

Let's Investigate Water

Steps for Learning 6

Geography KS2 Year 3



Let's Investigate Water: Steps for Learning 6

Geography

Key Stage 2

Year 3

Key Questions

- what would it be like to have no water at school?
- is our clean water supply infinite?
- do we have enough water now and forever in the UK?
- how can we conserve water?

Learning Outcomes

- to understand the challenges of having no running water
- to understand that the UK might face a water shortage in the future

Curriculum Links

Purpose and Aims

- equip pupils with knowledge about diverse places

Locational Knowledge

- name and locate counties and cities of the United Kingdom and their identifying human and physical characteristics

Place Knowledge

- understand geographical similarities and differences through studying the human and physical geography

Human and Physical Geography

- describe and understand key aspects of human geography including the distribution of natural resources including water

Big Ideas

- cultural awareness
- environmental impact



Formative Assessment Opportunities

- misconceptions around 'infinite' water supply
- conserving water

Key Vocabulary

Drought. Water cycle/ Hydrological cycle.

These are also on the previous Step for Learning.

Place. Transport.

These can be found at the end of this PDF in printable format for your working wall.

Drought

Transport

Place

Resources

- buckets
- trays
- water
- DRY: the diary of a water superhero (via the PowerPoint slide 12)



Useful Links

Watch the two videos and go through the links ahead of your lesson. You can then show the videos to the children during the activities, and use the remaining links for further research.

[WaterAid video, Pupil Pipeline challenge](#)

[Climate Change: Will England have enough water in the future?](#)

[How much water does an average person use in the United Kingdom?](#)

[How much water do you use?](#)

[How water usage in the home breaks down \(2019\)](#)

The statistics in each link vary slightly, as the statistics have been rounded. This is a complex thing to measure, something which you may wish to highlight with your class.

[Energy Saving Trust](#)

[1 in 3 people globally do not have access to safe drinking water' UNICEF, WHO](#)

[The Environment Agency has warned that within 25 years England will not have enough water to meet demand](#)

[Waterwise: Fun Water-Saving Activities for Kids](#)

[DRY: the diary of a water superhero](#)

[Environment Agency: Water: Myths, Facts and Inconvenient Truths](#)

[Friends of the Earth: 13 ways to save water](#)



Activities

1. Revisit the question from the end of the previous Step for Learning, 'What would it be like to have no water at school?' Use the responses from the enquiry wall. This Activity will enable a deeper discussion around the misconceptions associated with water in the UK and beyond.
2. Show the pupils this short [WaterAid video](#) - up to 1:18 minutes.
Discuss what life would be like if your school had no water. What would it be like to have to go home to get a drink, wash your hands or go to the toilet?
Then ask 'In 2019, how much water did we use in the UK, on average, per person each day?' (you may need to explain the word 'average' in this context.)
Answer: 141L per person per day. These figures are from the [2019 BBC News article](#), via Energy Saving Trust (which rounded down to 140L) original source: Energy Saving Trust.
3. Why not access the resources and associated WaterAid challenge, [Join the Pupil Pipeline](#). But instead of moving 50L of water, why not try 141L!
4. 140L is a lot of water each day. Ask the pupils whether the supply of clean water in this country is infinite.
Answer is: unfortunately not. Share the statement made by Sir James Bevan, Head of the Environment Agency: 'England will not have enough water within 25 years to meet the needs of its population, according to the Head of the Environment Agency.' His speech has been reported on a variety of sites. We've included a link to BBC Newsround.
Discuss ways of saving water with the children.
Then ask whether we have an infinite supply of clean water in the world? This question retrieves much of the learning from Step for Learning 5.
Answer: unfortunately not. Share the statement from UNICEF/WHO, ['1 in 3 people do not have access to safe drinking water'](#).
Promote a classroom debate by asking the pupils, what might this look like?



Activities 2 to 4 can be used to broaden pupils' understanding about how some water use is hidden. For example, through the production and consumption of everyday foods.

5. Read the story, '[DRY: the diary of a water superhero](#)', which is displayed on slide 13 of the PowerPoint. Use the discussion points to deepen pupils' thinking around the issue.
6. Ask the pupils: **How can we conserve water?** Add responses to the enquiry wall. Place the children in groups and ask them to discuss how they might reuse, recycle, reduce water use in their homes and school. How could the pupils take action to raise awareness and support others in being less wasteful with water? They could use the ideas suggested in Diary of a Water Superhero. They could also look through the ideas suggested in Waterwise, provided in the useful links at the end of this PDF and of the PowerPoint.
7. If you wish to explore the connection with climate change in more depth, you could explore the drought map on the [ESRI story map](#). The flooding section can also act as a starting point for the next Step for Learning 7, when the pupils investigate why the road outside school flood every time it rains?

PowerPoint Presentation

The activities in this Step for Learning promote enquiry, research and debate, and the PowerPoint slides support these to a greater or lesser extent, depending on the activity. There are 16 slides in total, and they are as follows:

- Slides 1 and 2 introduce the overall Step for Learning and the learning aims.
- Slide 3 supports Activity 1 by exploring the question which was posed at the end of Step for Learning 5: What would it be like to have no water at school?

Activity 2 (slides 4 to 6)

- Slide 4 features the WaterAid video, which shows what life is really like for children whose schools do not have running water.
- Slides 5 and 6 show how much water each person in the UK uses on average per day.



Activity 3

- Slide 7 displays the WaterAid Pupil Pipeline Challenge title.

Activity 4 (slides 8 to 12)

- Slide 8 displays the statement by the Head of the Environment Agency, 'England will not have enough water within 25 years to meet the needs of its population.'
- Slide 9 displays a water-saving fact, and asks the children to think of some more.
- Slide 10 shows seven water-saving facts, which you can display after the classroom discussion. Did the children identify all of these? Or more?
- Slide 11 asks whether the children would be prepared to do these things to save water in the future.
- Slide 12 displays the statement by UNICEF/WHO: '1 in 3 people globally do not have access to safe drinking water'.

Activity 5

- Slide 13 shows the video, DRY: the diary of a water superhero.

Activity 6

- Slide 14 displays the big question for this activity, 'how can we conserve water?'
- Slide 15: Useful links: a child-friendly selection of the more comprehensive selection of useful links on this PDF.
- Slide 16 closes the Step for Learning.



Let's Investigate Water KS2: Keywords Flashcards



Drought

**Water cycle /
Hydrological
cycle**

Place

Transport



Place



Transport

