








Learning Plan 3A	Subject/Pwnc: Geography: Rivers		Year/Blwyddyn: 8
<p><b><u>The Four Purposes in Humanities:</u></b></p> <p><b>Ambitious, capable learners</b>, who: have high standards; seek and enjoy challenge; are knowledgeable and skilful; explain ideas and concepts; can interpret data and apply mathematical concepts.</p> <p><b>Enterprising, creative contributors</b>, who: research and critically evaluate; connect and apply knowledge/skills to generate ideas; think creatively to solve problems; play different roles in teams effectively.</p> <p><b>Ethical, informed citizens</b>, who: find, evaluate and use evidence in forming views; engage with contemporary issues; understand and exercise their rights and responsibilities; consider the impact of their actions; know about their culture, community, society and the world; respect the needs and rights of others; are committed to sustainability.</p> <p><b>Healthy, confident individuals</b>, who: are confident, resilient and empathetic; form relationships based on trust and respect; face and overcome challenge; develop skills and knowledge to manage everyday life.</p>			
<p><b><u>Knowledge focus/what matters:</u></b></p> <p>Understanding rivers is essential to recognising how physical landscapes shape human life — and how humans, in turn, influence natural systems. This unit allows learners to explore how rivers are formed, how they change over time, and how they impact and are impacted by people. Through enquiry-based learning, students develop their ability to describe, explain and evaluate processes and consequences. This supports their growth as informed, ethical citizens who are capable of interpreting real-world events such as flooding and environmental change. Pupils build skills in map reading, sequencing, justification and decision-making — essential for becoming ambitious and capable learners who understand their place in the world.</p>			
Learning objective/key question	What will I know and be able to do? I can...	How will I develop my skills? (Success Criteria)	Homework/Gwaith cartref to support progress
<p>Week 1</p> <p> <b>L1: The Water Cycle</b></p> <p>LO: To describe the key stages of the water cycle and explain how rivers fit within this system using maps and data.</p>	<ul style="list-style-type: none"> <li>• Describe what a river is.</li> <li>• Locate where the UK's biggest rivers are located.</li> <li>• Understand how long the UK's rivers are using graph skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Use map and graph skills to identify, describe and compare the UK's major rivers and their features.</li> </ul>	

<p>Week 2</p> <p> <b>L2: River Processes</b></p> <p><b>LO:</b> To identify and explain river erosion and transportation processes, and evaluate how they shape different landforms over time.</p>	<ul style="list-style-type: none"> <li>• Name and explain erosion processes in rivers.</li> <li>• Identify and explain transportation processes.</li> <li>• Understand how these processes shape river landforms.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop geographical vocabulary and use visual reasoning to identify and describe river features.</li> </ul>	
<p>Week 3</p> <p> <b>L3: Long Profile</b></p> <p><b>LO:</b> To investigate how river characteristics change from source to mouth and explain these changes using annotated diagrams and key terminology.</p>	<ul style="list-style-type: none"> <li>• Investigate the different processes that take place in rivers.</li> <li>• Name and explain erosion processes</li> <li>• Identify and explain transportation processes in rivers.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply understanding of processes to create annotated diagrams and explain changes across the river course.</li> </ul>	
<p>Week 4</p> <p> <b>L4: How do waterfalls form?</b></p> <p> <b>LO:</b> To sequence the formation of waterfalls and gorges and explain the physical processes involved using structured geographical vocabulary.</p>	<ul style="list-style-type: none"> <li>• I can Identify which course of a river waterfalls form in.</li> <li>• I can Explain the river processes involved in waterfall formation.</li> <li>• I can Sequence and describe the formation of a gorge.</li> </ul>	<ul style="list-style-type: none"> <li>• Use sequencing and key terminology to explain waterfall and gorge formation in a clear, structured and visual way.</li> </ul>	