



**Medium term plan**  
**Subject: Project**  
**Unit: Flow, River, Flow!**

<b>Synopsis</b>	
<p>This project links together History, Geography and DT to form an enquiry about the river Thames. Starting with a trip on the Clipper, students will ask and answer questions based on the River Thames's history, its nature and uses. Students will study the ways the Thames has been used over time and its role in London's development as a city of international importance, trade and the development of the British empire. They will discover more about the nature of rivers and how we use them. Students will examine the ways humans have used technology to manipulate the river. The project culminates in creating a 3D model timepiece showing changes in the Thames over time or a design and/or model for a new Thames crossing.</p>	
<b>Key content – knowledge and skills</b>	<b>National Curriculum aims and subject content descriptors</b>
<p><b>History:</b> A range of historical skills including cause and consequence, change, and historical interpretations. Knowledge of the history of London focusing on the period 1745-1901 but also including some pre-1066 and post-1901 history. Understanding of the impact of, and controversies around, the British Empire and its legacy.</p> <p><b>Geography:</b> Knowledge of the physical characteristics and processes of rivers, especially the Thames, and of economic geography especially the uses of the Thames by humans, and how this has changed over time. Skills in interpreting and presenting geographical information.</p> <p><b>Design &amp; Technology:</b> Knowledge of how bridges operate and changes in technology in bridges and tunnels. Skills in making high-quality prototypes, and critiquing these.</p>	<p><b>History:</b> Hla1; Hla2; Hla3; Hla4; Hla5; Hla6 Hlsc3; Hlsc4; Hlsc5</p> <p><b>Geography:</b> GEa1; GEa2; GEa3; GEa4; GEa5 GEsc3; GEsc4; GEsc5; GEsc6; GEsc7</p> <p><b>DT:</b> DTa1; DTa2; DTa3 DTscE2; DTscE3; DTscE4; DTscT1; DTscT2</p>
<b>Key assessment points</b>	
<p>Week 3: Diagram &amp; Images explaining the origins, nature and use of rivers. Week 5: Extended writing weighing up the pros and cons of the British Empire. Week 6: Final project piece due.</p>	
<b>Out of lesson learning</b>	
<p>Trips under/in/on the Thames using a variety of forms of public transport. Possible visits to the Thames Barrier, docks, bridges, tunnels and museums. Parents could be encouraged to explore the Thames and other waterways, and the Museum of London Docklands, Museum of London, Royal Museums in Greenwich and Design Museum.</p>	
<b>Resources</b>	
<p>Notably: travel routes, maps of London, architects' plans, Environment Agency flood risk maps, History worksheets, and resources to make models of bridges. London Curriculum units 'Mapping London' and 'Bringing the River' provide useful Geography and DT ideas.</p>	
<b>Christian ethos</b>	
<p>The curriculum will consider the role of Christianity in London's history and include ethical considerations around the development of the British empire and trade. Group work and enquiry should foster mutual respect and collaboration.</p>	
<b>British values</b>	
<p>The project focuses on modern British history and so there should be explicit opportunities to reflect on the development of British democracy and values and their spread to other countries as a result of colonisation. As students are encouraged to think about the changes in London over time, they will be encouraged to regard people of all faiths, races and cultures with respect and tolerance.</p>	

**Medium term plan**  
**Weekly overview**

Week	Focus
1	Trip on the Thames. Possible visit to Museum of London to see exhibition on the Thames. Focus on the history of London and the importance of the Thames in Roman and Anglo-Saxon times. The source and nature of rivers and how they develop and change from a physical geography perspective. Begin to look at the technology used to cross the natural barrier of rivers.
2	Look at the importance of the Thames in enabling Britain to develop into a major trading power and study the origins of the British Empire. Continue to study the nature of rivers and especially the Thames' meandering, moving onto the uses of the Thames from a geographical and technological perspective. Students investigate how many ways you can cross the river Thames. Investigate different structures and engineering techniques
3	Students learn about the tunnels and bridges in London. Learn how bridges support the weight of their loads and understand technical terminology used. The impact of the British Empire and trade on Britain in the 19 <sup>th</sup> century is studied as is the use of the river Thames for economic activity today (docks, leisure, creating electricity, transport, sewage treatment, producing drinking water) and other uses e.g. by wildlife. Possible visits on the Thames/to see bridges in Westminster/to Museum of London Docklands. Students learn one point perspective drawing to help design drawing
4	Students debate whether tunnels or bridges are the best solution for getting across the Thames and prepare designs for a new bridge, looking at different bridge types. Building on the previous week's Geography, conflicts of use are investigated. The impact of the British Empire on its colonies is also investigated with a case study of the effects of empire on India. Students learn about forces (Science) and the different outcomes on structures.
5	The longer term impact of the Empire will be investigated in the local area by studying immigration and other changes in the 20 <sup>th</sup> century. Current issues around managing the Thames will be investigated including flood risks (Thames Barrier) Links will be made to how human development affects flooding risks, e.g. urbanization and climate change. In teams students complete wooden models of their own bridge structures.
6	Designs will be prepared for a new bridge. Creation of final project piece and reflection on what has been learned: a 3D model structure that can be tested and evaluated. Final design presentation with reasoned suggestions for improvement. Future Thames crossings debated. Final extended writing