

LEARN AT CHESTERZOO

WATER, A SOURCE OF CREATIVITY

EDUCATORS GUIDE

Resources

Post it notes or scrap paper

Access to internet for research

Large paper or flip charts to store notes

Ability to print out images or, better still, display them on your large screen



Curriculum links

Literacy KS 3 -

Summarising and organising material, and supporting ideas and arguments with any necessary factual detail.

Geography KS 3 -

Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems

Literacy KS 2 -

Retrieve, record and present information from non-fiction.
Explain and discuss their understanding of what they have read.

Geography KS 2 -

Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

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Step One – Selection of an area of water by you...

Think of a local water source close to your school... It could be a river, lake, canal or reservoir. You could arrange to visit the area, take images and print them off. Could this be part of a school trip? Once back at school display your images on your big screen or print them off and display them.

Pupils can work in pairs or small groups. Ask them pick their favourite image and to write on post it notes what they like most about the scene. Maybe there are some fun activities, or maybe it is peaceful and calm? Perhaps there is wildlife in some of the images?

Next, ask the pupils to describe you what they see in the scene. Make a list of vocabulary on the post-it notes. Here are some examples and ideas...



I LIKE...
Walking
Boat trip
Rowing boats
Leisure boats



ADJECTIVES
Fun
Bright
Colourful
Green
Relaxing

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Step Two – How is this water used?

For this task they will need access to the internet. Or perhaps set this as a homework task.

Ask pupils to research and investigate what connects that body of water to the geography of the local area. For example, does it feed into a canal? Does industry extract the water? Does the river run into an estuary? Are there any notable animal species that live on the body of water? Can the pupils create a board with images and information they have researched? Can they find any interesting geographic or historical facts?

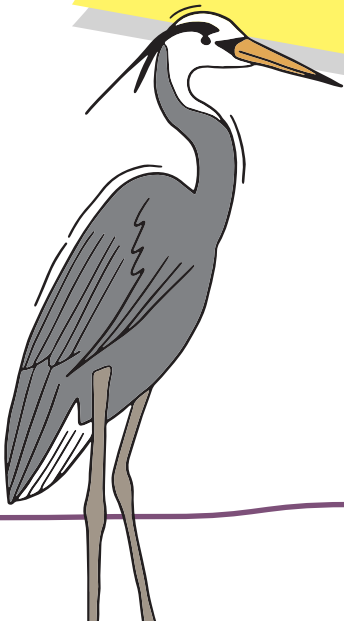


Bridge -
Transport

Weir - helps
control water
flow and industry
abstracting water



Boats for
Leisure



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Step Three

Here is Chester zoo's very own wildlife reserve. A beautiful, peaceful haven for wildlife. Why not download the images in the folder and share with your class?

Can you compare your body of water to ours? Can you list some differences?



Step Four – What if..?

Ask your pupils to imagine what would happen if one day there was an accident which caused their water source to be polluted. What would be the consequences?

You could... Set up a scenario whereby:

- a local developer wanted to drain the land and build houses...
- an electric company wanted to build a dam to provide electricity
- a farmer wanted to drain the land for fields

Finally - Other questions to explore...

- 1 What are ways in which bodies of water can be exploited or misused?
- 2 How do you imagine your chosen body of water to be used in the future?
- 3 Can you present this information in a different way? Could you challenge your class to compose magazine articles on who uses the water?

(Perhaps they could compose a storyboard and present it like a cartoon displaying any interesting historical information they find).













Small boat with orange and white stripes.

The Jackie
Chester Boat

RIVER PATROL

MINERVA







