

Video	Central or big idea	Think, work and apply like a geographer	Questions to explore	Key learning outcomes
<p>KS2 Geography. Exploring UK locations: Lakes, lochs, reservoirs and the water cycle</p>	<p>Lakes are important features of the UK landscape.</p>	<ul style="list-style-type: none"> • Process • Change • Compare • Observe & record 	<ul style="list-style-type: none"> • What is a lake? • Have you ever visited a lake? What was it like? What did you see there? • What role to lakes have in the water cycle? • What are the different components of the water cycle? • How do landscapes change over time? • What potential hazards are there in lakes, reservoirs and rivers? How would you stay safe? • What's the purpose of a reservoir? And of a dam? • What activities might people do on or beside a lake? • What if there were no lakes in the UK? 	<ul style="list-style-type: none"> • To know how lakes fit in to the water cycle. • To know that lakes can be natural or made by humans. • To know that lakes are used for a range of activities. • To know how to stay safe in and around lakes. • To know how to conduct a geographical survey. <p><i>Suitable for teaching geography at KS2 in England, Wales and Northern Ireland, and 2nd level in Scotland.</i></p>
Key geographical vocabulary and definitions			Suggested learning opportunities	Ideas for going further and links
<p>Condensation – the process of water vapour turning into liquid. In the water cycle it's when water vapour in the atmosphere reaches colder air and turns back into a liquid which then forms clouds.</p> <p>Evaporation – the process of liquid changing to a gas. In the water cycle it's when water in a lake or sea, for example, warms up and rises into the atmosphere as water vapour.</p> <p>Glaciers – glaciers are large areas of thick ice that remain frozen all year round and flow very slowly.</p> <p>Infiltration – when rain water sinks into the ground.</p> <p>Precipitation – the process of water droplets in clouds becoming too heavy and falling as either rain, sleet, hail or snow.</p>			<p>1. Tourism poster</p> <ul style="list-style-type: none"> • Pupils could design an illustrated information tourist poster or even a short booklet for Lake Windermere (or a different lake near you). • Describe some of the wildlife tourists can keep an eye out for whilst visiting. What are some of the dangers to consider whilst being close to water? What activities could people try safely on the lake? Include some facts about the size or depth of the lake, and how the lake was formed. • There will need to be a combination of informative and persuasive writing and images. 	<p>Investigate the positive and negative impacts of building a hydro-electric dam across a river.</p> <p>Investigate what is happening to areas of water as a result of climate change.</p> <p>KS1/KS2 Primary Geography: The water cycle</p> <p>KS2 Geography: A location in Europe - Veere in the province of Zeeland, Netherlands</p>

Key geographical vocabulary and definitions	Suggested learning opportunities	Ideas for going further and links
<p>Surface runoff – when rain water falls, hits the ground, and runs straight into rivers and streams.</p> <p>Water cycle – the journey of water from bodies of water on the ground, to clouds, to rain, and back into rivers, lakes or oceans.</p> <p>Water vapour – water in the form of a gas after having gone through the process of evaporation.</p>	<ul style="list-style-type: none"> • Encourage pupils to think of the different ages of tourists that might be visiting and what might be appealing to families, younger children, older individuals for example. Pupils might wish to target one demographic or design an advert that will capture all ages. <p>2. Water cycle demonstration</p> <ul style="list-style-type: none"> • Ask pupils to create a demonstration of the water cycle in groups. They could use different methods, for example one group could act out the different stages of the cycle through movement and actions, another could create posters or large diagrams, and another group could create a poem or a rap to explain the water cycle from the perspective of a water droplet. • Whichever form of presentation style the group chooses they should emphasise the vocabulary associated with each component. 	