**Overview: Please note these sessions and lesson ideas can be adapted and changed according to your context and the time available for delivery.**

Epinay Business and Enterprise school caters for pupils with moderate learning difficulties. This project is for key stage 3 students (Yr. 9) although they will be following key stage 2 objectives. The geography topic for the students was “Water” and it has been enriched following the externship visit to Northumbrian Water. The topic now has a driving question: “How can we make pupils and staff aware on ways to save water usage throughout the school?”

New elements include a greater focus on developing presentational skills and producing posters and leaflets. The work has been linked to the School’s Eco-school committee; and they will look at producing a video.

As well as this unit of work, there has been other benefits from the externship:

The booking of “Super Splash Heroes”, an interactive performance, funded by Northumbrian Water, that helps children to understand why it’s important to use water wisely and teaches them practical ways they can save water every day.

The possibility of key stage 4 students acting as volunteers at Northumbrian water’s summer festival.

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| **Give Yourself the Edge – Business in Classrooms: indicative scheme of work** | | | | |
| **Session and title** | **Aim/s** | **Learning outcome/s** | **Content and resources available to support learning** | **Links with literacy/ numeracy/ ICT** |
| **Week 1. Lesson 1.To explore water on our planet.** | Children will identify different water bodies and the differences between them, such as oceans, rivers, bays, gulfs and glaciers. They will find out how much of the water on the planet is usable by humans and that water is either salt or fresh water. | To understand water can be found in different forms around the world. To explain where water is found on our planet. To explain the different bodies of water found on earth. | Week 1. Introduce topic.  Pupils discuss and match different types of water with their definitions.  Resources taken from Plan Bee (Water YR5/6). | Information and explanatory texts. |
| **Week 1. Lesson 2.** **To understand and explain the water cycle.** | Children will find out how the water cycle and its various processes work. They will use specific vocabulary to describe the how the water cycle works and start to understand the importance of the water cycle for our planet. | To understand why the water cycle is an important process on our planet. To understand the steps involved in the water cycle. To explain the water cycle in their own words. | Pupils watch video on water cycle.  Pupils label diagram. | Information and explanatory texts.  Flow charts |
| **Week 2. Lesson 1.To explore why we need water and how we use it.** | Children will consider all the ways in which households and schools in the UK use water. They will think about how much water they use on a daily and weekly basis, and find out how it gets to their taps through the water treatment process. They will start to consider the importance of water conservation. | To know how water gets to their homes and schools. To explain how and why they use water. To understand what water conservation is and why it is important. | Students brainstorm usage of water.  Do an audit of where water is being used around the school and home.  Introduce driving question: “How can we make pupils and staff aware on ways to save water usage throughout the school?”  Generate questions to ask for next week. | Recording information in simple audit. |
| **Week 2. Lesson 2.** **To compare the difference in water availability and usage in the UK and Kenya/Zambia.** | Children will find out about water-scarce countries, using Kenya as an example. They will compare pie charts showing water usage in Kenya/Zambia and the UK, and start to understand how limited access to water affects lives. | To compare water use and availability in two countries. To understand water access around the world differs. To understand limited access to water causes huge problems in communities | Look at videos from Water aid.  <https://www.wateraid.org/uk/get-involved/all/schools-and-teachers>  Use pie charts and other information to answer questions. | Reading and interpreting information from pie charts and tables. |
| **Week 3. Lesson 1 To understand the role of Northumbrian Water in providing water.** | Children will meet a representative from Northumbria water. They will ask questions about their role and how they can reduce water usage in school and at home. | To know the role of water companies in providing safe water. To understand the role of Northumbrian water in informing the public on how to save water. | <https://www.nwg.co.uk/responsibility/working-with-schools/teachers/>  Q and A session with Northumbrian water representative.  To look at different materials already produced by Northumbrian water. | Information and persuasive texts. |
| **Week 3 lesson 2.**  **To design leaflets and posters to encourage saving water.** | Children to brainstorm ideas for leaflets and posters. Children will begin their initial designs. | To prioritise what information they wish to convey about saving water.  To know and understand the key features of posters and leaflets. | Children to be split into two groups. One for posters and another for leaflets.  Children assess each one. These to be made into a final leaflet and poster. | Information and persuasive texts. |
| **Week 4 lesson 1 and 2.**  **To design PowerPoint for presentation** | Children to brainstorm ideas for PowerPoint presentation. | To prioritise what information they wish to convey about saving water.  To know and understand the features of a good and bad presentation. | Children to work initially in groups and then with a partner.  Children present during the sessions to get feedback make any adjustments.  (Eco school committee will be working doing a video during this time frame.) | ICT Use of PowerPoint  Speaking and listening |
| **Week 5. Lesson 1 and 2.** **To explore how water can be used for power to contribute to a sustainable future.**  **To present PowerPoints in different classes throughout the school.** | Children will start to understand the idea of a sustainable future and look at the role water can play in this. They will find out about hydroelectricity and how water can be harnessed to produce power. They will discuss the pros and cons of hydroelectricity. | To understand what a sustainable future is. To explain how water contributes to a sustainable future. To describe what hydropower is and how it can benefit and be detrimental to the environment. | Children to sort statements about hydroelectricity into pros and cons.  Research information about hydroelectricity.  Teacher or support to supervise  Students work in pairs to do a presentation to other classes throughout the school. Pupils assess each other’s presentation and give feedback | ICT Use of PowerPoint  Speaking and listening |
| **Week 6. Finalising and practicing the presentation**  **School assembly** | Children will work on developing their presentational skills. | To know what is needed for a good presentation. | Students finalise and practice their presentations based upon their feedback.  Students selected to do the presentation at the school assembly.  School assembly. Including video from Eco –school committee. | ICT Use of PowerPoint  Speaking and listening |