

Medium Term Plan for Geography Year 3 and 4 Managing Water

This topic is intended to provide the children within an understanding of water supply around the world. They will learn about the importance of clean water and investigate how it is supplied. They will also consider how it is managed, and contrast water use at home/school with use in less economically developed countries.

Differentiation and Expectations:

Most children will: identify how people affect the environment and recognise ways people try to manage it for the better; begin to recognise the importance of location in understanding water distribution, and recognise how the presence/absence of water can change the character of places.

Some children will not have made so much progress and will: have some understanding of where we can find water and how it gets to where it is needed..

Some children will have progressed further and will also: show how people can improve the environment through water conservation.

Cross curricular links to other subjects:

- Literacy – information books, persuasive writing
- Numeracy – data handling, associated word problems.
- Art – generation of water maps, subject for print making
- PHSE – tie-ins to neighbourhood and environment theme.
- ICT – use of internet for research; link to writing for different audiences.
- History – link in to Egyptian work from previous term.
- Science – tie in with solids and liquids topic, especially filtration and cleaning water lessons
- Assembly –presentation of Literacy work etc.

Lesson No.	Lesson Intention (and learning objectives/success criteria)	Activities	ICT Opportunities	Vocab.	Resources
1	<p>Aim: to understand what the water cycle is!</p> <p>Children should learn;</p> <ul style="list-style-type: none"> • To obtain information from maps and atlases • Understand the cyclical nature of the water cycle 	<ul style="list-style-type: none"> • Intro to water – discussion of what it is, distribution, importance. Locate • Watch DVD explaining water cycle • Discuss what they have learnt – recap water cycle on IWB 	<ul style="list-style-type: none"> • DVD • IWB notebook 	Water cycle, cyclical, rain, groundwater, evaporation, condensation	<ul style="list-style-type: none"> • BBC DVD • IWB notebook • Activity sheet detailing the water cycle • Glass of water

		<ul style="list-style-type: none"> Children to work on activity sheet detailing the water cycle. 			
2	<p>Aim: to understand the life of a river! Children should learn;</p> <ul style="list-style-type: none"> To use maps and plans How a river starts and the different stages of its course 	<ul style="list-style-type: none"> Refer back to initial lesson, and say that we are going to focus on learning about the different stages of a river – in this case the Nile Use IWB to show where it starts, and use pictures to show the different stages of its development until it empties at the Med. Use pile of sand and water to replicate formation and development of river Children to progress to activity sheet detailing development of river 	<ul style="list-style-type: none"> IWB notebook Possibly downloaded video files or similar 	Water cycle, formation, stream, tributary, river, water course, floods, inundation, mouth, estuary, mountain	<ul style="list-style-type: none"> IWB notebook Activity sheets detailing the course and development of the Nile Coloured pencils Pile of sand and jugs of water (sandpit)
3	<p>Aim: to make a water survey of the school! Children should learn:</p> <ul style="list-style-type: none"> To investigate water supply at local and world scales Record information on a map That water is a universal and basic need; Understand what happens to water once it has been used 	<ul style="list-style-type: none"> Brainstorm uses of water at home and at school on sugarpaper and list responses on board. Discuss importance of handy supplies of fresh water, and reflect on how much we take water for granted. Say that this doesn't happen by chance, and that our water is very carefully managed. Define managed. Briefly discuss how water gets to school and then out again. Launch investigation – where is there evidence of water movement in and around the school? Children to draw areas/routes of water movement/ingress and 	<ul style="list-style-type: none"> IWB notebook Digital camera to record 	Water movement, evidence, gutter, pipe, sump, drains, ditches, toilets, taps, sinks, groundwater, rain	<ul style="list-style-type: none"> IWB notebook Plan of school and grounds Sugarpaper

		egress around school			
4	<p>Aim: to compare our water management with that of the ancient Egyptians!</p> <p>Children should learn:</p> <ul style="list-style-type: none"> Investigate similarities and differences How water is used/managed in different parts of the world. To investigate water supply on global scales Know about times when people did not have instant access to water Understand that access to water varies in different parts of the world 	<ul style="list-style-type: none"> Refer back to history topic and the previous lesson about the Nile. Look at map of Egypt and discuss location of Nile and the fact that most of the population lives and farms right near it. Discuss agriculture and how in modern Britain we have complex irrigation systems to help crops grow, but that in A.E. they did not – they had to develop other methods. Detail the problem they had i.e. that the flood only happened once a year, and then it drained away. The challenge was to transport water from where it was plentiful to where it was needed! Hence the shadoof Show them a picture of same, and show them how to fabricate one. Take them up to pond or tank of water and get them to figure out how they were used. Discuss results and observations Talk about the fact that these are still used and show photo to prove same. 	<ul style="list-style-type: none"> IWB notebook with images etc 	<p>Irrigation, shadoof, agriculture, ditches, canals, system, organisation.</p>	<ul style="list-style-type: none"> IWB notebook Materials to build a shadoof – i.e. wood, plasticene, string and something for the bucket. Boxes of water Something to put the water into, or get them to dig channels near the pond, and position the shadoofs around to irrigate miniature fields
5	<p>Aim: to learn why it is vital to conserve water and to think of ways to do it!</p> <p>Children should learn:</p> <ul style="list-style-type: none"> To use secondary sources 	<ul style="list-style-type: none"> Given that there is so little fresh water, emphasise need to conserve it – define 	<ul style="list-style-type: none"> Watch DVD on IWB Research on Anglian water 	<p>Conserve, water saving, waste, solutions</p>	<ul style="list-style-type: none"> DVD/video on conserving water Sugar paper Record sheets

	<ul style="list-style-type: none"> Problem solve 	<p>conserve.</p> <ul style="list-style-type: none"> Class discussion – when do we waste water? Brainstorm solutions to save water and record on board. Watch video/DVD on conserving water. Add to possible wastes and solutions to board What ways can we avoid using water in the first place, or putting it to more than one use? Use as a kick-off lesson to develop advisory poster in English. 	<p>website page</p>		
6	<p>Aim: to learn water is cleaned and why clean water is so important! Children should learn;</p> <ul style="list-style-type: none"> To observe and question About the environmental impact of local activities Know about aid agencies' work on water provision in less economically advanced countries Know what is meant by usable water Understand the comparative importance of clean water and plentiful supply of same. 	<ul style="list-style-type: none"> Explain that most of what we do with water actually makes it dirty, and thus makes it unusable to people or dangerous to the environment – show examples on the IWB. Say that we in Britain have complex systems for cleaning water – watch video explaining this. Discuss the importance of clean water for the environment and for people in terms of disease. Research water borne diseases – what examples can they come up with? Get class to design a poster calling for aid to countries struggling to get clean water. 	<ul style="list-style-type: none"> IWB notebook Research on internet Video/DVD on cleaning water 	<p>Purification, filtration, pollution</p>	<ul style="list-style-type: none"> DVD/video Internet access – check websites Paper and coloured pens for poster <p><u>Note: link in to science – do a practical lesson filtering water made dirty with chalk dust, rice, pasta etc.</u></p>