

# Geography

## Local Area- caring for the environment – Year 4

### Remember when

- Local area: Orchard Park (Year 1)
- Everyday materials (Year 1)
- Hull (Year 2)
- Coasts (Year 3)

### Sticky knowledge

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

### Key vocabulary

Environment	Recycling
Litter	centre
Plan	Campaign
perspective	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.

	Title/ focus	Lesson outline
<b>Lesson 1</b>	<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</p> <p>what do they like? What would they change? Why? Photos to be taken on walk.</p> <p>Activity -</p> <p>WTS - Brainstorm things they see on their walk. Children to write a sentence to say 1 thing they liked and 1 thing they did not like.</p> <p>EXS/GDS – Given a plan perspective map of the local area, 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/who is affected by litter? Gather information as a class on flip chart paper (brainstorm)</p>
<b>Lesson 2</b>	<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.</p> <p>Activity -</p> <p>WTS – Children to have images of litter they may see in the local environment E.g crisp packets, drink bottles. Tick the image when they see it during their walk.</p> <p>EXS - Plan perspective map using key already given. Mark what they find using a key on the map.</p> <p>GDS - 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>Class discussion – What litter did they see the most of? Can a pattern be found? Is litter found in 1 place more than another? Why do we think that is? Is there something we expected to see but didn't?</p>
<b>Lesson 3</b>	<p>LO: To know what recycling is and why it is beneficial.</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 and <a href="#">What happens to our rubbish?   BBC Teach – YouTube</a></p>

	<p>SK: I know recycling is using materials again.</p>	<p>Class discussion – Using images of different recyclables. Children to decide how the rubbish can be sorted. Why do we sort the rubbish into different categories? How is that helpful?</p> <p>Remember when? Use knowledge of materials in science from Year 1.</p> <p>Activity -</p> <p>WTS - Sort materials/objects into recycling and not. Give reasons why they have chosen the criteria.</p> <p>EXS – List items/materials that we can recycle. Explanation why we need to recycle. Positive aspects</p> <p>GDS - As above. Children to include own opinions about recycling.</p> <p>Extension -Mixed ability groups - Find out what they can be recycled into. <a href="#">What is your waste recycled into? – The Waste Management &amp; Recycling Blog (forgerecycling.co.uk)</a></p>
<p><b>Lesson 4</b></p>	<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><a href="https://www.bbc.co.uk/bitesize/topics/zshp34j/articles/z6m7vk7">https://www.bbc.co.uk/bitesize/topics/zshp34j/articles/z6m7vk7</a></p>

**Field work –**

Walks in the local environment, observing and recording data to be used in lessons.  
(Lesson 1 and Lesson 2)