

English Support Pack Week 7

In this pack, you will find instructions on how to complete your English lessons for this week. The theme for your English lessons this week is Rivers and this will run into next week too.

Lesson 1 - Rivers - What is a river?

Open this link and watch the information video about rivers.

<https://www.bbc.co.uk/teach/class-clips-video/geography-ks1--ks2-rivers/z6qsf4j>

Here is some extra information here too for you to read:

- **Water always flows downhill.** When rain falls, it runs down the sides of hills into rivers in the bottom of the valleys between the hills. Rain and rivers are part of the water cycle.
- When it rains some of the water is absorbed into the soil and helps plants to grow, some of the water sinks deep into the ground and some of it flows into rivers and down to the sea.
- The end of a river is called the mouth. Some rivers flow into the sea but other rivers flow into lakes or bigger rivers.
- The start of a river is called the source. The source of a river is the furthest point on the river from its mouth.
- Many rivers are formed when rain flows down from hills but sometimes the source is a lake, sometimes it is a marsh or a bog and sometimes it is a spring where water comes up from the ground.
- **When two rivers meet they will join together and form a single bigger river. Before a big river reaches the sea, it will be joined by lots and lots of smaller rivers. We call these rivers its tributaries.**
- Most of the water we drink is taken out of rivers as they pass through our towns. We have to clean it first though, before we can drink it.
- When rivers are flowing fast, they knock bits of earth from the banks and bed of the river (its sides and bottom) and carry it downstream with them. When earth is taken from the banks of the river this is called **erosion**, and the soil that is carried downstream is called silt.
- When the weather is rainy for a long time, the ground will become waterlogged and not be able to absorb any more water. This means that all the water has to flow into the rivers. But, there may be too much water for the rivers to take, which means they overflow and flood the land around them.
- **We call the area of land around a river that floods when the river is too full the 'floodplain'.**
- When a river floods the water on the flooded land is moving very slowly and can't carry the silt in it any longer. The silt is deposited on the flooded land and gives it a lot of nutrients that make the land good for farming crops.
- **When rivers reach the sea, they often spread out over a wide area and slow right down. This part of the river is called the estuary.** This means that they can't carry any of their silt any more so they drop it all onto the base of the river and into the edge of ocean. Sometimes rivers carry so much silt that when they drop it, it builds a new area of land at the edge of the ocean called a delta.
- The water in the ocean is called 'salt water' because it is full of salt, but water that falls as rain and flows down the rivers to the sea doesn't have any salt in it and is called 'fresh water'.
- You can find all sorts of fish and birds and many other kinds of creatures living in water. Some creatures that live in water like both fresh water and salt water, but some creatures only like to live in fresh water rivers and lakes and some only like to live in salt water ([marine habitats](#)).

Lesson 1 Activity:

From watching the video and reading the above information, it is now your turn to write the 'voice over' for the video as it needs updating. So you need to imagine that you are a writer for a TV channel and write the voice over to the rivers video you just watched. Can you then record yourself and pretend you are the presenter of the video and read out what you have written.

You will need to cover questions such as:

What is a river?

Where does a river begin?

Where does it end?

What are the names of the different stages of a river?

Lesson 2 Activity:

Now that you have watched the video and written your voice over, to show that you really understand the technical language to do with rivers, you are going to **make a glossary of the words below**. Writing a glossary means you need to find the definitions to words so that people understand what they mean. You can use a dictionary you have at home, or the internet to find the definitions to below words. You may also need to look at the above information or watch the video again to check the meanings of some words.

Rivers Glossary

Source -

Upper Course -

Lower Course -

Meander -

Flood Plain -

Erosion -

Tributaries -

Estuary -

Precipitation -

Mouth -

Confluence -

Channel -

Gorge -

Sediment -

Spring -

Upstream -

Lesson 3 Activity:



Now that you have written your voice over and completed the rivers glossary, you should now be an expert about rivers! So your task now is to write a diary entry as if you are travelling down a river and you need to explain what you can see. Have a look at the below model – I have written mine in the role of Stick Man on his journey down the river. It is full of technical language as I wanted my audience to be younger children so that they could learn about rivers. I have also included story language from the Stick Man book to hook in the younger children too. I wonder if you can do the same with yours but use a different book as a hook?

Dear Diary,

"Has everybody got one? Get ready to throw. It's 1, 2, 3 in the river they go..."

That was the last thing I heard before I was tossed carelessly into the river. I couldn't believe it! I had just escaped from that barking dog and then I was floating, quietly floating, looking up at the peaceful blue sky. **Daydreaming** to myself, the water lapped gently against my stick legs. Relaxed, I lay on my back to take in the view. "Stick Man, Stick Man, oh Stick Man, that's me," I relaxed as I thought about the family tree.

I breathed in the crisp spring air as I slowly **meandered** down the river. **Gently**, the fresh crystal water tickled my long limbs as the slow current carried me gracefully past the **eroded** river banks. **Beneath me**, I could see **sediment (smooth pebbles and gravelly sand)** scattered along the river bed, dancing amongst the reeds like ballerinas. I was wondering where the **sediment** would end up...

"Stick Man, Oh Stick Man, beware of the wheel!" The panicked shouting roused me. I looked up. I saw the wheel. I stood up and fought against the now even stronger **current**. I started to lose my balance as the rocks were now knocking me off my feet. Up, up, up I went. **Suddenly** I fell with a splash into the **plunge pool**. Water crashed around me and I was lost amongst the white foam. I looked up at what seemed like a **waterfall**. "Stick Man, Stick Man, oh Stick Man, that's me, I longed to be back at my family tree."

The river had widened remarkably. I must have been in the **middle course** of the river by now. I knew this was my only chance of escape. **If** I wanted to get back to my **Stick Lady Love** then I just had to find a way, any way of escaping before I got to the **river's mouth**. Little did I know, this wasn't going to be the end of my journey.

Key:

Technical language about rivers **Story language from Stick Man to engage a younger audience** **ISPACE sentence start**