Geography

Pollution Year 6

Remember when
Caring for the local environment (Year 4)

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 Campaign environment

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

	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 SK: I can make predictions based on knowledge of the local area	Recap – What are grid references, what are they used for? How do you them? Recap – What is pollution? What different types of pollution is there? Use maps to identify features of Orchard Park and Brandesburton. Activity - Make predictions about pollution in the area 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? SEN/WTS – Draw on map where they think they would find pollution. Choose 1 area to explain why. Give key words. EXS - Draw on maps where they think the pollution areas would be and explain why? GDS – As above and explain what they think could be done to help reduce pollution.

Lesson 3	LO: To use fieldwork to observe, measure, record and present findings on pollution in the local area. SK: I can use a range of methods to collect and record data about an area	Plan an enquiry question that the children will have to research and complete. Children to plan in mixed ability groups. Examples: Are noise levels higher near a main road or a school? Are there more vehicles using the road on a Monday compared to a Friday? Activity – Write enquiry question books. What equipment would they need? When do they need to go and complete the research? Write a prediction. What do they think they will find out and why? Go out into the local environment and gather first round of data using equipment e.g. litter picking, data loggers, observations. Complete findings in appropriate tables. 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 SK: I can use a range of methods to collect and record data about an area	Recap – Groups to go back through their data from the last lesson. Go back into the local environment and gather second round of data using equipment e.g. litter picking, data loggers, observations. Complete findings in appropriate tables. Share findings with the rest of a class.
Lesson 5	LO: To use fieldwork data to make comparisons between the local area and a contrasting area 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	Compare the data from both data collections. Were their predictions correct? What did they find out? What are the negative impacts of the types of pollution found inc. humans and wildlife? Links to global issues. Activity - Write up a conclusion explaining what they have found out. Mixed ability groups to support each other when writing up their findings. What type of pollution have they been researching? E.g. noise, littering… Extension – How does … affect the local environment?
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 SK: There are many activists, including Greta Thunberg, around	Look at global pollution issues and campaigns developed to improve these issues. Introduce the children to people such as Greta Thunberg and organisations such as Greenpeace, WWF, COP26. https://www.wwf.org.uk/ https://www.greenpeace.org.uk/ https://www.un.org/en/climatechange/cop26 What adverts do we see on TV to encourage us to look after our world? Are these beneficial? Do they work? How can we contribute to the global effort? What could they do to improve the local area? Activity -

	the world campaigning to reduce human impact on the Earth. I know ways that I can protect and improve my local environment	Everyone - Create a persuasive poster encouraging people to care for our world. Use examples of information from data collected during their research in the local environment.

Feildwork – Enquiry question research in local environment. (Lesson 3 and lesson 4)

LO: To use fieldwork to observe, measure, record and present findings on pollution in the local area.

SK: I can use a range of methods to collect and record data about an area.

Children to plan and complete their own enquiry question and research. Go out into the local environment to gather data to support research.