



# Lesson 1

## Getting to know rivers



<b>Enquiry Question:</b> What are rivers and what are they like?	<b>Expected Duration:</b> 1 Hour	<b>Key Stage: 2</b>
---	-------------------------------------	---------------------

<b>Learning Objectives:</b> <ol style="list-style-type: none"><li><b>1. Know:</b> What a river is (and what it is not)</li><li><b>2. Understand:</b> The main features of a river</li><li><b>3. Apply:</b> Create a river scene of your own</li></ol>	<b>Learning Outcomes:</b> <p><b>All pupils will:</b> Present and define a river</p> <p><b>Most pupils will:</b> Label some features of a river</p> <p><b>More able pupils will:</b> Be able to label (in detail) several features and possibly compare to another type of landscape</p>
---	---

<b>Time:</b> <b>5</b> <b>Mins</b>	<b>Starter: Alien Explorer (Slide 2)</b>  Explain to an alien: what is shown in the image? (Note: insert image of local river if preferred)  <b>Challenge:</b> What questions would you like to ask the alien to find out more about their planet?  <b>Suggested Differentiation:</b> Add key words to help them to define what a river is as well as more images if needed.  <b>Suggested AFL:</b> Pair or group discussion, feedback to the class.  <b>Possible questions to ask in class discussion:</b> What is the name of your local river(s)? Have you visited this or any river?
---	---

**Time:**  
**5**  
**Mins**

### **Task 1: Which photos show rivers?** (Slide 4)

Alter the images for your class's ability.

We have selected the following:

1. Beach (discussion around rivers meeting the sea at beaches)
2. Pond (manmade in this image shows the human influence on water)
3. Ocean (where all rivers will lead to, freshwater and saltwater comparison)
4. Urban river (human settlements are found next to rivers for resources)
5. Water travelling down the drain (drain water often leads to rivers)
6. Puddle (water that children engage with most)

#### **Suggested differentiation:**

Use fewer images for lower ability groups. You could use more obvious images of rivers to show rivers can look similar but have differences.

For higher ability you could take out the river images, it would then become a trick question to encourage more thought.

**Challenge:** Can you link each image to rivers?

**Time:**  
**5**  
**Mins**

### **Task 2: River Mindfulness** (Slide 5)

What do rivers...

**Suggested AFL:** discuss

**Suggested differentiation:** Ensure

**Challenge:** How do

**Time:15**  
**mins**

### **Task 3: River Senses** (Slide 6)

Imagine you are lying with Scout and Vinnie.

**How does the river...**

...look? (urban, rural river)

...sound? (water and wildlife)

...smell? (chalk stream river vs sewage, algae)

...feel? (water through hands, kingfisher splashing through water)

**Suggested AFL:** discuss with partner first and then write into a story about their own or Scout's visit to a river including all the river senses.

**Suggested differentiation:** Ensure you show a clip of a river or encourage a visit to a river beforehand to make this easier. Higher abilities can go round the wheel and answer all senses, for lower abilities focus on what they can see. Use images to support this process as well as clips.

**Challenge:** How do rivers make you feel?

**Time:**  
**20 Mins**

### **Task 3: River scenes (slide 7 and 8)**

Create a river scene using any media. Could make use of the Scout template if needed.

**Challenge:** Can you add river senses?

**Suggested differentiation:**

LAP- Cut out favourite image of scout from sheet and draw a river background or use template with different river elements printed out. E.g. drawings of animals and vegetation etc.

HAP- Can they label it fully and add why they have added each feature.

**Suggested AFL:** hold up and show and explain to partner why they have added each feature.

### **Plenary: Odd one out: (slide 9)**

Use the images on the slide to pick out the odd one.

Explain this to partner/ group.

**Suggested AFL:** voting cards or hold fingers for the number of the image which is the odd one out.

## Teacher Notes:

### Resources:

- PowerPoint for slides
- Whiteboards, exercise books, voting cards
- Image, sound and /or video clip of river,
- Local river images (if required)
- Drawing materials
- Printout of scout templates and animal and plant drawings (see worksheet document)

### Curriculum Links:

- Looking at urban rivers- Human and physical geography
- Rivers as a topological feature of the physical landscape
- Coasts, hills, mountains as comparative features of the physical landscape
- Creation of river scene is Art link: drawing, painting etc

## Key Words:

**River**

**Coast**

**Beach**

**Rocks**

With thanks to:



Illustrations © The Adventures of Scout 2025