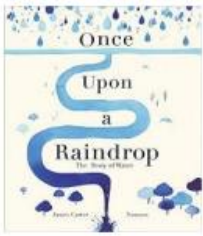
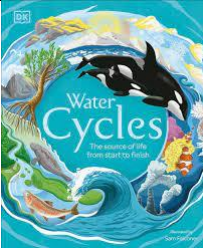
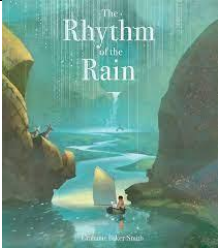


Enquiry Question	<h1>What path does a raindrop take?</h1>		
NC Objectives	<p>The water cycle – a key aspect of physical geography</p> <ul style="list-style-type: none"> Describe and explain a key aspect of physical geography – the water cycle (Human and Physical geography) Name and locate the world’s five oceans (Location knowledge) Use maps to locate land and sea; using a range of maps and globes at different scales; begin to use OS symbols and keys on maps (Mapping) Use simple fieldwork techniques such as observation and identification to study geographical features of our surrounding environment (Fieldwork) Speak and write about, draw, observe and describe geographical concepts using geographical vocabulary (Being a geographer) Ask geographical questions about the world and their environment (Being a geographer) 		
Curriculum Coherence	<p>Prior Knowledge Children have experienced the concept of using maps to locate different countries and cities, plus the world’s continents and oceans.</p> <ul style="list-style-type: none"> The world’s hot and cold places <p>Future Learning</p> <ul style="list-style-type: none"> Features of rivers and mountains and how these form World’s longest rivers and highest mountains 	<p>Key knowledge (substantive)</p> <ul style="list-style-type: none"> Maps help us locate the world’s oceans and rivers, they use symbols and a key to communicate the location and size. Know where the world’s water is found – oceans and freshwater (surface water, groundwater, glaciers and ice caps) Know that water is stored in three states of matter – solid, liquid, gas As water circulates it changes between liquid, solid and gas as it gains and loses heat; these change through evaporation, condensation and precipitation. Understand how the water cycle works – a repeating series of events. The world’s water is constantly circulating between the sea, atmosphere and land. The water cycle is a non-stop event that is powered by the sun’s energy. Powerful water drops – how water around the world is changing as the water cycle continues to operate – flooding, glacial melt, extreme weather. 	<p>Substantive Concepts Location Climate Rivers Weather</p> <p>Second Order Concepts Cause Change Process Impact</p>

Quality Texts and vocabulary				Freshwater Glaciers Ice caps Solid Move River snow	Liquid Gas Rain Water Water cycle Physical geography Ground water	Evaporation Condensation Precipitation Run-off Geographical process Cloud Solar energy
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Location	Continents	Oceans	UK Seas	Rivers	Countries	Compass
	Asia Europe Oceania North America South America Antarctica Africa	Pacific Ocean Arctic Ocean Southern Ocean Indian Ocean Atlantic Ocean	North Sea English Channel Celtic Sea Irish Sea Atlantic Ocean	Nile Amazon Yangtze Congo Mekong Thames Tamar	Britain Scotland Ireland Wales Himilayas Nepal, Tibet	North South East West

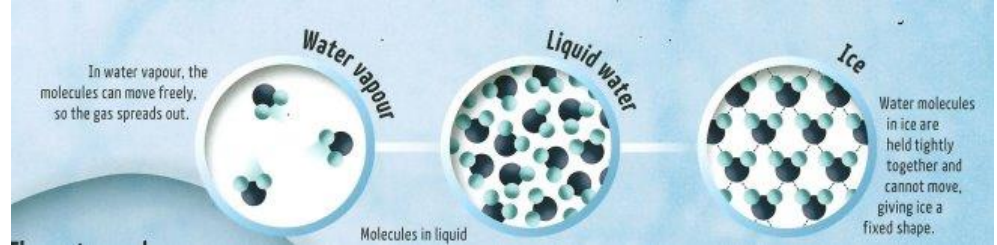
Knowledge Sequence	Lesson 1 – Where is the world’s water? WALT know where water is in the world <ul style="list-style-type: none"> Use maps to locate water – where is it? What type of water is it – river, sea, lake. (re-cap) Name world’s 5 oceans using maps. Identify large rivers on world map – Nile, Amazon, Yangtze, Congo. Where do we find water? Using p8-9 DK Water Cycles explore that Earth is mostly a blue planet – the blue is the water of seas, oceans, lakes, and rivers. Covering three quarters of our world. But not all water lies on the surface – there is water in the air, ground and in living things including us! Using p8-9 DK Water Cycles examine the different types of water – salt water, fresh water, soil, ice, groundwater, atmospheric water, water in living things. Total global water – freshwater 4% (groundwater 30%, surface water 1%, glaciers and ice caps 69%, oceans 96%) 	
	Lesson 1 Key Lesson Skills (disciplinary knowledge) KS1: <ul style="list-style-type: none"> Name and locate the worlds seven continents and five oceans Know which is N, E, S and W on a compass 	Year 3: <ul style="list-style-type: none"> Identify the longest rivers in the world. Compare with UK. Know that most of the major cities of the world are located close to a river

