

TOPIC: Wild Waters

SESSION NO: 16

TIME: 2 hours

Lesson Objective		Which skills will children use to demonstrate their understanding?
To understand the environmental impact of settlements on rivers To explore issues of water pollution		Children will be uses their knowledge and applying it to answer questions. They will use a range of geographical sources to research and answer questions based on environmental issues.
Context	Vocabulary	
River Pollution	Damaging Environmental Human Pollution	

Introduction:

Provide each table with a photograph/image of river pollution – try and include a range of pollution – e.g. birds covered in oil, litter collecting around an area of the river, agricultural pollution etc. For each image ask children to annotate with questions beginning with who, what, where, when and why. What have all of the images got in common? They are all images of pollution. Refer back to river walk completed earlier within the session – what evidence did they see on their river walk of pollution. What type of pollution was it and what was the cause? Look at images as a group and children to share the questions that they have about the images that they have seen. Explain to the children that within this session they will be using a range of different sources to answer the questions that they have generated.

At home tables (mixed ability groups):

Each group to place the image of the river pollution at the center of a large piece of poster paper alongside the questions that they have generated. Children work in groups using computers and reference books etc. to answer these questions. Ensure that each group as part of their research finds out what type or types of pollution can be seen on the image, but also what has caused this pollution.

Mini Plenary:

What have the children found out within their groups. What different types of pollution did they find evidence for? What was the cause of this pollution?

Class teacher to record the causes of pollution on a table on the board. Can the children suggest possible solutions for these causes? How could we stop this pollution from happening? Who would we need to speak to? What might be an alternative?

Table work:

Children to work in pairs within their groups to generate a possible solution to their pollution issue and to create a poster or a letter to try and persuade the person or people causing the pollution to stop. Children to consider how they could best persuade the polluter to stop.

Plenary:

Discuss thoughts and ideas as a class (mini debate) → which were the most persuasive arguments?

Recommended Resources:

Images of pollution

Poster paper

Writing/poster making resources

Post-its

Use of ICT:

Useful websites –

<http://www.wildlifetrust.org.uk/facts/rivers.htm>

<http://www.ypte.org.uk/environmental/river-pollution/35>

<http://kids.niehs.nih.gov/explore/pollute/riverstream.htm>

<http://www.environment-agency.gov.uk>

Assessment

Independent

With Help

Couldn't do it