterns; and understand how some of these aspects have changed over time.

Introduction

This topic gives pupils the opportunity to consider land use around a river in a modern and historical context. The Danube was the home of ancient civilisations such as the Vinca and the Romans. In the years 4000-5000 BC, the Vinca culture inhabited Serbia and parts of Bulgaria and Romania. They used the Danube and the land around the river to support their fishing and agricultural lifestyles. By the 1st century AD, the Danube formed part of the northern border between the Roman Empire and their Germanic neighbours.

Once pupils have read pages 18-19 of the Study Book, discuss how land use has changed over the past 7000 years. Can pupils think of any reasons why we don't all need to live near rivers anymore?

Answers to Activity Book Questions

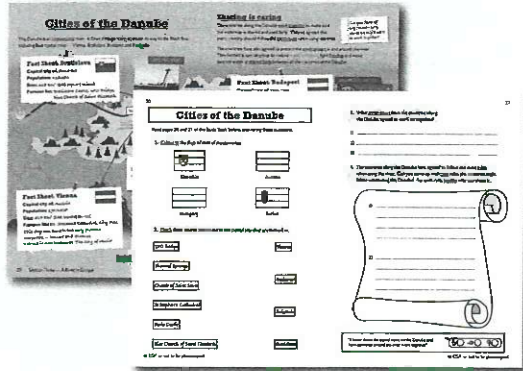
1. E.g. *Vinca is so important because it is the site of one of the oldest civilisations in Europe and where what might be the oldest form of writing was discovered.*
2. Any appropriate answer. Pupils should draw on information on page 19 of the Study Book. E.g. *This was a good place to build a castle because it is near the Danube and the Morava River so they could control passing ships on both rivers. / the Danube is a natural barrier that protects them from their enemies.*
3. Any appropriate drawing. Pupils should draw on information from the Study Book (e.g. a castle, boats, people swimming).
4. Cereals, fruits, vegetables, animals.

Extra Activities

- As a link to the KS2 History Romans topic, ask pupils to use their shield designs on question 3 in the Activity Book to make A4 size models of their shields. These should be made from cardboard and painted with their designs. They could use papier maché to make the shields 3D. Once the shields are dried, they could be displayed on the wall or made into a display to show how the Romans would use them in battle. (They would have used a formation where first row of soldiers held their shields in a wall at the front of the legion, and the other rows would hold their shields up over their heads to form a shield roof.)
- Give pupils a map of the Danube as it flows through the north of Austria. The map should include the following castles on the banks of the river: Castle Greinburg, Werfenstein Castle, Schloss Persenbeug, Schloss Schönbühel, Ruine Hinterhaus, and Burgruine Dürnstein. Add a 12 x 12 grid on top of the map with the squares labelled 1-12 along one axis, and A-L along the other (for older pupils, lines on both axes should be labelled as 1-12). Provide pupils with grid references for each castle and ask them to add the OS® symbol for fortress/castle to the map in the correct places. Once pupils have marked on all the castles, ask pupils to shade in all the squares they think would make a good location for another castle.

Cities of the Danube

Study Book (pages 20-21)



Activity Book (pages 20-21)

National Curriculum Aims

- Locate the world's countries, using maps to focus on Europe, concentrating on their key human characteristics, countries and major cities.
- Describe and understand key aspects of human geography including types of settlement and land use.
- Use maps to locate countries and describe the features studied.

Introduction

The Danube runs through four capital cities and many other cities. Of the capital cities the Danube passes through, Belgrade and Bratislava are the oldest settlements. A settlement in the area of modern-day Belgrade was part of the Vinca culture in around 4000 BC. The first permanent settlement in Bratislava was during the Linear Pottery Culture, around 5000 BC. A Celtic settlement was later built in Bratislava, as were settlements in Vienna and Budapest, which were later invaded by the Romans.

After pupils have read pages 20-21 of the Study Book, ask them why they think so many cities have developed on the banks of the Danube.

