

Geography

Local Area- caring for the environment

Remember when

Coastal erosion
Orchard/ Hull

Sticky knowledge

- I know that it is important to look after our local environment
- I know how to plot areas on a map.
- I know recycling is using materials again.
- I know different ways to improve the local area.

Key vocabulary

Environment	Recycling
Litter	centre
Plan	Litter
perspective	Campaign
Recycling	Products

National curriculum

Geographical skills and fieldwork

- 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.

Y4 Map types

Plan perspectives

Y4 Physical geography

Effects on natural environment

Y4 Human geography

Litter
Recycling

	Title/ focus	Lesson outline
Lesson 1	<p>LO: To know what the environment is and why it is important to look after it.</p> <p>SK: I know that it is important to look after our local environment</p>	<p>What do we mean by environment?</p> <p>What is our local environment like?</p> <p>What human features are there?</p> <p>What physical features?</p> <p>Are there any different parts e.g. road, estate, river? Take the children into the local environment record during their walk, what do they like? What would they change? Why? Photos to be taken on walk</p> <p>LA/ARE - Tally chart of what they see on their walk. Explain what they liked and what they didn't.</p> <p>GD – Plan perspective, record on top of the map what they like in the environment and what they don't like. Explain in full sentence what they like, what they didn't and why.</p> <p>Class discussion - What do we do to look after our environment? Why is that important? What is affected by litter? Brainstorm in journals and share on flip chart</p>
Lesson 2	<p>LO: To know how to use fieldwork to observe, measure, record information about the local environment</p> <p>SK: I know how to plot areas on a map and collect data about the environment</p>	<p>Pupils go back into the local environment and collect data on how well the environment is looked after with a focus on litter. What litter do we find? Where is it mostly found? Is one type of litter found in one area compared to another</p> <p>SEN/LA - record litter found in a tally chart.</p> <p>ARE – Plan perspective map using key already given. Mark what they find using a key on the map.</p> <p>GD - Use a plan perspective map to identify areas where litter has been dropped, dog muck left, where bins are located etc. Children to make their own key to mark areas on their maps.</p> <p>Each group does a litter pick around the area.</p>
Lesson 3	<p>LO: To know what recycling is and why it is beneficial.</p> <p>SK: I know recycling is using materials again.</p>	<p>What is recycling?</p> <p>Different bins etc. What do they already know about recycling?</p> <p>Learn about how materials are sorted and recycled. Recycling - Use and re-use - Eduqas - GCSE Chemistry (Single Science) Revision - Eduqas - BBC Bitesize and What happens to our rubbish? BBC Teach – YouTube</p> <p>Class discussion - How could we sort the rubbish? (Teachers to bring in recyclables) Why do we sort the rubbish into different categories? How is that helpful?</p>

		<p>Use knowledge of materials in science from KS1 and Year 3 to separate the different materials.</p> <p>Adding to class display during lesson.</p> <p>LA – sort materials/objects into recycling and not. Give reasons why they have chosen the criteria.</p> <p>ARE – List items/materials that we can recycle. Explanation why we need to recycle. Positive aspects</p> <p>GD - As ARE and own opinions about recycling.</p> <p>Extension -Mixed ability groups - Find out what they can be recycled into. <u>What is your waste recycled into? – The Waste Management & Recycling Blog (forgerecycling.co.uk)</u></p>
Lesson 4	<p>LO: To know ways to improve the local area</p> <p>SK: I know different ways to improve the local area.</p>	<p>Recap everything, we have looked at during this topic including what is recycling and why it is beneficial to the environment? What can our recycling be turned into? What does our local environment look like in terms of litter? What would we like to improve?</p> <p>Brainstorm as a class a variety of ways we could improve our local environment using data we collected on our walks.</p> <p>Children to create a campaign to support their ideas on improving their local environment. Create posters to put up around school to encourage other children and adults to support their campaign.</p> <p>https://www.bbc.co.uk/bitesize/topics/zshp34j/articles/z6m7vk7</p>
Working towards	<p>End of unit assessment</p> <p>Working at Age related expectations</p>	
	Working at a greater depth	