



 RATIONALE:

Water is essential for the maintenance of life and we are very fortunate in this country that we have a regular, clean supply. Even in the 21<sup>st</sup> century, there are still countries which do not have access to this essential resource. We will learn about some places which do not have access to regular water, learning about the human and physical geography. We will also explore scientific elements of water, including the water cycle, evaporation and condensation, which follows on from Year 3 science learned during the topic Look at the State We're In. We will then focus on raising money to support Water Aid, a fantastic charity which helps to supply fresh water around the world. Learners will gain a genuine sense of purpose by making an authentic contribution to others less fortunate than ourselves.

English
Science
Geography

 We VALUE creativity

We will show creativity by generating alternative suggestions to problems that they may face during this topic, for example deliberating about how we can best persuade people to make financial contributions towards our Walk for Water.

We will encourage pupils to relish the challenge of a five mile walk in order to raise money for our chosen charity!

Learners will be encouraged to think beyond the obvious by exploring the reasons why some countries have difficulty with their fresh water supply.

 We VALUE Respect

We will be displaying a social conscience and investigating how human actions – even actions by children - can help to change lives.

We will respond empathetically to the issue of water supply for children and their families in other countries and use this growing empathy to encourage a desire to make an authentic difference.

We will be aware that our actions of raising money for Water Aid will have an impact on the future lives of people in other countries.

 We VALUE Independence

We will independently find out about the problems faced by those who have limited access to fresh, running water and the work of Water Aid to help alleviate this.

We will independently make choices about the information that will be included in the pack that will accompany the sponsorship form in order to encourage potential sponsors to develop their empathy too, thereby donating to our cause.

Learners will be reflective and with that, identify issues surrounding water supply in Nigeria.

CHALLENGE: Clean water, decent toilets and good hygiene are basic human rights. They should be a normal part of daily life for everyone, everywhere – but they aren't. That's why we need you...

OUTCOME: A sponsored walk to raise money for Water Aid

STEPS TO SUCCESS:

- 1) Hook: An expert from Water Aid will launch the challenge – to raise money for Water Aid.
- 2) Pupils will creatively investigate changes such as evaporation and condensation by designing their own investigations and look at how evaporation and condensation link to the water cycle. We will link these to the climate in Nigeria and investigate how this contributes to the problem of water supply here.
- 3) We will look at Nigeria in detail, exploring the physical and human geography, biomes, vegetation belts and natural resources. This will contribute to the children's knowledge of Nigeria and an understanding of why they have a problem with the supply of fresh water.
- 4) Learners will investigate persuasive techniques that can be used in writing
- 5) Pupils will write a persuasive letter to encourage people to sponsor them, and create an information pack about Nigeria using what they have learned so that potential sponsors can learn where their money may be going. Pupils will independently make selections about what to include in the information, choosing what they feel will have the biggest impact.
- 6) The children will use their empathy skills to encourage people to make a financial contribution and therefore make a difference.
- 7) Outcome: Pupils will participate in a sponsored walk and attempt to raise £500 for Water Aid.

EVALUATION:

Did we achieve our fundraising target? Why/why not? What factors contributed towards us reaching/not reaching our target?

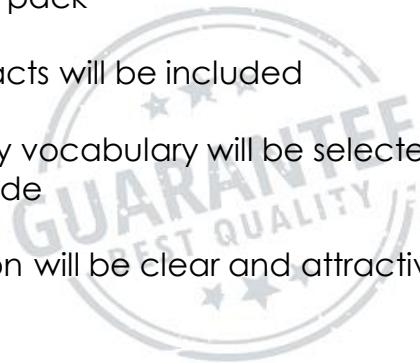
What did you learn in the scientific, geographical and English elements of the topic? Is there anything else we could have learned to make our job easier?

Which parts of the topic did you learn the most in? Which parts could have been approached differently?

What should next year's Year 4 do differently?

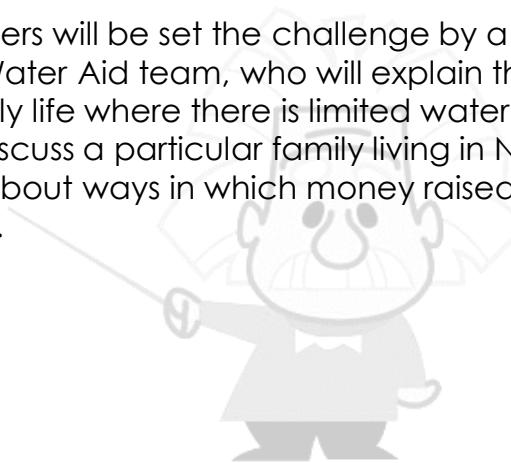
### VISION FOR QUALITY

- no spelling, grammar or punctuation errors in the information pack
- only true facts will be included
- high quality vocabulary will be selected to inform and persuade
- Presentation will be clear and attractive

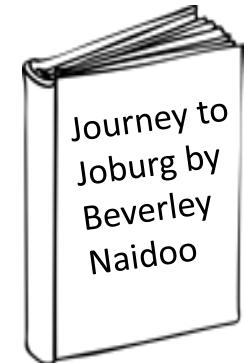


### EXPERT CONSULTATION:

Learners will be set the challenge by a member of the Water Aid team, who will explain the problems in daily life where there is limited water supply. He will discuss a particular family living in Nigeria and talk about ways in which money raised can help them.



### QUALITY TEXTS:



When the expert from Water Aid visits, pupils will be encouraged to develop compassion for others in situations different from their own. By developing this understanding of others' lives, this will help learners to develop the essential life skill of empathy.

Pupils will create their information packs and have the opportunity to role-play their explanations about the issues facing countries with poor water supply. Pupils will practise presenting their information to younger pupils in order to test the effectiveness of their persuasiveness and the depth of their subject knowledge.

REHEARSAL FOR LIFE

### COMMUNITY IMPACT:

We have set ourselves the target of raising £500 for Water Aid. This will be used to support the Water Aid team to make a positive impact in other parts of the world, helping us to recognise we are part of a much larger community.



### LEARNING BEYOND SCHOOL:



Investigate the use of water in your home. Your water supplier will have information on their website about how much water is used in the washing machine, dishwasher etc. Have a look at the Water Aid website. Notice real life examples of evaporation and condensation around the home eg in the kitchen and bathroom and car. When visiting the local area, take time to look at the different geographical aspects of the places we live! We have some amazing examples such as Lulworth, Hengistbury Head, New Forest.

### DISCRETE LEARNING:

#### Maths:

Find the effect of dividing a 1 or 2 digit number by 10 and 100, round a decimal with 1 decimal place to the nearest whole number, compare numbers with the same number of decimal places up to 2 decimals, solve simple measure and money problems involving fractions and decimals to 2 decimal places

#### PE:

Outdoor games and athletics

### OBJECTIVES

The National Curriculum 2014 objectives can be found on our website <http://fluencycontent2-schoolwebsite.netdna-ssl.com/FileCluster/BroadstoneMiddleSchool/MainFolder/first-school/Curriculum/KS1-OVERVIEW-OF-OBJECTIVES-YEAR-2.pdf>

COMPUTING: We will use Excel to purposefully create graphs showing relevant data. We will use Scratch to develop programming skills.