

Let's Investigate Water

Steps for Learning 5

Geography KS2 Year 3



Let's Investigate Water: Steps for Learning 5

Geography

Key Stage 2 Year 3

Key Questions

- why is water scarcity an issue?
- where do people get their water?
- what would it be like to have no water at school?

Learning Outcomes

- to understand that everyone should have access to clean water, but that they don't.
- to know that the Sustainable Development Goals (SDGs) exist and why they are all important.

Curriculum Links

Purpose and Aims

- equip pupils with knowledge about diverse places, resources, natural and human environments

Human and Physical Geography

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

Geographical Skills and Fieldwork

- use maps to locate and describe features studied

Big Ideas

- cultural awareness
- interconnections

Formative Assessment Opportunities

- interconnections through see/think/wonder
- true or false statements



Key Vocabulary

Map. Water cycle/Hydrological cycle. Environment. Sustainable.

These are also on the previous Step for Learning.

Drought. Fieldwork.

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

Resources

- atlas or globe

Activities

1. Discuss the enquiry wall question from the previous Step for Learning: 'What if we didn't have enough clean water?'

Record any further responses on the enquiry wall.

Discuss:

Does everyone in the world have access to clean water?

What happens if the water is not clean?

2. See. Think. Wonder. Using slide 5 of the PowerPoint, ask the pupils what they can see in the image; explore the details, from colours and textures, to movement and landscape.

Next, ask what does it make them think about?

Finally, what do they wonder?

Use this activity to explore where the children and adults in the image might be going and why.

How far might they have to go and how often?

Will everyone in the region or country have to do this? This final question is set to challenge stereotypes. It is a reality that more people have limited access to water in some countries. However, those with the financial means find different solutions, such as piped or bottled water.



3. Use the world maps, as shown on the PowerPoint (by kind permission of Our World in Data, slides 6 to 13), and ask your pupils questions about access to clean water. Take time to explore other data and information from the website where the maps originated: <https://ourworldindata.org/water-access>.

You might also show the world map on Slide 14 of the PowerPoint (via this link:

<https://worldmapper.org/maps/housing-nowateraccess-2015/>). Again, think about whether this will be everyone in the country. The bigger the country looks, the greater its lack of fresh drinking water. Ask the children to think about what things might prevent water being available to each household.

4. Divide the class into three groups and tell one group that they are getting an extra five minutes at break time - because they are your favourites. Ask the other groups if they think that is fair? Discuss if we were all treated equally on Earth, what should we all have to help us live healthy, fulfilling lives (food, water, shelter, schooling etc)? The statement 'One in three people globally do not have access to safe drinking water', UNICEF, WHO is displayed on slide 17 of the PowerPoint:

<https://www.who.int/news/item/18-06-2019-1-in-3-people-globally-do-not-have-access-to-safe-drinking-water-unicef-who>

This is a basic human requirement for survival - is this right and fair?

5. Introduce the 17 United Nations (UN) Sustainable Development Goals (SDGs)

<https://www.un.org/sustainabledevelopment/>. Carry on the discussions around 'what should we all have to help us live healthy, fulfilled lives?' Pupils could work in small groups to find out about the SDGs or simply discuss which they feel are most to least important. Ask: 'What if they could make three of the SDGs happen with a click of their fingers, which three would they chose and why?'

The 17 SDGs can be found on pages 6, 7 and 8 of this PDF, which you could print for display. They are also on slide 19 of the PowerPoint. However, you may wish to leave this to the children to research and come up with them independently.



6. Ask pupils to use the facts and figures from the Sustainable Development Goals, via this link <https://www.un.org/sustainabledevelopment/water-and-sanitation/> to create one, two or all of these:

- true or false questions
- information post
- infographic

7. Ask the children: 'What would it be like to have no water at school?' Add their answers to the enquiry wall.

PowerPoint Presentation

Much of this Step for Learning is based on classroom discussion, research and enquiry, and the PowerPoint presentation slides support the activities to a greater or lesser extent (as already listed above). The presentation contains 23 slides, as follows:

- Slides 1 and 2 introduce the lesson and the learning aims.

Activity 1

- Slides 3 and 4 can be displayed to support the classroom discussion, 'What if we didn't have enough clean water?' This discussion follows the last activity of the Step for Learning 4.

Activity 2

- Slide 5: 'See. Think' Wonder'. This picture should be displayed during the classroom discussion, to encourage enquiry and thought.

Activity 3

- Slides 6 to 13 feature global maps showing the share of the population without access to an improved water source.
- Slide 14 displays the proportion of people living with no reliable access to safe drinking water in 2015.



Activity 4

- Slide 15 displays the question, 'Is this fair?', which you can show while informing the children that you have favoured one group for playtime above the others.
- Slide 16 and 17 display the question, 'what should we all have to help us live healthy, fulfilling lives?' to stimulate children's ideas and classroom discussion. Followed by a link to the UNICEF/WHO article, 'one in three people do not have access to safe drinking water'.

Activity 5

- Slide 18 re-visits the question posed in Activity 4, 'what should we all have to help us live healthy, fulfilling lives?' It then displays the link to the UN's Sustainable Development Goals (SDGs). Children could visit this link independently to prepare research on the 17 SDGs.
- Slide 19 displays the 17 SDGs. You may wish to skip this slide if you are aiming for the children to research all the SDGs independently.
- Slide 20 displays the question, 'if you could make three of the SDGs happen with a click of your fingers or a wave of a wand, which would they be? And why?'

Activity 6

- Slide 21 displays the link to SDG6, Clean Water and Sanitation. Children can independently research the article, and then prepare one or more of the suggested activities.

Activity 7

- Slide 22 displays the question, 'what would it be like to have no water at school?'
- Slide 23 is the closing slide.



Let's Investigate Water – Steps for Learning 5 Sustainable Development Goals (SDGs) 1

1. No Poverty

2. Zero Hunger

3. Good health and well-being.

4. Quality Education.

5. Gender equality.

6. Clean water and sanitation.



Let's Investigate Water – Steps for Learning 5

Sustainable Development Goals (SDGs) 2

7. Affordable and clean energy.

8. Decent work and economic growth.

9. Industry, innovation and infrastructure.

10. Reduced inequalities.

11. Sustainable cities and communities.

12. Responsible consumption and production.



Let's Investigate Water – Steps for Learning 5

Sustainable Development Goals (SDGs) 3

13. Climate Action.

14. Life below water.

15. Life on land.

16. Peace, justice and strong institutions.

17. Partnerships for the goals.



Let's Investigate Water KS2: Keywords Flashcards



Map

**Water cycle /
Hydrological
cycle**

Environment

Sustainable

Drought

Fieldwork



Drought



Fieldwork

