

Year 3 – Spring – Could we exist without water? <ul style="list-style-type: none"> physical geography, including: rivers, human geography, including: economic activity and trade links use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies 		Previous Learning <ul style="list-style-type: none"> Field sketches Year 1 – Title and Date Year 2 – Key feature labels Location of River Thames – Year 2 		
Objective and Success Criteria	Coverage	Key Questions	Children should be able to	Resources
To understand the difference between man-made and physical features <i>(context – rivers and canals)</i>	<ul style="list-style-type: none"> Look at a picture of a river and a canal Can they spot any differences? Give them the words river and canal. What do they know about them? Look at how canals were man made to help with transport. Look at Rivers being natural but are now managed by man. 	What does man-made mean? Where would you find a river nearby? Where would you find a canal nearby? How are rivers and canals different?	<ul style="list-style-type: none"> Explain the difference between a canal and a river Know that the Thames flows through Reading and Henley Know that the Kennet and Avon Canal goes through Reading (past the Oracle) 	Os maps of Henley – Rainbow room Espresso some resources on locks Demand for water Canal and river trust
To understand trade links <i>(context – canals used to move goods)</i>	<ul style="list-style-type: none"> Look at how canals and rivers were used to trade goods Look at places that you could trade between using the canals Think about how rivers and canals can link to ports to help trade further afield. 	What does trade mean? Where could you get to on this canal?	<ul style="list-style-type: none"> Explain that canals can be used to trade goods between different places. 	
To create a field sketch	<ul style="list-style-type: none"> Create a field sketch of a river Focus on the human features e.g. a lock, mooring points Talk about what detail to include and what to leave out. E.g don't draw in the duck Create a field sketch on visit to Henley? Or from photos. Re-cap features they have learnt in Year 1 and 2 	What does a field sketch need? What details should we include?	<ul style="list-style-type: none"> Create a field sketch. 	

Assessment Questions

What's the difference between a river and a canal?

What can you use a canal for?