

Knowledge planner : *building a rich web of powerful knowledge*

Year 1 - Why is water precious?

Prior learning- establishing what was key/relevant prior learning (sticking new knowledge to old knowledge) , assessing any gaps so we can plug these in current work.

Previous sustainability days and routines in EYFS/Y1 (trees)

Link to seasonal walks and local geography trip in Term 1.

Caring for the World RE Enquiry Day

National Curriculum links-

Geography - use basic geographical vocabulary to refer to:

key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

Science - asking simple questions and recognising that they can be answered in different ways

observing closely, using simple equipment, performing simple tests, identifying and classifying, using their observations and ideas to suggest answers to questions, gathering and recording data to help in answering questions.

Big ideas/concepts	Key question/s:	Vocabulary (including etymology?)
<p>Sustainability - that water resources are finite, that not everyone has access to clean water</p> <p>Caring for the World - everyone has a responsibility to conserve water</p> <p>Locational differences - that water sources/availability is different in different parts of the world.</p> <p>What do we use water for? Transport, leisure, sustenance, growth, hygiene</p>	<p>Why is water precious?</p> <p>Has everyone got the same access to water?</p> <p>Where are the water sources in our local area?</p>	<p>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>city, town, village, factory, farm, house, office, port, harbour and shop</p>
<p>Plans - content, how will we teach this?</p> <p>https://www.lindseycole.co.uk/urban-mermaid-1</p> <p>Map work on local area/bodies of water (St</p>	<p>Other curriculum areas with rich links to concepts or content?</p> <p>Music - Sea shanties with percussion</p> <p>Maths - capacity</p>	<p>Important figures/quotes- the best that has been thought/said/done</p> <p>Be aware of eco anxiety</p> <p>Greta Thunberg</p>

<p>Andrew's park</p> <p>Filtering water science investigation</p> <p>Daily Routines to begin - Daily waterfall and weather log</p> <p>Drawing landscapes/locations - using human and physical geography language. I spy activities using geographical language</p> <p>Boat Trip with geography focus</p> <p>Water Aid resources https://www.wateraid.org/uk/publications/schools-challenge-ks1 Water aid speaker visit https://www.wateraid.org/uk/get-involved/all/schools-and-teachers Water Aid fundraising event</p> <p>https://bristolpacket.co.uk/educational-trips/river-cruise-educational-trips.html#private-enquiry</p> <p>Boat trip</p>	<p>English/Poetry - The Owl and the Pussycat, The Snail and the Whale, Big Rain Coming</p> <p>Art - drawing different locations. Landscape artists. Water around the world, art work, artists. Pointillism - Big Rain Coming</p> <p>Water everywhere art collection -https://artsandculture.google.com/usergallery/tALyJ7FKuNEjLg</p> <p>Looking at water around the world Continuous Provision - Continue to work on water area, water feature</p> <p>Relationships education - hygiene, self care</p>	<p>Lindsey Cole</p>
<p>Equalities Be conscious of sharing a range of images from different countries - e.g. cities in Africa.</p>		