

Overall outcome

- a) Reviewing/evaluating current water saving devices in school and coming up with solutions. For example, water butts, water saving advice etc.
- b) Creating an art exhibition and setting up a poetry reading.

**Texts:** Masai and I by Virginia Kroll, The Secret of Black Rock by Joe Todd-Stanton, The River by Hanako Clulow and A River by Marc Martin

**Key Vocabulary:** Water cycle, precipitation, rivers, streams, oceans, volume, capacity, conservation, rationing, desalination, purification, resourcefulness, hydration/dehydration, litres, millilitres, desolate, usage, running water, waste, drinkable, refugee, desert, flow, fresh water, meander, reservoir, pure, water cycle, water vapour, basin, body of water, brook, canal, condensation, evaporation, depth

Areas of learning (theme/subject)

Science, Maths, Geography, Literacy, Art

**Resources** Test tubes, containers, buckets, pipes and hose, watering cans, books, measuring jugs. Kakuma images and ppt.

Significant individuals

Archimedes  
 Sylvia Earl – First female marine biologist  
 David Kinnersley – Founder of Water Aid  
 Hokusai/Monet - artists

Narrative Hook:-

- **People** – The child in Kakuma
- **Place** – Kakuma, Kenya
- **Problem** – Limited access to water.
- **Possibilities** –Comparing access to resources, responsibilities for resources and the notion of sharing resources.

**Yr 2 Summer - Inquiry Question**  
*Is water the most precious thing in the world?*  
 Yr 2 theme: *The Elements (Earth, Air, Fire and Water)*

Content: What will we learn?

- The Water Cycle.
- River systems
- Habitats and flora supported by water.
- Climates and biomes (temperate and desert)
- Comparison between local (Oxford) and global (Kakuma in Kenya).
- Freshwater and salt water linked to human survival.
- Biological need for water.
- Volume and capacity.
- % of the earth covered in water (and if so, why do we speak of water 'shortages')
- Statistics – taps in school etc
- Data collection
- Measurements – l/ml

Creativity: How will we show we understand in multiple ways?

- Writing a persuasive letter to a class about water saving techniques.
- Evaluating current water saving devices in school.
- Inventing solutions to problems – water wastage in school.
- Creating innovative and memorable signage for information around the school.
- Creating an art exhibition based around the beauty of water.
- Creating poems based around the beauty of water.

Coherence: How does this project link to other year groups and core subjects?

Connections to previous learning:-

- Links to Yr 1 on health and growth.
- Links to EYFS and the journey of the polar bear.

Connections to future learning:

- Direct link to subsequent units around the elements – Fire, Air and Earth, leading to an end of year debate around which of the elements is 'most precious'?
- Link to Yr 4 unit on flooding.

Connections to core learning:

- **Maths** – volume, capacity, measuring.
- **Literacy** – Writing to inform and persuade and poetry.
- Reading for information and for creative interpretation.
- **Art**– creating art work inspired by Hokusai and Monet.
- **RE** – What does water symbolise for religious people? Can stories change people?

Compassion: What opportunities are there to teach compassion?

Empathy with those who have too little water.

Understanding of the importance and value of water.

Taking responsibility for bringing down the school's water bill.

How do we protect precious things?

Why is water important to people of faith?

What can I learn from stories involving water from religious traditions?

Community: Where are the links to local expertise and resources?

- **Local experts –Oxfam.**
  - **Local trips**
  - A boat trip on the river.
- Sharing outcomes with the local community.