



RIVERS

Introduction

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INTRODUCTION

Rivers are beautiful, fascinating, useful and endlessly varied. They flow through the countryside, fast and steep at first and slow and flat at the end. Along their journey, rivers erode and transport rocks and they shape the mountains and the valleys. Rivers have been and are still now a vital source of food, water and energy for populations. Understanding how rivers change the Earth is essential to understanding landscapes.

My initial idea for this project was to teach all the physical geologic processes, including rivers, underground water, coasts, ice and deserts to 14 year-old students. But having started to design materials related to weathering, erosion, transportation and deposition and then run-off water, I realised that students need not only to learn new concepts and new vocabulary but that they are young students who need to be supported in the use of English as well. Finally, geology is not always very popular among young students; therefore they need to be motivated too. As a result, each lesson needed to be developed slowly and smoothly so this project couldn't cover all the content originally planned.

'Rivers' has resulted in a 22-hour project, divided into 3 units with different activities in each lesson. Unit one, *Weather and landscapes*, introduces the students to external geologic processes and is also an overview of the main rock landscapes in the world. Unit 2, *River processes*, aims to teach how water from rainfall becomes a river, how discharge can be recorded using hydrographs and how the long profile of a river and the valley cross-sections are important features. The third unit, *River landforms*, shows all the landscapes found along a river, from the source to the mouth and from this unit, students will also understand river uses and problems associated with rivers. As consolidation and cross-curricular activity, students will investigate world water facts using maps. I have added 3 practical activities, each one related to one unit, which will be developed in the laboratory and also outside in a river.

As a CLIL project, "Rivers" integrates geology **content** and **language** learning. Throughout the project the students are the main actors building their own knowledge through engagement with a wide variety of activities and a large amount of teaching resources to motivate them and to develop their **thinking** skills. Some activities involve a specific context to focus on local **culture**. **Scaffolding** is provided with images, tables, word banks, etc. There are different strategies to **differentiate** students: working in groups, peer assessment, differentiated homework, etc. The students should be conscious of their initial knowledge and will see their progress by doing different types of evaluation: initial; self; peer; teacher, including both formative and summative **assessment**.

Hopefully, many teachers and students who use this project will gain the same understanding and satisfaction that I achieved through the planning and creation of it.



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