

Year 4 geography

Going on a water wander (excursion)

Australian Curriculum links:

Year 4 Geography

The importance of environments, including natural vegetation, to animals and people (ACHASSK088)

The use and management of natural resources and waste, and the different views on how to do this sustainably (ACHASSK090)

Sustainability cross-curriculum priority

In this activity, students go on an excursion to explore the sources and uses of water in the local area. Students undertake a field trip to gain firsthand knowledge of water infrastructure.

This excursion should focus on sustainable water-use practices; these could be demonstrated on an industrial or farm site, water storage facility, water or sewage treatment plant, local wetland or other interesting sites.

Equipment

For the class

- digital cameras
- local area map showing whole catchment

Preparation

Plan an excursion to local sites where water is being stored, utilised and treated or recycled.

Collate background information on the people and places to be visited.

Complete school excursion and risk assessment protocols and organise permission forms from parents or carers.

Optional: Provide images or photographs of 'no water' situations such as a landscape affected by drought or a hose with no water. You could use the '**No water images**' cartoons.

Activity steps

Before the excursion

1. Prior to departure, look at the local area catchment map and discuss the excursion route with students.
2. Make predictions about the water-related activities that students will experience at each site. Ask students to record their predictions in their journals.

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The excursion

3. Conduct the excursion, linking landscape features with map symbols and take photographs where appropriate.

After the excursion

4. Using the photographs as stimulus, discuss the uses and reuses of water in the local supply area. Summarise the information and students create a flow chart. See **Creating a flow chart**.
5. Discuss whether there is enough water to meet the needs of the local area. Ask students to consider what might happen if the population of the area doubled or if there was a sustained drought. Ask students to give their opinions about these scenarios and the evidence they used to reach that conclusion.

Optional: You could provide photographs or images of areas in severe drought or a hose with no water. Alternatively, use the 'No water' cartoons.

6. Ask students to identify the positive and negative impacts of human activity on the quality of water in the local area. For example,
7. Local residents have dumped grass clippings and plant prunings on the banks of the local creek. The dumped waste washed into the creek causing it to become dirty. Weed species from garden waste now grow along the creek. Farmers and local residents have planted trees along the creek and now less soil runs into the creek when it rains.
8. Students compare their predictions with their experiences on the excursion. What was different? What was the same? Ask them to record their reflections in their journals using full sentences.