

Let's Investigate Water

Steps for Learning 2

Geography KS2 Year 3



Let's Investigate Water: Steps for Learning 2

Geography

Key Stage 2 Year 3

Key Questions

- where does water come from?
- how does it get to where we can use it?
- where can we find water at school?
- where does all the rain go?

Learning Outcomes

- to understand where water comes from and how it gets here
- to investigate water's movement in school

Curriculum Links

Purpose and Aims

- increase pupil's competence in collecting and communicating with data gathered through experiences of fieldwork

Human and Physical Geography

- describe and understand key aspects of the water cycle

Geographical Skills and Fieldwork

- use fieldwork to observe, measure, record and present the human features

Big Ideas

- place
- space
- environment

Formative Assessment Opportunities

- first hand observations
- recognising and recording similarities and differences

Keywords

Water cycle/Hydrological cycle. Environment. Sustainable.

These are also on the previous Step for Learning.

Physical Geography. Human Geography. Weather. North. South. East. West.

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



Resources

- map of school grounds
- water trays and collection of water 'carriers'
- clip boards, paper
- cameras

Activities

1. Set the pupils a challenge: move the water from one water tray to another without picking up or moving the water tray. You could have a collection of plastic trays, containers or even some guttering to do this. You could make it into a competition between different teams with success judged around the time taken and spillage!
2. Use the 'Enquiry wall' to recap on the responses from the question in Steps for Learning 1, 'where does water come from?' and add in 'How does it get to where we can use it?'
3. Take the pupils outside to look for possible clues as to where they think water comes from.
4. Give the pupils (perhaps working in groups) a map of the school grounds. Ask them to mark places where water might be found. They should also take photos of any 'clues' even if there is no water visible.
5. Watch these two videos, 'Our Water's Journey' by Portsmouth Water (<https://www.youtube.com/watch?v=9sFZQ4uW8Mg>), and 'Water Treatment' by Southern Water (<https://vimeo.com/southernwater/review/711964741/b47b6b38ad>) which are displayed on slide 5 of the PowerPoint. Both are engaging and informative, and each uses a different technique. Ask pupils which they found most entertaining and informative. Some may relate better to one style of presentation than to the other. Which audiences (i.e. children, adults) do the children think these videos are aimed at?
6. Take a look at the weather radar for your area using these weblinks (which are also displayed on slide 6 of the PowerPoint), type in your postcode and show children the weather pattern for their area:
 - WeatherPro <https://www.weatherpro.com/en/gb>
 - Netweather.tv <https://www.netweather.tv/live-weather/radar>
 - BBC weather <https://www.bbc.co.uk/weather>Then discuss what happens when water reaches your school, either as rain or in pipes.



7. Ask your pupils (or a group of pupils) to investigate where water that falls as precipitation goes once it hits the school's roof. Ask them to take notes, draw a sketch, take photos and then create a display which sequences this movement, 'water's journey through the school grounds'. Then ask the pupils (or another group of pupils) to investigate the flow of water through the school building, again taking notes, and again taking and sequencing pictures of places that water passes through (taps, sinks, toilets, pipes, drains, gutters, etc.).
8. Summarise the Guardian newspaper article, ['Wetter the Better, Gothenburg's bold plan to be the world's best rainy city'](#). Remind pupils of their work in KS1 on weather and that the UK also has fairly high rainfall. Ask the pupils to design 'the world's best wet play space' for your playground. How might they action such a play space? Discuss who the decision-makers are, and how they might be approached and influenced.
9. Ask the pupils: 'Why doesn't the planet run out of water?' Add responses to your Enquiry Wall.

PowerPoint Presentation

The activities in this Step for Learning are very practical, so the PowerPoint is primarily useful as a visual introduction to Activities 1, 2, 6, 8 and 9, as well as allowing you to present the links to the class. Slide 5 includes the two videos for comparison and discussion. The slides are as follows:

- Slides 1 and 2 introduce the Step for Learning.
- Slide 3 can be displayed as you set the children the challenge in Activity 1.
- Slide 4 displays the questions, 'Where does water come from?' and 'How does it get to where we can use it?' You can display this slide during Activity 2.
- Slide 5 supports Activity 5, with a link to two videos, 'Our Water's Journey' by kind permission of Portsmouth Water and 'Water Treatment' by kind permission of Southern Water.
- Slides 6 and 7 support Activity 6, with links to the three weather sites.
- Slide 8 supports Activity 8, with a link to the newspaper article, so that you can display it in full to the class.
- Slide 9 can be displayed while you ask the question, 'why doesn't the planet run out of water?' in Activity 9.
- Slide 10 is the closing slide.



Let's Investigate Water KS2: Keywords Flashcards



**Water cycle /
Hydrological
cycle**

Environment

Sustainable

**Physical
Geography**

**Human
Geography**

Weather



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North

South

East

West



Physical Geography



Human Geography



Weather



North



South



East



West

