



MEDIUM TERM PLANNING

Subject	Topic/Key Question	Year Group	Term	Time Allocation
Geography	Where is the most valuable thing in the world and who owns it?	3	Spring 2	12 hours

What knowledge and skills will children have gained by the end of this unit?

- Understand why water is the most valuable thing in the world.
- Name and locate the cities of the four countries of the UK.
- Locate reservoirs in the UK.
- Understand how reservoirs are created and how they have been adapted over time.
- Explain the importance of water and how it is used in different places.
- Show an understanding of how water is consumed and conserved and how this affects geographical physical features.
- Explain the distribution of water from reservoirs, collecting and showing data results.

Lesson Sequence	Time Allocation	Key Question/WALT	Teaching Activities	Resources	Vocabulary
Lesson 1	1 hour	Where did Thomas find his 'treasures of untold value'? By the end of this lesson children will be able to:	Display Resource 1 Ask children to discuss and speculate what it means. List children's suggestions on board. Display images on resource 2 – What impressions do children have? Discuss in groups – do they provide any additional clues?	Collins Lesson notes 1 Resources 1,2,3,4,5 Ipad for photo	Treasures Water

		<ul style="list-style-type: none"> Explain what the treasures are and why. 	<p>Show the two posters (resource 3) Does this help us understand what other Treasures Thomas Barclay was referring to.</p> <p>Read through posters ensuing children understand the meaning of some of the words.</p> <p>Give children resource 4 – what does it show? Children to analyse it very carefully. Have they guessed what the treasure is?</p> <p>Display resource 5 – which give the children the answer.</p> <p>Photos of children discussing posters as evidence for books</p>		
Lesson 2	1 hour	<p>Why did Thomas choose to build his reservoirs in Wales?</p> <p>By the end of this lesson children will be able to:</p> <ul style="list-style-type: none"> Name and locate the 4 countries of the UK and each capital city. Explain what a reservoir is. 	<p>Recap the four countries of the United Kingdom</p> <p>Children to find a map in an atlas similar to the one on resource 6. (political map)</p> <p>Children to find the four countries of the UK along with the capital cities.</p> <p>Look at other important large towns and cities – do they have family or friends who live in those places or near?</p> <p>Children to locate compass on top of the map – can they see the points clearly. Discuss the scale at the bottom of the map and explain how to use it to calculate distances.</p> <p>Children to complete resource 7 to calculate both the compass point</p> <p>direction and straight line distance on the ground in kilometres between a number of large towns and cities.</p>	<p>Collins Lesson notes 2</p> <p>Resource sheet 6& 7</p> <p>Atlases</p> <p>Rulers</p>	<p>Country</p> <p>Political map</p> <p>Capital city</p> <p>Compass</p> <p>Direction</p> <p>Kilometre</p> <p>Town</p> <p>City</p>

Lesson 3	1 hour	<p>Why did Thomas choose to build his reservoirs in Wales?</p> <p>By the end of this lesson children will be able to:</p> <ul style="list-style-type: none"> • Understand why reservoirs were built in Wales. 	<p>Display resource 6 – remind children that calculated the distances between cities and towns from Birmingham. Where is Birmingham?</p> <p>Remind children this is where Thomas ordered his search for clean water.</p> <p>Look at resource 8 where do you think this is? What is it?</p> <p>Children to think about why Thomas choose Wales to build his reservoirs.</p> <p>Children to use clues and a challenge to see if they can work out the answer.</p> <p>Children to use the resource maps 6 & 9 to answer questions on resource 10.</p> <p>Study resources 11 and 12 to consolidate children's understanding of why Wales was a good place for reservoirs.</p> <p>Children to complete a bar graph to show average monthly rainfall for Wales and Birmingham then calculate how much rain Rhyader receives each compared to Birmingham.</p> <p>Summarise reasons with children why Wales was a good place</p> <p>Show children the short film in resource 16 and discuss any issues arising</p>	<p>Collins Lesson notes 2</p> <p>Resources 6,8,9,10, 11, 12</p> <p>Short film resource 16</p>	<p>Town</p> <p>City</p> <p>Birmingham</p> <p>Reservoir</p> <p>Rainfall</p>
Lesson 4	1 hour	<p>How did the building of reservoirs change the middle of Wales?</p>	<p>Divide the pupils into pairs and provide everyone with a copy of the 1908 Ordnance Survey map of part of</p>	<p>Collins Lesson notes 3</p>	<p>Ordnance survey</p>