- Use basic geographical vocabulary to refer to key physical features
- Use a range of maps and globes (including picture maps) at different scales
- Use vocabulary such as bigger/smaller, near/far
- Know that maps give information about places in the world (where/what?)
- Locate land and sea on maps
- Find a given OS symbol on a map with support

- Use geographical vocabulary to refer to key physical features
- Use a wider range of maps including digital, atlases and globes to locate countries and features studied
- Use maps and diagrams from a range of publications eg holiday brochures, leaflets, town plans
- Use maps at more than one scale

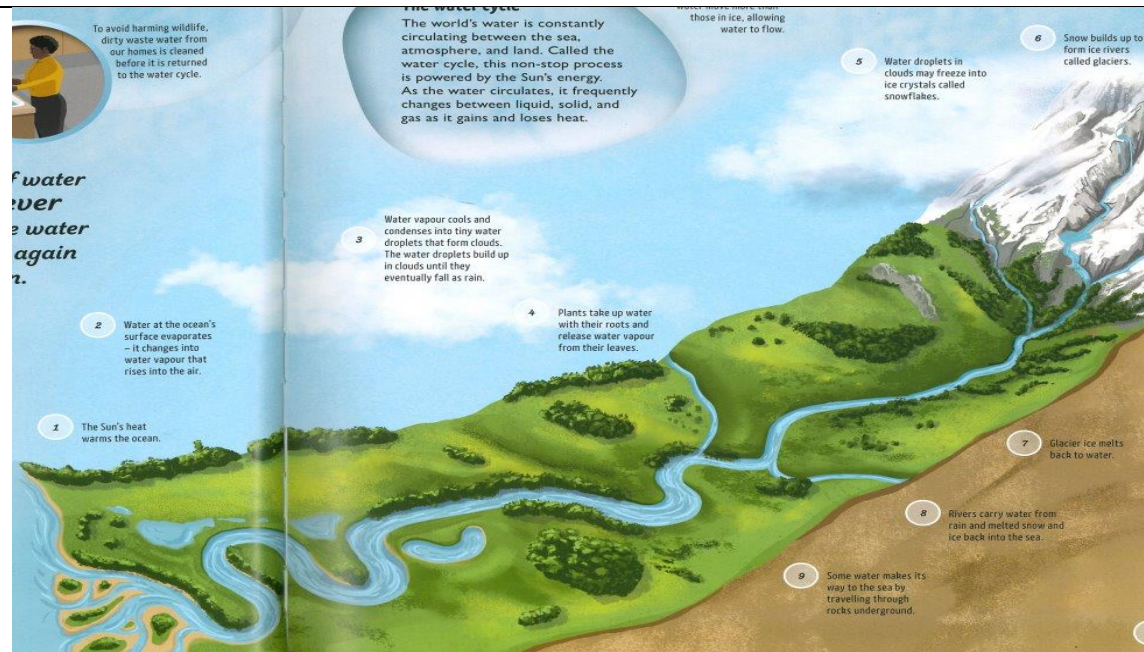
Lesson 2 – What is water? WALT know what states water can be in.

- Introduce simple concepts of solid, liquid, gas. Using real life examples to explore – hands on fieldwork. Ice cubes, water, steam from a kettle.
- Introduce the concepts of changing state within physical geography study of water. Evaporation – a puddle has liquid in it which evaporates to form a gas – water vapour, using the sun’s energy. Condensation – steam from a shower hitting the shower screen and changing the gas to liquid. Freezing – water freezes to form a solid – ice.
- Relate to the world’s weather, without moving into the next lesson’s learning - clouds, rain, ice.



