

The Blue Fish Campaign

LESSON 1: THE WATER CYCLE



Cross Curricular Links	Curriculum Objectives 2014 National Curriculum	Learning Intentions	Teaching Notes	Teaching Resources	Assessment Opportunities
<p>Maths – Statistics Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</p> <p>Geographical Skills and Fieldwork Use fieldwork to observe, measure, record and present the human and physical features in the local area using maps, plans and graphs.</p>	<p>Science</p> <p>States of Matter</p> <ul style="list-style-type: none"> Know the parts of evaporation and condensation in the water cycle <p>Scientific Investigation</p> <ul style="list-style-type: none"> Record findings using scientific vocabulary, diagrams, charts and tables Report on findings using oral and written explanations of results and conclusions <p>Human and Physical geography</p> <ul style="list-style-type: none"> Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, coasts including tides, 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. 	Can I explain what water is and understand what it is used for?	<p>Using PowerPoint 1 and the presentation script; talk about water, including its uses and where water comes from.</p> <p>For increased understanding about water and its age watch BBC Earth – weird water: https://www.facebook.com/bbcearth/posts/2971292796237590</p>	PowerPoint 1 The Water Cycle	Children understand the age of water and that it is continuously recycled through rock, air, plants and animals.
		Can I understand and identify the roles of evaporation and condensation in the water cycle?	<p>When discussing States of Matter and the topic of water, talk about the water cycle. Once the children have grasped the idea of evaporation and condensation explain how these concepts can be used in the water cycle to move water.</p> <p>Show the children a video clip or animation of the water cycle. Examples: https://www.metoffice.gov.uk/weather/learn-about/weather/how-weather-works/water-cycle</p> <p>https://www.youtube.com/watch?v=ncORPosDrjl</p> <p>Draw a simple picture of the water cycle on the board; using the Activity 1 worksheet get the children to draw their own water cycle. Point out where evaporation and condensation take place.</p>	Activity 1 Draw the water cycle	Children can successfully point out processes on the water cycle.

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			<p>Information to pair with water cycle drawing activity:</p> <p>Water evaporates into the air: The sun heats up water on land, in rivers, lakes, and seas, and turns it into water vapour. The water vapour rises into the air.</p> <p>Water vapour condenses into clouds: Water vapour in the air cools down and changes back into tiny drops of liquid water, forming clouds.</p> <p>Water falls as precipitation: The clouds get heavy and water vapour cools. Water falls back to the ground in the form of rain or snow.</p> <p>Water returns to the sea: Rainwater runs over the land and collects in lakes or rivers, which take it back to the sea. The cycle starts all over again.</p>		
		<p>Can I identify the pathways that deliver water back to the sea?</p>	<p>Discuss how water gets back to the sea. Talk about how water falls onto the land as rainwater when it condenses.</p> <p>Water can fall over both urban spaces and the countryside. Explain the pathways the water takes in both site types to get back to the sea.</p> <p>Go on a walk around the school and identify where water is collected including gutters, streams, ponds, water tanks, puddles, trees and drains.</p>		<p>Children understand how rainwater gets back to the sea.</p>

