Geography

Pollution Year 6

Remember when
Year 4 – caring for the local environment (litter/ recycling)

Sticky knowledge	Key vocabulary
. Global warming is a gradual rise in the temperature of the Earth's atmosphere caused by an increase in carbon dioxide and other pollutants . I can make predictions based on knowledge of the local area . I can use a range of methods to collect and record data about an area . Pollution has many negative impacts on the local environment such as destroying animal habitats and making air unsafe for humans and animals to breathe . There are many activists, including Greta Thunberg, around the world campaigning to reduce human impact on the Earth. . I know ways that I can protect and improve my local environment	Global warming Pollution Atmosphere Climate change Plastic pollution Habitat Carbon dioxide Air pollution Water pollution Noise pollution Data Impact

National curriculum
Geographical skills and fieldwork
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

Y4 Map types	Y4 Physical geography	Y4 Human geography

	Title/ focus	Lesson outline
Lesson 1	LO: To understand how climate change is impacting our planet SK: Global warming is a gradual rise in the temperature of the Earth's atmosphere caused by an increase in carbon dioxide and other pollutants	There is no planet B What is global warming? What is pollution? What pollution can we see/ not see? What is the impact of global warming on the Earth? Air pollution- what are safe levels?
Lesson 2	LO: To use maps to identify areas of potential pollution Sticky skills: I can make predictions based on knowledge of the local area	Use maps (use grid references, compass directions, map symbols as appropriate to the progression document) to identify features of Orchard Park and Brandesburton. Make predictions about pollution and link to the features identified in map work. Which could potentially be the pollution hot spots? Which types of pollution do you think will be found in each area? Draw on maps where they think the pollution areas would be and explain why? SEN – give key words GDS – what could be done to help?

Lesson 3	LO: To use fieldwork to observe, measure, record and present findings on pollution in the local area.	Do a number of surveys by the main road Orchard Park:
		Split into mixed ability groups
		Litter pick and survey (how much collected in what distance? What was collected?)
		Car survey- how many cars in …minutes? What type of vehicles?
	Sticky skills: I can use a range of methods to collect and record data about an area	Noise pollution- take data loggers to measure sound levels at each site.
		Share findings with the rest of the class
Lesson 4	LO: To use fieldwork to observe, measure, record and present findings on pollution in a contrasting area	Do a number of surveys by the main road in Brandesburton (St Mikes):
		Split into mixed ability groups
		Litter pick and survey (how much collected in what distance? What was collected?)
		Car survey- how many cars in …minutes? What type of vehicles?
	Sticky skills: I can use a range of methods to collect and record data about an area	Noise pollution- take data loggers to measure sound levels at each site.
		Share findings with the rest of the class
Lesson 5	LO: To use fieldwork data to make comparisons between the local area and a contrasting area	Compare the data at both sites- were their predictions correct? What are the negative impacts of the types of pollution found inc. humans and wildlife? Links to global issues.
		Write up what they have found out about the 2 sites
		SEN – to be given key words
	SK: Pollution has many negative impacts on the local environment such as destroying animal habitats and making air unsafe for humans and animals to breathe	GDS – ensure a range of vocabulary and punctuation
Lesson 6	LO: To understand what can be done to prevent pollution in our environment and how this will contribute to the global issue of climate change	What could they do to improve the two areas? OR global pollution issues- campaigns to improve Greta Thunberg, Greenpeace, WWF etc plastic campaigns TV adverts etc- what are large companies doing? Is it enough? How can we contribute to the global effort?
		Look at examples of posters persuading people to help with pollution
		Create a persuasive poster for each site.
	SK: There are many activists, including Greta Thunberg, around the world campaigning to reduce human	SEN – Key words given

	impact on the Earth. I know ways that I can protect and improve my local environment	
Working towards	**End of unit assessment** Working at Age related expectations	Working at a greater depth