


Session title	The water cycle, wetlands and me	
Key Q	What happens to my water?	
Session description	Explore the water cycle and the human impacts on this process. Investigate the permeability of different surfaces. What role can wetlands play in cleaning water and preventing flooding?	
Key Stage suitability	KS2	
Duration	1 hour	

Curriculum links	<p>KS2 Science</p> <p>Year 4</p> <ul style="list-style-type: none"> ▪ Living things and their habitats <ul style="list-style-type: none"> ○ Recognise that environments can change and that this can sometimes pose dangers to living things ▪ States of matter <ul style="list-style-type: none"> ○ Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. <p>KS2 Geography</p> <p>Year 6</p> <ul style="list-style-type: none"> ▪ Human and Physical Geography <ul style="list-style-type: none"> ○ Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 		
Learning outcomes	All learners	More able learners	
	<ul style="list-style-type: none"> ▪ Will be able to recognise that humans can affect the natural water cycle. ▪ Will be able to recognise that unsustainable land use can disrupt the water cycle. 	<ul style="list-style-type: none"> ▪ Will be able to describe how they might use the properties of different surfaces to mitigate flooding ▪ Will be able to recognise different techniques to mitigate flooding ▪ Will be able to describe how wetlands can help to reduce flooding. 	
Key vocabulary	<ul style="list-style-type: none"> ▪ Evaporation ▪ Condensation ▪ Precipitation ▪ Estuary ▪ SUDS 	<ul style="list-style-type: none"> ▪ Absorption ▪ Run-off ▪ Surface water ▪ Water conservation 	<ul style="list-style-type: none"> ▪ Saturation ▪ Transpiration ▪ Infiltration ▪ Collection

Session Outline	Time
Introduction	5 mins
Learners think about why water is so important and what we use it for.	
Section 1: The water cycle	5 mins
Learners explore the water cycle using appropriate vocabulary.	
Section 2: Identifying the problem	10 mins
Learners investigate what is causing flooding in an area.	
Section 3: Investigating solutions	20 mins

Learners explore possible solutions by looking at absorption rates of different surfaces.	
Section 4: Analysis	5 mins
Groups feedback on their findings.	
Section 5: Problem solving	10 mins
Groups come up with solutions to the flooding problem using the information they have gathered from their investigation.	
Plenary	5 mins
Groups present their solutions.	