**Unit / Project Overview**

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| Curriculum Area / Skills  Geography.  Enquiry based project. Develop fieldwork skills. Group work and collaboration skills.  Learning Outcomes  To explore water on our planet.  Describe and understand key aspects of the water cycle in the context of learning about clouds and rain.  Describe and understand key aspects of the water cycle in the context of learning about the water treating process.  To explore why we need water and how we use it.  To compare the difference in water availability and usage in the UK and a contrasting country, such as Zambia.  To explore how water can be used for power to contribute to a sustainable future.  To investigate and explore a local body of water. | | Subject / Course  Geography  Teacher  Mr David Meikle  Class/Year group  Year 9  Number of Students  24  Start date  24/02/20  Length of project  6 weeks  Additional Info |
| Driving Question  How can we make pupils and staff aware on ways to save water usage throughout the school? | | |
| How can the learning from the employer visit be applied to the project idea?  Visits arranged by Northumbrian Water to discuss how the school can save water. Also to bring in their own resources for pupils to look at so they can use them as models to help with their designs. | | |
| Which Stakeholders could help deliver the project?  Northumbrian Water.  Governors  Local authority | Foreseen Challenges / solutions?  Time constraints. We might need to extend project into the following term. Or we might cut out other learning outcomes (To explore how water can be used for power to contribute to a sustainable future and To investigate and explore a local body of water.) | |
| Draft activity timeline (specific delivery times / flexibility)  Week 1. Introduce topic. (Water around the world. Water cycle.)  Week 2. Investigated where water is used around the school and home. Introduce driving question.  Week 3. Visit by representative from Northumbrian water to answer pupils’ questions. Also to attend Eco-school committee to advise on school action plan. To compare the difference in water availability and usage in the UK and a contrasting country, such as Zambia. (This has been planned to coincide with Water Aids March for Water and Sport’s Relief day Friday 13th March. Students will walk around school field carrying buckets of water.)  Week 4. Pupils discuss “Top Tips” on how to save water usage around school and home. Begin to design leaflets and potential video. Students to decide if they wish to do this in separate groups. World Water Day, on 22 March is about focusing attention on the importance of water.  Week 5. Pupils complete leaflets and begin to shoot video.  Week 6. Students complete video and discuss editing. Design of leaflets and possible posters.  Week 7-10. School assembly. Pupils present video and leaflets. These put out onto school website and social media. | | |
| Products / outputs?  Research. Audit of school usage.  Leaflet for staff/pupils and parents on ways to save water.  Class presentation on ways to save water usage. (Power point/video) | | How will you celebrate, showcase learning with wider stakeholders?  School Assembly. Social media. School website. |
| How will the work be assessed? How will you measure the impact, what are the success criteria?  Leaflets and posters produced and distributed.  Video completed and shared on social media and school website.  Presentation in school assembly and classrooms.  Award of Eco-school Silver level.  Key geographical Assessment questions:  Do children understand water can be found in different forms around the world? Can children explain where water is found on our planet? Can children explain the different bodies of water found on earth? Do children understand why the water cycle is an important process on our planet? Do children understand the steps involved in the water cycle? Can children explain the water cycle in their own words? Do children know how water gets to their homes? Can children explain how and why they use water? Do children understand what water conservation is and why it is important? Can children compare water use and availability in two countries? Do children understand water access around the world differs? Understand limited access to water causes huge problems in communities.  Impact: local authority to feedback on water usage in school. Has it gone down? | | Differentiation  Epinay is an SEN school for pupils with Moderate learning difficulties.  Curriculum is differentiated to match their needs. Although Key stage 3 students they will be following key stage 2 objectives. Class sizes are smaller and there are additional support staff. Reading materials will be selected for ability and worksheets modified for pupil’s needs. |
|  Is the idea clear to communicate with potential partners?   Has a timeline been drafted?   Have outcomes and evaluation process been agreed?   Have key contacts agreed a communication strategy?  Details have been sent to Northumbria Water. Visits have been arranged and confirmed via email. | | Key Contact details:  [dmeikle@epinay.org](mailto:dmeikle@epinay.org) |