

Learning objectives

QCA Unit 11 'Water'

- To know how water is used in the world.
- To investigate similarities and differences in water use.
- To be aware of land use patterns.

Resources



'Who uses water?' flipchart file
Local map in digital form, from a website such as OS Get-a-map at www.ordnancesurvey.co.uk/oswebsite/getamap/ (NB Annotating and saving the OS maps is only allowed if your school is part of the LEA OS Map Licensing Scheme); map symbols information, from a website such as www.ordnancesurvey.co.uk/oswebsite/jsp/mapshop/mapShop.jsp?display=understanding_mapping/index.htm; access to a local water provider's website.

Links to other subjects

Science

PoS Sc2 (5f) That micro-organisms are living organisms that are often too small to be seen.

- Link this objective to work on the purification of water.





ICT

PoS (1b) To prepare information for development using ICT.

- The spreadsheet work which follows from the work in the Plenary is a useful means of putting ICT skills into practice.

Whiteboard tools

Using the Marquee select tool for sorting activities allows the children to reconsider and reposition items. Use the Pen or Text editor tool to note children's suggestions.

-  Text editor tool
-  Pen tool
-  Marquee select tool
-  Activote (optional)

Who uses water?

Starter

Display page 2 of the flipchart and revise the map symbols used to represent water features. Look at a map of the local area on the whiteboard, identify any water shown on the map and annotate it. (NB It is not permitted to take screenshots of these annotated maps.) Ask the children to recall what is at the actual location where the water symbols are:

- Is the water still there?
- What is it like?
- Have there been any changes to it?
- Is the water used for anything?

Whole-class shared work

- Go to page 3 of the flipchart. Ask the children to suggest different uses of water, writing these up on the board. Ask: *Are uses by industry and farming included?*
- The pictures on page 4 show various uses of water. Let the children first study the pictures, then ask them to come up one by one, and decide where to put each picture in the Carroll diagram on page 5. Invite them to explain their choices. Use Activote, if voting devices are available.
- Once they have done this part of the activity, ask them to complete the second Carroll diagram activity on page 6, about the amount of water used.
- Ask: *How does our water get to our taps?* Visit the website of a local water provider to look at water purification and sewage treatment.
- Use page 7 of the flipchart to note key points about water processing. Include vocabulary that the children will need for their independent work.

Independent work

- Ask the children to make a diagram showing the processes of cleaning water and disposing of dirty water.
- If possible, complete this work using desktop publishing software. The children will then be able to insert pictures and re-arrange items as the work progresses.
- Provide the basic headings for less confident children, to help them to organise their research.
- Children who are able to work quickly and independently might like to present their research in a digital multimedia presentation.

Plenary

- Go to page 8. Introduce the idea of keeping a diary of water use at home and at school. Ask: *What categories might be included?* Explain that the children need to collect similar data so that it can be entered into a spreadsheet and analysed (see the Year 5 geography lesson on water conservation on the DfES *Learning and Teaching using ICT* CD).
- Devise headings for the data collection. Suggest that the children keep a tally of the times each type of water use occurs. The quantity of water used can then be built into the spreadsheet, so that it will work out the totals used. Set this work as homework.