		<p>By the end of this lesson children will be able to:</p> <ul style="list-style-type: none"> • Locate all the Welsh reservoirs on a map. • Explain the changes of the reservoirs from 1908 until now. 	<p>central Wales in Resource 17. Encourage the pupils to study it carefully.</p> <p>Children to colour in blue on their map all of the reservoirs in the east of the map. Then children to ink over the River Claerwen.</p> <p>Give children copies of the modern Ordnance survey land ranger map in Resource 18, children to compare it with the 1908 map.</p> <p>Give them plenty of time to orientate the two maps and to match up names of places etc.</p> <p>What is the major change they can identify? Children to superimpose on their copy of the 1908 map the outline of the Claerwen reservoir and then colour it in in blue.</p> <p>Before doing this they will need to match up places on the two maps to ensure that their outline of the new reservoir is as accurate as possible.</p>	<p>Resource sheets 17 & 18</p> <p>Thin blue felt tips or biros</p>	<p>Reservoirs</p> <p>River</p> <p>Orientate</p>
Lesson 5	1 hour	<p>How did the building of reservoirs change the middle of Wales?</p> <p>By the end of this lesson children will be able to:</p> <ul style="list-style-type: none"> • Show a deep understanding of how reservoirs changes in the middle of Wales. 	<p>Refresh children's memory of the map work they completed last lesson.</p> <p>Challenge and support the children to analyse the modern map in Resource 18 by tackling the exercises in Resource 19.</p> <p>Children will also need copies of resource sheets 20,21,22,23 and 24.</p> <p>Explain each of the questions with the children as a group before giving them time to fill in their answers.</p>	<p>Collins Lesson notes 3</p> <p>Resource sheets 18,19,20,21,22,23,24</p>	<p>Map</p>

Lesson 6	1 hour	<p>Why is water our most precious resource?</p> <p>By the end of this lesson children will be able to:</p> <ul style="list-style-type: none"> • Explain where water is used and how many different places water is used. 	<p>Hold up a one litre bottle of fresh water and ask the pupils to estimate how many litres of water like this every person in the United Kingdom. Children to make a list of all the ways they can think of where we use water.</p> <p>Children to complete a pictogram of the amount of water each person uses on average in a day using data on resource 25</p> <p>When complete ask children to add up the figures to find out how much water is used.</p> <p>Hold up bottle again – 158 of these.</p>	<p>Collins Lesson notes 4</p> <p>Resource sheets 25 & 26</p>	<p>Fresh water</p> <p>Litre</p> <p>Pictogram</p> <p>Consumption</p>
Lesson 7	1 hour	<p>Why is water our most precious resource?</p> <p>By the end of this lesson children will be able to:</p> <ul style="list-style-type: none"> • Explain why people use so much water and where they use it. 	<p>Hold up the bottle of water again – ask how many of these do we use in a day?</p> <p>Tell the children that isn't anywhere near the right answer.</p> <p>Children to complete the hidden consumption activity in groups.</p> <p>Using resource 27 & 28 children to match photos with each label. Allow plenty of time for this activity and develop discussion and extend thinking by questioning and responding to ideas and supposition.</p> <p>Take feedback from different groups and encourage the pupils to share ideas.</p> <p>As a summative piece for this ancillary question the pupils could produce a short piece of explanatory writing to demonstrate they understand why so much of our daily</p>	<p>Collins lesson notes 4</p> <p>Resource sheets 27 & 28 cut up</p>	<p>Consumption</p> <p>Data</p>

