

Session Outline

KS3 & 4: River Deep Mountain High

This outline is a general guide for what to expect during your session with us. Activities and session structure may vary depending on weather conditions and other circumstances.

| <p>National Curriculum links: KS3 - Physical geography relating to hydrology.</p> <p>KS4 - Resources and their management - recognising the changing characteristics and distribution of demand and supply, past and present impacts of human intervention, and issues related to their sustainable use and management at a variety of scales.</p> | | |
|--|--|--|
| Learning Objectives | Session outline | Evaluation of Learners progress |
| <ul style="list-style-type: none"> • Be able to undertake fieldwork including collecting and recording data appropriately and using equipment safely. • Know how rivers erode, transport and deposit materials producing particular landscape features. • Identify and explore wildlife that resides in and along the section of river under study, how this is changing and how it needs to be protected. • Consider the local context of the river location and recognise land use and changing characteristics. | <p>Introduction The class will have a brief welcome and introduction to the day.</p> <p>Activities -dependent on the features of section of river under study.</p> <ul style="list-style-type: none"> • Discussion about water safety. • Identifying the role of rivers within the context of Milton Keynes by looking at where river is fed/feeds to role of SUDS, linear parks and man-made balancing lakes. • Identify and discuss things that affect the rivers appearance and position. The content will depend upon the river section visited but will include many of the following... weirs, gauges, meanders, ox-bow lakes recreational use, historical use, erosion due to water and animals, deposition, islands, reed beds and the techniques used to prevent the erosion of banks. • Experiments to measure the speed of the river, water clarity and turbidity, depth etc. at different sites – what factors would affect this? • Rivers as a habitat – identify and explore wildlife that resides in and along the section of river under study. This could include birdwatching and identification, mammal and amphibian identification how habitats are changing and how they need to be protected. | <p>To include: Discussion with students before, during and after the visit. Completion of tasks, photographs which you may take for post visit discussions, displays and activities.</p> |
| Pre Visit activities | Post Visit activities | Relevant activity risk assessments |

| | | |
|---|---|---|
| <p>Look at the section of the river you will be visiting on a map, what features do you expect to see? – What is the source of this river?</p> <p>Ask the class who has visited this location before – what was it for. This will help students get some ideas about land use here e.g. leisure and recreation.</p> | <ul style="list-style-type: none">- Create a river guide for people visiting this area. Identify key features to look out for.- Design (and make) an animal habitat for wildlife Found on or near the river.- Compare this section of the river to other key global rivers e.g. Nile, Amazon, identifying similarities and differences. | <p>General School sessions in the parks.</p> <p>Guided walks.</p> <p>Parklands with significant water bodies.</p> |
|---|---|---|