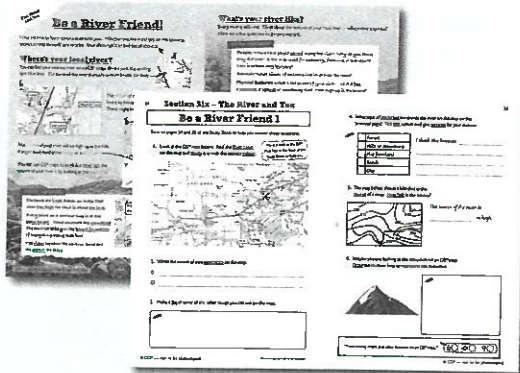


# Be a River Friend 1

## Study Book (pages 34-35)



## Activity Book (pages 34-35)

## National Curriculum Aims

- Describe and understand key aspects of physical geography, including rivers.
- Describe and understand key aspects of human geography, including types of settlement and land use.
- Use fieldwork to observe, record and present the human and physical features in the local area.

## Introduction

This final topic gives pupils the opportunity to familiarise themselves with OS® maps and how geographical features like rivers and hills are represented on them.

After pupils have read pages 34 and 35 of the Study Book, recap the various features of rivers that pupils learned about in Section One of the Study Book, and how rivers change as they flow from source to mouth.

## Answers to Activity Book Questions

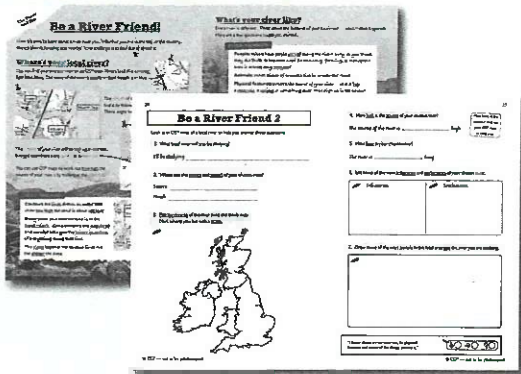
1. Pupils should have shaded the River Lune from the bottom left corner of the map, through Selset and Grassholme Reservoirs and then up towards the upper right corner of the map.
2. Selset Reservoir and Grassholme Reservoir.
3. E.g. trees, phone, nature reserve, visitor centre, camping and caravan site, picnic site, buildings.
4. Pupils should have ticked: hills or mountains. Pupils' explanations should demonstrate that they have identified the contour lines on the map, which show that this is an upland area.
5. *The source of the river is 300 m high*
6. Pupils' drawings should demonstrate that they understand that one side of the mountain is steeper than the other, and consequently, the contour lines on that side of the mountain should be closer together.

## Extra Activities

- Pupils could make their own flashcard game to help them remember the meaning of each OS® symbol. Give each pupil a set of blank white cards and ask them to draw a symbol on one side of the card and write its meaning on the other side. In pairs, pupils should take it in turns to show their partner a symbol. If they give the correct meaning of the symbol, they get to keep the card. The game should continue for about five to ten minutes, depending on the pupils' abilities. The player with the most cards at the end of the game is the winner.
- Demonstrate to the class how to measure distances on a map using a map scale — this can be done by measuring the distance on a piece of string and then comparing the length of the string to the map scale. In pairs, get pupils to take turns to estimate distances between points on a map using the map scale, then measure the distance.
- Explain four-figure grid references on maps using what the pupils know about coordinates. Provide pupils with a simple grid and instructions. Referring to the OS® legend, ask pupils to add various features to the map, e.g. car park, caravan site, beacon, wind turbine, place of worship, hospital, etc. Provide pupils with a scale for the grid and ask them to work out the distances between the features they have plotted.

# Be a River Friend 2

## Study Book (pages 34-35)



## Activity Book (pages 36-37)

## National Curriculum Aims

- Describe and understand key aspects of physical geography, including rivers.
- Describe and understand key aspects of human geography, including types of settlement and land use.
- Use fieldwork to observe, measure, record and present the human and physical features in the local area.

## Introduction

The second part of this section allows pupils to research a local river. Provide pupils with an OS® map of a large river that's local to them. If there is no appropriate river nearby, pupils could study a larger river that's further afield, for example the River Thames, Trent, Great Ouse, Wye or Clyde. Examine the physical and human geographical features around the river with them, using the OS® map key, or the one provided in the back of the Study Book.

Pupils could also visit their local river and examine it first-hand. Before doing so, discuss the potential risks of taking a trip to a river. What dangers should pupils be aware of? What should and shouldn't they do around the river? Does the time of year affect what they should be careful of? What about the weather?

Once pupils have studied their river using an OS® map, and possibly a trip to the river, they can report their findings in the Activity Book.

## Answers to Activity Book Questions

Answers on these pages will depend on the river studied.

## Extra Activities

- If possible, take pupils on a trip to a local river looking for evidence of wildlife. Before the trip, ask pupils what kinds of plants and animals they think live in or near the river. Provide pupils with a checklist of things you'd like them to look for during the visit. Some plants they could search for include: reeds, duckweed, pondweed, hemlock, water forget-me-not and water-lilies. Some animals include: water voles, otters, herons, mallards, swans, kingfishers, mayflies, dragonflies, water boatmen and butterflies. Pupils could be provided with a simple diagram of the section of river they are visiting, so that they can mark on the locations of where they encounter the items on the checklist.
- Pupils could take nets, white plastic trays and magnifying glasses to their local river to fish for invertebrates. Instruct pupils to gently swirl the nets in the water, slowly lift the nets out and turn them inside out into their plastic tray. Using a magnifying glass, pupils can examine what they have caught, before carefully returning everything they caught back into the river.
- Ask pupils to produce a tourist information poster about activities to do along the river, information about how to look after the environment or tips on how to stay safe. Pupils could be provided with tourist leaflets, website print-outs and books to base their information on.