			<p>water consumption is never seen or heard which could be entitled:</p> <p>'Why do we use so much more water than we think?'</p>		
Lesson 8	1 hour	<p>How can we conserve our water resources?</p> <p>By the end of this lesson children will be able to:</p> <ul style="list-style-type: none"> • Discuss and explain how people can conserve water. 	<p>Begin by asking the pupils to study a wall or atlas map of the world or globe. How much of the Earth's surface do they estimate is covered by water – 71% or nearly three quarters.</p> <p>Children compare water usage between countries which have the highest consumption of water and those which have the lowest, using resource 29 & 30</p> <p>Using resource 31 or an atlas challenge and support the pupils to locate each of the countries shown as heavy water users in Resource 29. When they find the location of each country on the map they can then colour it in red in its correct position on a copy of the outline map of the world (resource 32) until all 15 are shaded in.</p> <p>Then do exactly the same with the countries listed on resource 30 but shade them blue. Then add the title <i>The world's highest and lowest water consuming countries</i> and a key.</p> <p>Discuss with the children where the lowest uses are – why is this? –Do the same for the highest consumers.</p> <p>Ask for two volunteers to complete the teeth brushing challenge to compare water used with tap running and tap not running.</p>	<p>Collins Lesson notes 5</p> <p>Resource sheets 29,30,31,32.</p> <p>Blue and red crayons</p> <p>2 new toothbrushes</p>	<p>Conserve</p> <p>Compare</p> <p>Globe</p> <p>Atlas</p> <p>Country</p> <p>Locate</p> <p>Location</p> <p>Consumption</p>
Lesson 9	1 hour	<p>How can we conserve our water resources?</p> <p>By the end of this lesson children will be able to:</p>	<p>Children to produce a leaflet for local water company to send to every household advising people how they can conserve water.</p> <p>Discuss with children what they must include, format etc.</p> <p>Children to complete a paper leaflet with some groups using laptops to produce theirs.</p>	<p>Collins Lesson Notes 5</p> <p>Examples of leaflets</p> <p>Address of local water company.</p>	<p>Advertisement</p> <p>Water consumption</p> <p>population</p>

		<ul style="list-style-type: none"> • Create a leaflet advising people how to conserve water. 		Laptops	conservation
Lesson 10	1 hour	<p>How aware are people of how much water they consume and what they can do to conserve it?</p> <p>By the end of this lesson children will be able to:</p> <ul style="list-style-type: none"> • Design a questionnaire which will generate numerical data. 	<p>Children to design a simple but effective questionnaire that will generate numerical data that can be presented and analysed easily.</p> <p>Explain that each child should (if they can) survey 10 adults.</p> <p>Spend a good amount of time showing children how to compile a good survey – go through some examples of good questions to answer.</p> <p>Look at how to format so that it is easy to record answers. Children in groups to think of 5 questions that could be asked about water consumption.</p> <p>Groups to share questions and class decide which questions to include. (Use resource 35 to help)</p> <p>Surveys to be typed up and given to children to take home to complete over the week.</p>	<p>Collins Lesson notes 6</p> <p>Resource sheet 35</p> <p>A3 paper</p> <p>Laptops</p>	<p>Numerical data</p> <p>Survey</p> <p>Water consumption</p>
Lesson 11	1 hour	<p>How aware are people of how much water they consume and what they can do to conserve it?</p> <p>By the end of this lesson children will be able to:</p>	<p>Children to return data.</p> <p>Each group make a tally chart for the answers of their questions – this can then be represented graphically e.g.</p> <p>A simple 100 mm x 20 mm divided bar could be used to show the percentage proportions of answers to Questions 1, 8, 9 and 10 see https://www.emathzone.com/tutorials/basic-statistics/percentage-component-barchart.</p>	<p>Collins Lesson Notes 6</p> <p>Squared paper</p> <p>Laptops</p>	<p>Tally chart</p> <p>Data</p> <p>Graphically</p>

		<ul style="list-style-type: none"> • Explain how water is consumed by people. • Create a pie chart to show date of water consumption. 	<p>html</p> <p>A pie chart could be used to present the summative data from Question 2 see https://www.bbc.com/education/clips/ztm3cwx</p> <p>Pictograms could be used to present the information derived from Questions 3 and 6 and histograms and/ or bar charts for Questions 5 and 7.</p>		
Lesson 12	1 hour	<p>How aware are people of how much water they consume and what they can do to conserve it?</p> <p>By the end of this lesson children will be able to:</p> <ul style="list-style-type: none"> • Present data findings. • Present evaluations of their findings. 	<p>Children write a brief report of the fieldwork they have undertaken together under the following headings:</p> <ul style="list-style-type: none"> • Aim • Data collection - • Data presentation • Data interpretation • Evaluation 	Collins Lesson notes 6 Data results	Fieldwork Data evaluation

Links to the National Curriculum:

Locational knowledge

- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.

Human and physical geography

- physical geography, including: climate zones, biomes and vegetation belts, rivers, 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.

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied