



# Lesson 3

## Investigating rivers and the water cycle



<b>Enquiry Question:</b> How do rivers link to the water cycle?	<b>Expected Duration:</b> 1 Hour	<b>Key Stage: 2</b>
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### Learning Objectives:

1. **Know:** what the water cycle is
2. **Understand:** how rivers link to the water cycle
3. **Apply:** Create the water cycle

**Extension:** How are rivers linked to their human and physical environment?

### Learning Outcomes:

**All pupils will be able to:** add the main elements of the water cycle e.g. sun, clouds, rain.

**Most pupils will be able to:** link at least one of these elements together.

**More able pupils will be able to:** fully link all 3 elements and link with other features in the water cycle.

**Time:**  
**5**  
**Mins**

### **Starter: Label the water cycle diagram (slide 2)**

What are we learning today? Use the Dingbat clue to help or use the image of the water cycle.

Students then should try and label the main elements of the water cycle labelled a-g).

**Suggested Assessment for learning (AFL):** Pair or group discussion, stand up voting to go through the answers.

### **Suggested Differentiation:**

**More Support:** Add the key words to match to the labels on the image or add the starting letter. Add an unscramble the letters challenge. Reduce the number of labels, e.g. remove evaporation as one of the key words.

**Challenge:** why is it called the water cycle and where does it start?

**Time:**  
**10**  
**Mins**

### **Task 1: Stages of the water cycle (slide 4)**

Sort the stages of the water cycle into the correct order.

**Suggested AFL:** Students to vote on which lettered description matches each numbered stage.

**Differentiate for different learners:**

**More support:** Show a video of the water cycle before, so this is more of a memory exercise. You could discuss the stages first.

**Challenge:** How important are rivers in the water cycle? Where else could water land and how does it get into rivers?

Use the more advanced descriptions to introduce more key words. Students could create a glossary or a unique way of remembering these new key words.

**Time:**  
**10**  
**Mins**

### **Task 2: Water cycle features and rivers (slide 5)**

What section of the river does this image show?

What **features** of the water cycle can you see in the image of the river source/ start? Add a description for what happens at each feature. This builds from the previous task, applying each stage to a river context.

**Suggested AFL:** Students to label their own image and show/ discuss with the class or class vote on each label if you add label numbers of letters.

**Differentiate for different learners:**

**More support:** Explain what the start of the river is like. Add the help words to aid the matching task and starting letters if needed.

**Challenge:** What happens to the water that falls on Scout's umbrella? Where does it go next?

A further challenge is for students to think about human and natural features (physical features). They could colour code or add annotations.

**Time:**  
**20**  
**Mins**

### **Main activity: Get Creative (slide 6)**

Imagine you are a raindrop, what is your journey through the water cycle? Create a storyboard and include the main features of the water cycle especially rivers.

Could produce their story in a different format:

3D model of the water cycle, song, rap, a play to perform, artwork piece, playground drawing or actions.

**Suggested AFL:** Check students know the main features that they need to add using whiteboards, students could present their stories after.

**Differentiate for different learners:**

**More support:** Printout the illustration so students can label with the stages of the water cycle. Chose an alternative method to present the story of the raindrop.

**Challenge:** What happens if the water cycle changes e.g. if we get more rain? What role do the grass and trees play?

**Time:**

**10  
Mins**

#### **Task 4: Humans and the water cycle (slide 7)**

Spot the difference between the two images, both showing a river running to the sea, but one showing a natural landscape, the other showing human intervention. Students could list the differences and add descriptions or annotate.

**Suggested AFL:** Feedback the answers to the group to complete the class fact file.

**Differentiate for different learners:**

**More support:** Printout the image of the human activity for students to circle the additional human features and annotate this.

**Challenge:** How have humans affected the water cycle? Can we reduce our impact? Students could go through each human feature e.g. farming and describe the impact on the water cycle, then discuss how these impacts can be reduced.

**Time:**

**5 Mins**

#### **Plenary: Describe the water cycle (slide 8)**

Describe the water cycle using the river illustration.

**Suggested AFL:** Partnered discussion or written task.

**Differentiate for different learners:**

**More support:** Add labels onto the image if needed.

**Challenge:** If you were a raindrop, which stage in the water cycle would you like to be in and why? This encourages thought about how long they might be stuck in each store, or how they might get polluted within in a puddle or river.

**Teacher Notes:**

### Resources:

- PowerPoint for slides
- Whiteboards, exercise books, voting cards.
- Possible worksheets to create including printouts of the illustrations.
- Media to create the water cycle e.g. paper for storyboards or art materials etc.

### Curriculum Links:

#### Geography:

- Human and physical Geography: the water cycle, rivers, mountains, settlement and land use, water.

#### Optional activities:

##### Art:

- Creating a river journey using a variety of media

##### Science:

- Creating a model of the water cycle- evaporation and condensation

#### English and Drama:

- Writing for different purposes
- Performing their story

### Key Words:

Source

River

Farm

Soil

Town

Settlement

Water cycle

Mountain

Evaporation

Clouds

With thanks to:



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