Answers to Activity Book Questions

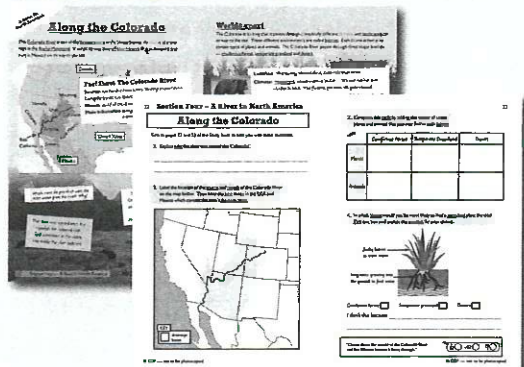
1. Appropriate colouring that matches the flags show on Activity Book pages 20 and 21.
2. UFO Bridge — Bratislava, Thermal Springs — Budapest, Church of Saint Sava — Belgrade, St Stephen's Cathedral — Vienna, Buda Castle — Budapest, Blue Church of Saint Elizabeth — Bratislava
3. Reducing water pollution, fighting flooding and sharing water fairly.
4. Any appropriate answer. Pupils can draw on information from the Study Book or think up their own rules (e.g. factories must not pollute the river), as long as they give sensible reasons to support their answer.

Extra Activities

- Ask pupils to write a non-chronological report about one of the cities featured on pages 20-21. This could include information about famous landmarks, its physical geography, climate, size, culture, famous foods, festivals etc.
- As a class, listen to Strauss's *The Blue Danube*. Ask the pupils how the music makes them feel. Does it sound like a happy or sad piece? Can they identify any of the instruments they can hear? Does any part of the piece make them think of a river? Ask them to listen to another piece of music composed about a river and compare it to the *The Blue Danube*. Some suggestions include: Whiteacre's *The River Cam*, Smetana *The Moldau*, Handel's *Water music*, and *Yellow River Piano Concerto* based on the *Yellow River Cantata* by Xian Xinghai. Ask pupils to think of key words to describe each piece.
- Discuss with pupils why some locations are better than others for settlements (e.g. defensible, source of water, transport). Then ask pupils to imagine they are in charge of building a new city. Would they build it on the banks of a river? If not, why not? Pupils could draw and label a map of their imaginary city and the surrounding landscape, explaining why they chose to build it where they did.

Along the Colorado

Study Book (pages 22-23)



Activity Book (pages 22-23)

National Curriculum Aims

- Use maps to locate North America, concentrating on its environmental regions and key physical characteristics.
- Describe and understand key aspects of physical geography, including rivers.
- Describe and understand biomes.

Introduction

This first topic will introduce pupils to the Colorado River, its physical geography and some of the diverse biomes it flows through. The Colorado River is perhaps most famous for its role in carving out the Grand Canyon, which is located in Arizona. However, the Grand Canyon only surrounds 446 km of the river's total 2330 km length. The rest of the river's course is very diverse, flowing through mountains and forests as well as valleys and deserts.

After pupils have read pages 22 and 23 of the Study Book, compare pictures of the Colorado River as it flows through the Rocky Mountains and the Mojave Desert and discuss all the differences they can see.

Answers to Activity Book Questions

1. E.g. The Colorado was named after the Spanish word 'colorado', meaning coloured red, because red sandstone made the river look red.
2. Pupils' labels for the states should match the map on page 22 of the Study Book. They should also have correctly labelled the source as La Poudre Pass Lake in the Rocky Mountains, and the mouth as the Gulf of California, Mexico.
3. *Coniferous forest plants*: e.g. pines, spruces, Christmas trees. *Coniferous forest animals*: e.g. deer, elk, black bears, cougars. *Temperate grassland plants*: e.g. tall grasses. *Temperate grassland animals*: e.g. bison, prairie dogs, coyotes, hawks, owls. *Desert plants*: e.g. cacti. *Desert animals*: e.g. jaguars, tarantulas, scorpions, vultures
4. Pupils should have ticked: Desert. E.g. *I think this because* the plant has long roots and fleshy leaves that help it to find and store water. / it's adapted to survive in a biome with very little rainfall.

Extra Activities

- Provide pupils with a map of the Colorado River and its drainage basin and a basic map of the biomes in the US. Pupils can compare the maps and shade in different areas of the drainage basin to indicate the type of biome in that location. Pupils should add a key to indicate which biome each colour signifies.
- Provide pupils with a map of the Colorado River and add a numbered grid on top of it. Add dots to indicate the locations of major cities along the river — e.g. Moab, Page, Yuma, San Luis Río Colorado, Bullhead City, Grand Junction and Glenwood Springs. Give pupils a list of the city names with their coordinates from the grid on the map they were given, and ask them to match the cities to the dots on the map.
- Using what they have learnt about biomes, ask pupils to present a weather forecast for a day in either summer or winter in an area surrounding the Colorado River.