



## Project template: Rivers (7-11 or mixed ages)

<b>Summary</b>	This template can be used (optionally) with the Rivers eLanguages project at <a href="http://www.elanguages.org/47080">www.elanguages.org/47080</a> . Using photos, drawings and maps, the students represent the rivers in their country - a local river and the most famous river!
<b>First activity</b>	Investigating and preparing resources on a local river. This could include testing for water purity, spotting plant and wildlife, and investigating the history of the river (was it used for industry, leisure, transport... how is it used today). Another team or class can make a presentation of the most famous river in your country. What is famous about it. What might your partner school <i>not</i> know about it? Will they guess the name?
<b>Exchange</b>	Find all the rivers on a map. Try to measure the length of the river and find statistics such as how much water the river carries. Write down what you liked about your partner school's work. What did you learn?
<b>Share</b>	Take part in a shared feedback session by video conference, message board or live online discussion. The groups could suggest some themes for this discussion in advance.
<b>Extension activities</b>	Find some of the rivers mentioned by your partner school using Google Earth, an atlas or a text book. Or write poems. Listen to 'Old Man River' - what does it mean to you?
<b>Useful resources</b>	<p><a href="http://www.iptv.org/mississippi/">http://www.iptv.org/mississippi/</a> An online project you can use to create a resource about the Mississippi.</p> <p><a href="http://www.eduweb.com/amazon.html">http://www.eduweb.com/amazon.html</a> An online project that will help you find out more about the Amazon.</p> <p><a href="http://www.elanguages.org/47080">www.elanguages.org/47080</a> See the contributions from India, Turkey and Egypt - all are in PowerPoint form.</p> <p><a href="http://rivers.thamesfestival.org/">http://rivers.thamesfestival.org/</a> A creative approach to a rivers project organised by the British Council as part of the Connecting Classrooms programme.</p>



# Connecting Classrooms

## Joint Curriculum Project Notes

**Project:** Rivers - (good for 7-11 or 11+)

**Aims and Outcomes:** This project invites students to do research on a local river and a famous river. This research could take on different aspects of river life including flora and fauna, history and practical uses and statistical information. They then share this information with their partner school by taking part in a video conference, message board or live online discussion.

### UK Curriculum links:

#### Science key stage 3

The 'Rivers' project fits in well with key concepts of Science at Key Stage 3.

##### **1.1 Scientific thinking**

Critically analysing and evaluating evidence from observations and experiments.

##### **1.4 Collaboration**

Sharing developments and common understanding across disciplines and boundaries

#### Geography key stage 3

The '*Rivers*' project also fits in well with the key concepts of Geography at Key Stage 3.

##### **1.1 Place**

Understanding the physical and human characteristics of real places.

##### **1.2 Space**

Knowing where places and landscapes are located, why they are there, the patterns and distributions they create, how and why these are changing and the implications for people.



# Connecting Classrooms

## History key stage 3

This project also fits in with the key concepts of History at Key Stage 3

### **1.3 Change and continuity**

Identifying and explaining change and continuity within and across periods of history

## ICT key stage 3

This project also could tie in with the key concept of ICT at Key Stage 3.

### **1.2 Communication and collaboration**

Exploring the ways that ICT can be used to communicate, collaborate and share ideas on a global scale, allowing people to work together in new ways and changing the way in which knowledge is created.

## Cross-curriculum dimensions:

The 'Rivers' project engages students in the following cross-curricular dimensions:

### Community participation

Students may examine how sustainable communities evolve, change and diversify over time. They will also be given the opportunity to engage in dialogue with a range of outside individuals, groups and organizations consult with and collaborate with those in their community, including those they may not usually associate with.

### Technology and the media

Students use technology confidently and productively to find things out, try things out, develop and present ideas, and communicate with local and global audiences

## Personal, Learning and Thinking Skills:

The 'Rivers' project helps learners develop the following PLTS areas:

Reflective learners: communicate their learning in relevant ways for different audiences.

Independent enquirers: explore issues, events or problems from different perspectives analyse and evaluate information, judging its relevance and value.



# Connecting Classrooms

**Key language:**

Vocabulary to talk about landscapes and the natural environment.

Geographical features

Reading/drawing maps

Numbers for statistical information

The English language used in the 'Rivers' project can be supported and extended through the following links from British Council's Learning English website:

Story and discussion questions based on designing a map with geographical features

<http://learnenglishkids.britishcouncil.org/en/short-stories/the-voyage-the-animal-orchestra>

Reading a map game and discussion questions

<http://learnenglishkids.britishcouncil.org/short-stories/the-treasure-map>

Reading and writing practice for large numbers

<http://learnenglishkids.britishcouncil.org/en/short-stories/record-breakers>

Talking about the environment

<http://learnenglishkids.britishcouncil.org/en/language-games/paint-the-words/environment>