

Let's Investigate Water

Steps for Learning 10

Geography KS2 Year 3



Let's Investigate Water: Steps for Learning 10

Geography

Key Stage 2 Year 3

Key Questions

- does anyone own our rivers?
- should water be allocated/metred?
- how should areas be protected from flooding?

Learning Outcomes

- to better understand the interconnected nature of geography based on learning across the unit of work
- to explore, voice and provide reasons for opinions

Curriculum Links

Purpose and Aims

- deepen pupil's understanding of geographical interactions and communicate geographical information

Place Knowledge

- understand geographical similarities and differences

Human and Physical Geography

- describe and understand aspects of human and physical geography

Big Ideas

- environmental impact
- cultural awareness
- interconnections

Summative Assessment Opportunities

The culmination of this unit will be for your pupils to apply their knowledge and understanding to debate a provocation that requires them to draw on the cumulative knowledge built across the first nine Steps for Learning.



Keywords

Flooding. Environment.

These are also on the previous Step for Learning.

Activities

1. Revisit: 'Does anyone own our rivers?' 'What problems might this cause?' 'If they owned a stretch of river, what would they do with it?'

Add responses to the enquiry wall. Discuss the 'power' that river 'owners' have over anyone lower down the river system.

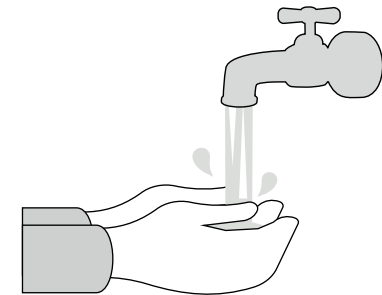
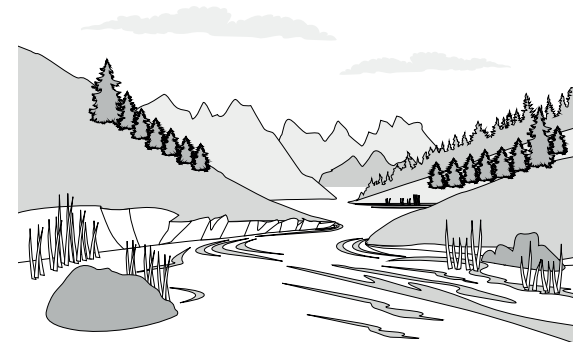
What if you decided to dam the river, what consequences might there be? For background information and to stimulate responses you could take a look at: [Water Wars](#).

2. Set up a debate to provide an opportunity for pupils to draw on the cumulative knowledge across Steps for Learning one to nine. The challenge is not to polarise the responses, therefore the provocations should be phrased in such a way that multiple viewpoints or perspectives can be explored and expressed around a central idea rather than creating a simple 'yes/no' response from pupils.

Possible provocations might include:

- Provocation 1: River ownership - stream and river water can be owned.
- Provocation 2: Water allocation - allowing a set amount of water for each individual.
- Provocation 3: Water metering - all water is paid for by the litre.
- Provocation 4: Controlled flooding - certain spaces are flooded to stop others from being flooded.

Choose one provocation from the list or create one of your own to form the basis of the debate.



Divide the class into four or eight groups and ask each group to focus on just one of the following focus areas:

- emotional responses
- positives
- negatives
- alternatives

Encourage pupils to discuss the statement using their focus area, but to also consider multiple viewpoints, for example: home owners, children, OAPs, business owners, head teachers etc.

They may wish to record all of their thoughts on flipchart pages.

Next, create groups of four where each group contains a representative from each focus area. This is an opportunity for pupils to join up their thinking and share their thoughts, before having a whole class discussion/debate around the chosen provocation. Following the debate, you may ask pupils to record their thoughts on paper or video.

Hold a class debate where each group offers their opinion, together with justification for the stance held. They should draw on the knowledge from across the unit of work.

PowerPoint Presentation

This Step for Learning can be carried out independently of the PowerPoint. However, should you want to provide a visual display to introduce this, we have provided a PowerPoint to support this session, with six slides as follows:

- Slide 1 introduces the session.
- Slide 2 sets out the learning aims.
- Slide 3 displays the questions for discussion (revisiting the previous Step for Learning).
- Slide 4 displays the provocations for debate.
- Slide 5 closes the Year 3 Step for Learning, Investigating Water.

