

Final Outcome: We are working towards making a 3D representation which highlights the key topographical features of the Nile in Egypt.
Big Question: How does one river change the life of millions?

History/Geography Component 6: Can I create a model of the Nile in Egypt? (End of topic quiz to be taken here too)

What we will know after this sequence:

- We will know how to follow instructions to make salt dough.
- We will know how to safely use dough cutting tools. We will also know how to create an accurate map using an art medium (salt dough).
- We will also know how to ensure that their knowledge of rivers is reflected in a 3D representation.



Vocabulary:

Country, river, mouth, course, source, delta, floodplain.

How will this feed into my next learning:

I will use their information to help guide their case study into the local River Medway.

SEND: Pictorial representations of key vocabulary and facts.

History Component 4: Can I name the features of the Lower Course of a river?

What we will know after this sequence:

- We will know the generic features of the lower course of a river and then how the Nile changes within Egypt.
- We will identify how the water pollution/river life/human life changes throughout the country and why the Nile is so important to the Egyptians.
- We will be able to explain what makes it a life giver and why 95% of the Egyptian population live along the banks of the Nile.

Vocabulary:

Mouth, distributaries, floodplain, delta, desert,

How will this feed into my next learning:

We will now use this information to recall all of the river knowledge from the different sections.

SEND: Pictorial representations of key vocabulary and facts. To watch BBC bitesize clips on how Egyptians used the river prior to the lesson.

History/Geography Component 5: Can I consolidate my knowledge on Rivers and the Nile?

What we will know after this sequence:

- We will know why the Nile is so important to so many and what makes Egypt the “mother of the world”.
- We will be able to give examples and explain how one river changes the lives of millions., as well as what would happen if the Nile was to disappear.

Vocabulary: Om el Donya, irrigation, mobility, settlements, opportunities

How will this feed into my next learning:

This knowledge will feed into next term’s Geography in which we will look in depth at the River Medway – a caste study.

SEND: Pictorial representations of key vocabulary and facts. To have a sorting activity to identify what could/could not happen without the river.

Geography Component 3: Can I name the features of the Middle Course of a river?

What we will know after this sequence:

- We will know how a generic river changes as the water flows to the middle course.
- We will know the generic features of the middle course of a river and how the Nile navigates the dry, arid desert.
- We will be able to recall the topographical features of the Nile at this point and whether people live in the middle part of the Nile.

Vocabulary: meander, erosion, middle course, flood plain

How will this feed into my next learning:

Pupils will now use this to compare the Upper, Middle and Lower course of rivers in general. Then looking at the Nile specifically.

SEND: Pictorial representations of key vocabulary and facts.

Geography Component 2: Can I name the features of the Upper Course of a river?

What we will know after this sequence:

- We will know that the Nile is 6550 km long and it flows through Uganda, Ethiopia, Sudan, Burundi, Egypt.
- The mouth of the Nile is in Egypt at the Mediterranean Sea.
- The source of the Nile is disputed, but Lake Victoria is the most likely. We will also know whether people live around Lake Victoria and the key topographical features of the Nile at this point.
- We will focus on what life is like for people around the upper course of the river.



Vocabulary: upper course, tributary, lake, waterfall, run off

How will this feed into my next learning:

We will use their knowledge of the upper course to compare the land around both the Upper and Middle courses of the river.

SEND: Pictorial representations of key vocabulary and facts.

Geography Component 1: Can I locate major rivers on a World Map?

We should know:

The names of different rivers in the UK and the world.

What we will know after this sequence:

- The names of major world rivers and their location.
- How to use a map. We will use Google Earth and atlases to locate the rivers.
- Amazon – Brazil (South America), Ganges – India (Asia), The Nile – many countries (Africa), Volga – Russia (Europe), Danube – many countries throughout Europe, Mississippi, USA (North America), Thames – UK (Europe)
- The different features of a river.

Vocabulary:

Upper course, middle course, lower course, source, tributaries, meander, floodplain, stream, river, mouth, delta,

How will this feed into my next learning:

Pupils will use the knowledge of the source to track the Nile, especially the source and through the upper course.

SEND: Pictorial representations of key vocabulary and facts. To have practise using keys/index to find things in an atlas before the lesson. To have recap continents and countries they know.

