**Sewage in the news**

**Class activities - Key Stage 2**

**Overview of the Resource**

Geography in the news is designed to give teachers a topical and entertaining online information and activity source. It will help to support the National Curriculum’s requirement for the flexible inclusion of current global and Welsh issues into pupils’ geography lessons in addition to more formalised schemes of work, and/or may be used to stimulate extended work within schemes or work.

Each edition contains a main theme and 2 linked articles each of which forming the focus for lesson activities. In addition, a Global current events screen can be used on a regular basis as a home page or lesson starter stimulus. The ‘Brainbox’ links may form entertaining wider geography discussion points, for instance, as end-of-lesson activities.

Key Words are highlighted within the resources and have been defined in a glossary. Website links are included at key points in the resources to facilitate further research on selected topics.

Each edition will be archived to allow repeated access and use in the future. They are fully downloadable to allow storage and reuse in classrooms without internet connection.

**Coverage of National Curriculum and Skills Framework for 3 to 19 Year Olds in Wales**

The lesson plan activities state the relevant skills and range from the National Curriculum.

**Skills Framework and Assessment for Learning**

The accompanying lesson plans aim to support the requirement for a skills-focused curriculum. Where appropriate in the lesson plan, suggestions will be shown where thinking skills, communication, ICT and number skills can be applied in the context of geography.

Investigative work lends itself very well to assessment for learning. For example, at the beginning of a study children can establish where they are in their learning and suggest what they want to find out. At the end of a study, children can assess their own achievement and indicate it by using simple techniques such as drawing smiley faces or by showing traffic light symbols in their work. The use of questioning throughout the activities encourages children to reflect on their understanding and help further their learning.

Opportunities to use assessment for learning strategies will be indicated as **AfL.**

**Article 1: Sewage – fatberg alert­­!**

| **Key Skills Objectives** | **Subject Objectives and Skills** | **Activities and Resources** |
| --- | --- | --- |
| **Thinking Skills**  Plan  Ask questions  Gather information  Determining success criteria  Develop  Forming opinions and making decisions  Reflect  Review outcomes and success criteria  Evaluate own learning and thinking.  **Number**  Gathering information  Recording and interpreting data and presenting findings.  **Communications**  Literacy  Presenting information and ideas  Wider Communiations  Communicating information. | **Geography**  Skills  Investigating:  – observe and ask questions about a geographical issue  - organise and analyse evidence and draw conclusions  Communicating:  - express their own opinions  - communicate findings in a variety of ways  Range  Carry out investigations of ‘geography in the news’.  Develop their geographical skills, knowledge and understanding through learning about places, environments and issues globally    **Geography vocabulary:**  Infrastructure, wastewater, sewage, sanitary, commercial, industrial, agricultural, surface runoff | **Aim:** to gather information about wastewater and the sewage system in the UK  **Resources:**   * Geography in the News article and interactive content * newspapers and internet access for research including the list of water company websites included in the article   **Find out about one particular type of sewage from the five mentioned in this article.**   * What is it made of? * What are the dangers are if your chosen type of sewage is not dealt with properly (disease, pollution etc)?   Collect the information, articles and pictures that you find into a Powerpoint presentation that you will use for the pupil activities in the next two articles. |

**Article 2: Down the drain...**

| Key Skills Objectives | Subject Objectives and Skills | Activities and Resources |
| --- | --- | --- |
| **Thinking Skills**  Plan  Asking questions.  Gather information  Develop  Forming opinions  Develop ideas  Reflect  Evaluate own and others learning and thinking.  **Communications**  Literacy  Presenting information and ideas.  Wider Communication Skills  Communicating information | **Geography**  Skills  Investigating:  – observe and ask questions about a geographical issue  - develop ideas to find answers and draw conclusions  Communicating:  - express their own opinions  - communicate findings in a variety of ways  Range  Carry out investigations of ‘geography in the news’.  Develop their geographical skills, knowledge and understanding through learning about places, environments and issues nationally and globally | **Aim:** to gather and communicate information about wastewater and the sewage system in the UK  **Resources:**   * Geography in the News article and interactive content * newspapers and internet access for research including the list of water company websites included in the articles   **Activity**  This activity follows on from the last in which you found out about a particular type of wastewater (sanitary, commercial, industrial, agricultural, surface runoff  Using the internet and other sources of information, find out:   * How your chosen wastewater category might cause blockages in drains, sewers or watercourses * What the particular risks or dangers are if your chosen type of sewage is not dealt with properly (disease, pollution etc)   Using text and images produce a poster about your chosen category of wastewater which includes some of the information that you have collected.  **AfL:** Posters to be given to the teacher for marking |

**Article 3: Unblocking the problem**

| Key Skills Objectives | Subject Objectives and Skills | Activities and Resources |
| --- | --- | --- |
| **Thinking Skills**  Plan  Asking questions  Gathering information  Develop  Considering evidence, information and ideas  Thinking about cause and effect and making inferences.  Reflect  Evaluate own learning and thinking  **Communications**  Written  Presenting ideas and information  Writing accurately | **Geography**  Skills  Gather information  Consider evidence  Develop ideas to find answers and own draw conclusions  Range  Carry out investigations of ‘geography in the news’.  Develop their geographical skills, knowledge and understanding through learning about places, environments and issues locally and nationally  **Geography vocabulary:**  Roadside basins, grass channels, roadside planters, kerb drainage, surface runoff, | **Aim:** To learn about awareness campaigns by water companies about correct use of the sewage system and design an information flier.  **Resources:**:   * Issue 23 of Geography in the News * Online resources for research   **Activity:** As a whole class or large groups, look at the internet links above and below to find out about different sewage campaigns.  Think about these questions together:   * Who is the campaign aimed at? * What is it trying to teach people? * What resources are available? (Websites, interactive resources, handbooks, posters?) * What types of sewage and wastewater does the campaign deal with? * Do you think that the campaign will work and why? * What would you do differently?   Design your own leaflet to tell people about the problems that can be caused by incorrect use of the sewage system.  **AfL:** Leaflets to be handed in to teacher for marking  **Reflection:**  After receiving teacher’s feedback, consider one thing that you could have added to the leaflet to improve it. |