



Unit of Work	Non-chronological report about rivers
Text Type / Genre	Non-fiction – Non-chronological report
Text Driver the Unit of Work links to	N/A

Purpose, Audience and Register

Purpose = The purpose is to provide detailed information about features and formations of a river, including specific information around one of the five major rivers of the world to inform the reader.

Audience = The audience are young geographers who are interested in learning about rivers and using the National Geographic website.

Levels of Formality = A formal register is required. Subject-specific vocabulary should be used.

Overview of the Unit of Work including End of Unit Outcome	Pupils will further embed their understanding of the use of paragraphs to organise writing focusing on the topics: What is a river? and how is a river formed? Pupils will conduct research into a river of their choice (from five of the major rivers around the world: Nile, Amazon, Yangtze, Mississippi and Yenisei). They will focus on the key facts such as location, length, countries it passes through etc. Pupils will apply their knowledge of tense, paragraphs and other skills from the autumn term (main and subordinate clauses, coordinating and subordinating conjunctions, adverbials and fronted adverbials) to plan and draft a non-chronological report. Pupils will reflect upon their initial draft and begin to make purposeful edits to up level this further with a particular focus on subject specific vocabulary and a range of conjunctions. Pupils will develop their knowledge of proof reading to proof read for spelling, punctuation and grammatical errors.
Links to Reading Objectives	Pupils will use their skimming and scanning skills to retrieve key information from a range of non-fiction books about rivers. They will focus on retrieving information about one of the five major rivers around the world, including focusing on key facts, for example, its location, its length and the countries that it passes through. This, along with their geographical knowledge on the features of rivers, will support with the content required to write the non-chronological report.
Prior Learning	<p><u>Vocabulary, Grammar and Punctuation Knowledge:</u></p> <ul style="list-style-type: none"> In the autumn and spring terms, pupils were introduced to paragraphs as a way to group related material around the three themes of time, topic and talk. In the autumn and spring terms, pupils recalled their knowledge of main and subordinate clauses, coordinating and subordinating conjunctions, adverbials and fronted adverbials. <p><u>Text Type – Non-chronological report</u></p> <ul style="list-style-type: none"> In Year 3, pupils wrote a non-chronological report about Skara Brae in the spring term.
Text Type Features (Non-chronological report)	<ul style="list-style-type: none"> A non-chronological report is not written in time order (chronological order). It includes an introductory paragraph. It includes factual information based on a particular topic with subject specific vocabulary. A non-chronological report is organised into paragraphs and each paragraph gives information about a different aspect of the subject. Each paragraph includes a sub-heading. There are a range of simple layout devices appropriate to structure a non-chronological report: headings, subheadings and photographs. A non-chronological report is usually written in the present tense.
Sticky Knowledge	During the spring term, time is spent revisiting key sticky knowledge from the autumn term to ensure this is secure. The children will further embed their knowledge:

	<ul style="list-style-type: none"> • How paragraphs can be used to organise writing around three themes of time, topic and talk. • Paragraphs are used to organise ideas. • Non-chronological reports are written in the present tense. • There are three main tenses: past, present and future. • There are different verb forms: simple past/present; past/present progressive; past/present perfect. (The simple past: an action completed in the past; simple present: an action is happening currently/happens regularly; past progressive: an ongoing action in the past; present progressive: a current action in progress/unfinished action; past perfect: that one event happened before another in the past; present perfect: an action that started in the past but continues to the present.
<p>New Vocabulary</p>	<ul style="list-style-type: none"> • non-chronological report – A non-chronological report is a piece of non-fiction writing which doesn't follow events in order of time. • paragraph – A paragraph is a collection of sentences used in writing to introduce new pieces of information. • heading – This is the title of a piece of usually non-fiction writing. • sub-heading – A sub-heading is a mini-headline given to a subsection or paragraph within a main piece of writing. • formation – the action of forming or process of being formed • river features – different parts of the river • source – the original point from which the river flows • mouth – the point where a river flows into a larger body of water such as another river, lake, sea or ocean • tributary – a river or stream flowing into a larger river or lake • meander – the loops and curves of a slow-moving river which are formed by erosion and occur when a river has worn away its banks • delta – a wetland that forms as rivers empty their water and sediment into another body of water, such as an ocean, lake or another river. • estuary – an area of freshwater that meets the ocean • floodplain – an area of flat land adjacent to a river, which gets covered in water when the river floods.
<p>Post Learning</p>	<ul style="list-style-type: none"> • In Year 5, pupils will write a chronological report about the great period of change from when the Vikings initially invaded Britain through to their settlement. This will take place in the summer term. • In Year 6, pupils will write a non-chronological report about the origins of the Olympic Games in the autumn term. • In Year 5 and Year 6, pupils will apply their knowledge of layout devices (such as subheadings and captions) to their newspaper articles in the autumn and spring terms. • In Year 5 and Year 6, pupils will apply their knowledge of using subject-specific vocabulary when writing balanced arguments in the spring and summer terms.