

<p>Theme read:</p> <p>Water Is Water: A Book about the Water Cycle - Miranda Paul</p> <p>The water cycle - Georgia Amson-Bradshaw Geographics Paperback (published June 2019)</p> <p>Once Upon a Raindrop: The Story of Water - James Carter</p> <p>A Long Walk to Water – Linda Sue Park</p> <p>Extracts from Eyewitness Weather (Copies at Pegasus.)</p> <p>The River Singers – Tom Moorhouse (Copies at Peg.)</p>	<p>Year 5 (autumn): Enquiry Question</p> <p><b>Do we really need water?</b></p> <p><b>Key driver:</b> Enthusiasm</p> <p><b>Key skills:</b> I can describe physical and human geographical processes.</p> <p><b>Year Enquiry:</b> How do we make the most of where we live?</p> <p><b>Topics:</b> The Water Cycle</p>	<p>Resources diagrams/books</p>
<p>Key Vocabulary: Water cycle, evaporation, condensation, precipitation, groundwater, runoff, closed cycle</p>		<p>Pupil Pledge Educational trip to Thames Water (Didcot) whole day trip learning about the water cycle and other aspects of water</p>

<p>Lesson 1 Changing state</p> <p>WALT: describe and understand key aspects of the water cycle.</p> <p>Outcome: I can explain the three states of matter</p>	<p>Lesson 2 The water cycle</p> <p>WALT: explain the water cycle in detail.</p> <p>Outcome: Describe and understand key aspects of the water cycle in the context of explaining the water cycle. I can explain the key aspects of the water cycle.</p>	<p>Lesson 3 Making clouds and rain</p> <p>WALT: understand the process of clouds and rain.</p> <p>Outcome: Describe and understand key aspects of the water cycle in the context of learning about clouds and rain. I can explain how clouds and rain are formed.</p>	<p>Lesson 4 Treating water</p> <p>WALT: explain how and why drinking water is cleaned.</p> <p>Outcome: Describe and understand key aspects of the water cycle in the context of learning about the water treating process.</p>	<p>POP Quiz Teacher to create quiz about the water cycle – What the children have learnt so far for consolidation.</p>
Lesson 6	Lesson 7	Lesson 8	Lesson 9	Celebration

<p><b>Flooding</b></p> <p>WALT: explain the causes and effects of flooding.</p> <p>Outcome: Describe and understand key aspects of the water cycle in the context of learning about flooding.</p>	<p><b>Water pollution</b></p> <p>WALT: understand the causes and effects of water pollution.</p> <p>Outcome: Describe and understand key aspects of the water cycle in the context of learning about water pollution.</p>	<p>What impact do humans have on the water cycle?</p> <p>WALT: explore the impact humans may have on the water cycle.</p> <p>Outcome: To research, discuss and explore key themes where humans can have an impact in the water cycle.</p>	<p>WALT: Outcome:</p> <p><b>Lesson left blank to account for trip, allowing follow up time/work from what was learnt on the trip.</b></p>	<p>Educational trip to Thames Water (Didcot) whole day trip learning about the water cycle and other aspects of water</p>
---	---	---	---	---

<p><b>Content:</b> What will we learn? What are the core concepts?</p> <ul style="list-style-type: none"> <li>Children should be able to describe and understand key aspects of physical geography, including rivers and the water cycle.</li> <li>To know the main events in the water cycle, explain where the processes of evaporation and condensation occur in the water cycle.</li> <li>To understand the causes and effects of water pollution.</li> </ul>	<p><b>Coherence:</b> How does this link to previous learning?</p> <ul style="list-style-type: none"> <li>Rivers</li> </ul>	<p><b>Creativity:</b> How will we show we understand in multiple ways?</p> <ul style="list-style-type: none"> <li>Drawing diagrams</li> <li>Experiments</li> </ul>	<p><b>Compassion:</b> What opportunities are there to teach compassion?</p> <ul style="list-style-type: none"> <li>Discuss and debate water pollution. How can we change?</li> </ul>	<p><b>Community:</b> What links are there to local resources?</p> <ul style="list-style-type: none"> <li>Thames water</li> </ul>
---	--	--	--	--