- Lesson 2 Key Lesson Skills (disciplinary knowledge)**
- KS1:
- Use basic geographical vocabulary to refer to key physical features
 - Use simple fieldwork techniques such as observation and identification

- Year 3:
- Use geographical vocabulary to refer to key physical features
 - Use simple fieldwork techniques such as observation and identification



Lesson 3 – What is the water cycle and how does it work? WALT know how the water cycle works

- The Great Big Water Cycle Adventure book, DK Water Cycles p10-11 - stages 1-6.
- The sun’s heat warms the ocean through its solar energy; water at the ocean’s surface evaporates (changing into water vapour that rises into the air).
- Condensation - Water vapour cools and condenses into tiny water droplets that form clouds. Explore types of clouds, go on a cloud spotting walk. DK Water Cycles p18-21.
- Precipitation - Droplets build up in clouds until they fall as rain. In cold places water droplets may freeze into ice crystals called snowflakes.
- Snow builds up to form ice rivers called glaciers or stores in ice caps.

Lesson 3 Key Lesson Skills (disciplinary knowledge)

KS1:

- Understand key aspects of physical geography including rivers

Year 3:

- Describe and understand key aspects of physical geography including rivers and the water cycle
- Use geographical vocabulary to refer to key physical features

	<ul style="list-style-type: none"> • Ask simple geographical questions – where? What? Who? About the world and their environment eg what is it like to live in this place? • Use basic geographical vocabulary to refer to key physical features • Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where 	<ul style="list-style-type: none"> • Ask more searching questions including how and why as well as where and what when investigating places and processes • Identify and describe geographical features, processes (changes) and patterns • Communicate geographical information through a range of methods
<p>Lesson 4 – What is the water cycle and how does it work? WALT know how the water cycle works</p> <ul style="list-style-type: none"> • The Great Big Water Cycle Adventure book, DK Water Cycles p10-11 - stages 7-9. • Glacier ice melts back to water. • Rivers carry water from melted ice and rain back into the sea; some water also travels to the sea through the ground. • Summarise into a cycle – a diagram showing arrows of water movement, using key language to label – ocean, evaporation, solar energy, cloud, condensation, precipitation, rain, snow and glaciers, rivers. 		
	<p>Lesson 4 Key Lesson Skills (disciplinary knowledge) KS1:</p> <ul style="list-style-type: none"> • Understand key aspects of physical geography including rivers • Ask simple geographical questions – where? What? Who? About the world and their environment eg what is it like to live in this place? • Use basic geographical vocabulary to refer to key physical features • Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where 	<p>Year 3:</p> <ul style="list-style-type: none"> • Describe and understand key aspects of physical geography including rivers and the water cycle • Use geographical vocabulary to refer to key physical features • Ask more searching questions including how and why as well as where and what when investigating places and processes • Identify and describe geographical features, processes (changes) and patterns • Communicate geographical information through a range of methods
<p>Lesson 5 – What path does a raindrop take? WALT understand the impact raindrops can have on our world</p> <ul style="list-style-type: none"> • Powerful water drops – how water around the world is changing as the water cycle continues to operate – flooding, glacial melt, extreme weather. • DK Water Cycles p14-15 – explore how powerful water drops can be. Extreme rain; hailstones, flooding, water falls, icebergs. • Explore the changing state of this water and how it may change in the future – flooding, glacial melt, altering coastlines. Big question of why this may be. Link back to the solar energy – our planet is heating up. 		
	<p>Lesson 5 Key Lesson Skills (disciplinary knowledge)</p>	

KS1:

- Understand key aspects of physical geography including rivers
- Ask simple geographical questions – where? What? Who? About the world and their environment eg what is it like to live in this place?
- Use basic geographical vocabulary to refer to key physical features
- Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where

Year 3:

- Describe and understand key aspects of physical geography including rivers and the water cycle
- Use geographical vocabulary to refer to key physical features
- Ask more searching questions including how and why as well as where and what when investigating places and processes
- Identify and describe geographical features, processes (changes) and patterns
- Communicate geographical information through a range of methods

