

River study KS2

Session Overview and Learning Objectives

Session Summary

- This session is suitable for up to 45 pupils
- The session will take a full day
- Required ratio: 1 adult:10 pupils

Track the development of the river Waveney from its source at the far reaches of the reserve. Pupils will take measurements and make observations, look for wildlife and learn about the people who shaped the fen. They will also explore water conservation and the water cycle at a site almost lost through water abstraction and discover how the fen is now managed for wildlife.

All equipment is provided

Session Outline

Time (approx.)	Location	Activity
15 minutes	Learning Centre	Welcome and introduction, use toilets and leave lunch boxes in the Learning Centre
5 minutes	Coach	Return to coach and travel to the source of the Waveney (B1113)
30 minutes	Source	Divide into 2 or 3 groups Discuss the watershed with the Little Ouse and source of water Take river measurements at the source
20 minutes	Fen	Walk to second site, using wildlife spotter sheet and discussing some of the fen's wildlife
30 minutes	Tractor bridge	Take river measurements
20 minutes	Fen	Walk to third site
30 minutes	Sluice gate	Take river measurements
20 minutes	Fen	Walk to Learning Centre
30 minutes	Learning Centre/Picnic area	Wash hands and LUNCH
		Groups rotate around the following three activities
15 minutes	Picnic area	Play the fen balance game to understand water input and loss on the Fen
15 minutes	Meadow	Act out the journey of a water droplet in the water cycle role play

15 minutes	Learning wood	Look at individuals' water usage with the water conservation game and make a pledge
15 minutes	Learning Centre	Summary, toilets and farewell

Learning Objectives

All will have first hand experience of scientific data collection

All will understand the water cycle and the importance of water at Redgrave and Lopham Fen

All will learn about the wildlife native to the fen

Some will recognise their role in resource use

A few will take action in their lives to conserve water

Curriculum Extracts

The following bullet points are extracts from the National Curriculum

Science

Year 4: Living things and their habitats

Pupils should be taught to:

- recognise that living things can be grouped in a variety of ways
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- recognise that environments can change and that this can sometimes pose dangers to living things.

Geography

Key stage 2

Pupils should be taught to:

Locational knowledge

- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography

- describe and understand key aspects of:
- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- 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