

Year 5&6: Wonderful Water



Essential Learning:

Enquiry Drivers: Is there water for everyone? Is water finite?

By the end of this topic, you will have learned:

- Where our water comes from and what goes into making it clean and safe.
- Where our local reservoirs are on a map.
- Some reasons why many people in developing countries have limited access to water.
- To identify some consequences of limited water access, including children and education.
- How floods and droughts affect different places and how communities employ different ways to solve these issues.
- To consider ways in which we can help ensure that, in future, everyone in the world has access to clean, safe water

Process & Changes

Understand the reasons for different processes and resulting changes in a range of locations.

Human Geography

Recognise, understand and explain patterns in human geography.

Physical Geography

Understand how the physical geography of a place influences the lives of its inhabitants.

Geographical Vocabulary

Know and understand more technical vocabulary
E.G. biome, climate zone.

Locations and Environments

Compare and contrast diverse locations and environments.

Similarities and Differences

Understand why different places employ different strategies for solving similar problems.

Prior Learning:

Children have learned about UK rivers, estuaries and the water cycle in Y3&4

Curriculum enrichment:

United Utilities Educational Talk – school visit.
'Hold a water day' to raise money for a water charity
World Water Day March 22nd

Outdoor Learning: Create and use a water filter

Key Vocabulary: Reservoir, sustainable, drought, flood, environment, developing country, conservation, consumption, poverty, sanitation, hygiene

Unit Focus: Geography

NC: describe and understand key aspects of:

physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, **and the water cycle**

human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and **water**

Children should:

- Ask questions, explore, describe and explain geographical patterns, similarities, differences and physical and human processes
- Collect and record evidence independently
- Investigate ways in which environments can be managed sustainably and why this is important now, and in the future
- Identify and explain different views that people, including themselves, hold about topical geographical issues
- Observe and explain how human patterns are influenced by both human and physical features
- Use and select primary and secondary sources of information and evidence, suggest conclusions and present findings in a variety of ways

Key Questions:

What do you already know about water in the world? What can you remember from Y3&4 about the water cycle?

What do we need clean water for? How important is water in our lives?

Where does bottled water come from? What are some of the ethical and environmental problems associated with the bottled water industry? What are the alternatives to using bottled water?

What problems arise for those who live in countries where water is scarce? What problems arise for those who live in countries where access to clean water is limited?

What solutions are in place to support developing countries to have access to safe, clean water? (EG Rainwater harvesting, Hand-dug wells, Tubewells, Gravity-fed schemes)

How can we help to conserve water?

Sources of evidence: What different sources of evidence and resources can you use to answer these questions?

Resources: [Pakistan floods: Thousands flee after dyke breached - BBC News](#) [About us | WaterAid UK](#)

Water and the poverty cycle: *Safe water, sanitation and improved hygiene are basic human rights that underpin health, education and livelihoods, forming the first essential steps in overcoming poverty.*



Science	Music
<p>NC Changes of State & the Water Cycle</p> <p>Scientific Enquiry</p> <ul style="list-style-type: none"> - Select and plan the most appropriate type of scientific enquiry to answer specific questions - Make predictions based on scientific knowledge and understanding - Carry out a range of scientific investigations - Recognise and control variables where appropriate during investigations - Take measurements using a range of scientific equipment with accuracy and precision - Record data and results of increasing complexity, using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models, making appropriate use of ICT - Reporting findings from investigations, including written explanations of results, explanation involving causal relationships, and conclusions - Present reports of findings in written form, displays and presentations - Use test results to make predictions and set up further comparative and fair tests <p>https://www.twinkl.co.uk/teaching-wiki/water-cycle-for-kids https://www.natgeokids.com/uk/discover/science/nature/water-cycle/ https://www.bbc.co.uk/teach/class-clips-video/geography-ks1-ks2-the-water-cycle/zbcmxyc</p>	<p>Listening and responding: Handel’s Water Music</p> <p>https://www.musicalcontexts.co.uk/musical-contexts-primary-ks2-units</p> <p>Compose a ‘Water’ piece using tuned instruments (keyboards & GarageBand)</p>
Computing/ICT	PSHE
<p>Self-image & identity – Project Evolve</p> <p>I can explain how identity online can be copied, modified or altered.</p> <p>Networks – search engines and research</p>	<p>Be Responsible – 5 lessons</p> <p>Value – Self Belief</p> <p>Computing KS2 <i>Use technology safely, respectfully and responsibly; Recognise acceptable/unacceptable behaviour.</i></p>

	<p>Star qualities? (Y5) Online Safety Link</p> <p>LO: Describe 'star' qualities of celebrities as portrayed by the media;</p> <p>Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life; Describe 'star' qualities that 'ordinary' people have.</p> <p>Spending wisely (Y5) (Non-Statutory)</p> <p>LO: State the costs involved in producing and selling an item; Suggest questions a consumer should ask before buying a product.</p> <p>Lend us a fiver! (Y5) (Non-Statutory)</p> <p>LO: Define the terms loan, credit, debt and interest; Suggest advice for a range of situations involving personal finance.</p> <p>Two sides to every story (Y6)</p> <p>LO: Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them; Describe the language and techniques that make up a biased report; Analyse a report also extract the facts from it.</p> <p>Assertiveness skills (formerly Behave yourself - 2) (Y6)</p> <p>LO: List some assertive behaviours; Recognise peer influence and pressure; Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.</p>
DT	Art
<p>Stem challenge: Design, make & evaluate a water filter – links to the Rotary</p>	
Cross-curricular Maths	RE

<p>Statistics: Calculate amount of water used in family.</p>	<p>Hindu dharma What might Hindus learn from stories about Krishna?</p> <p>Coverage:</p> <ul style="list-style-type: none"> • Krishna • Holi
<p>English Focus 1</p>	<p>English Focus 2</p>
<p style="text-align: center;">Poetry on a Theme (1 week)</p> <p>Grammar: Word class revision</p> <p>Reading Phase: Read a selection of Water poems Haikus, Tankas, Kennings, Cinquains use reading VIPERS to answer questions about the poems studied.</p> <p>Gathering Content: Which poems do they like and why? What is the structure for these different types of poems? Which is the most effective?</p> <p>Writing: Write own poem on the theme of water (could be flooding, tsunami, pollution, river, stream, ocean, precious water so we need to keep it clean etc...)</p> <p>Cross curricular/Independent writing: Explanation text: The Water Cycle</p>	<p style="text-align: center;">Persuasion – adverts (film) and campaign speech (4 weeks)</p> <p>Reading Phase: Watch a range of water adverts (Water Aid) use VIPERS reading skills to identify persuasive elements, understand vocabulary Read a range of persuasive texts and highlight, identify and analyse the persuasive features. Discuss the purpose of advertising and the audience it’s intended for.</p> <p>Gathering Content: Gather word bank of persuasive words and phrases</p> <p>Short Writing Outcome: diary of a child who collects water for their family – how they feel before and after a water pump installed in their village</p> <p>Writing: Create a script for their advert in small groups, then film their Water Aid advert</p> <p>Grammar: Modal & imperative verbs, subjunctive form, relative clauses, adverbials</p> <p>Guided reading: Literacy Shed Plus Stage 4 & 6 Persuasive Texts</p> <p>Cross curricular/Independent writing: Design a poster persuading the reader to donate money to a water charity</p>
<p>Global links: Raise money for a water charity EG Water Aid</p>	<p>Local links: Location of local reservoirs – Langthwaite and Blea Tarn</p>