



Kindness

Positivity

Respect

<u>GEOGRAPHY MEDIUM TERM PLANNING</u>		
Year Group: 4	TERM: Spring 1	Theme: Recycling and the oceans
<p>National Curriculum:</p> <ul style="list-style-type: none"> • Human geography: land use and economic activity and some of the consequences of our economic activity. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Locate and describe the world’s most significant physical features (ocean currents and their relationship to the weather). • Understand geographical similarities and differences through studying a region in North America 		
<p>Context: In this unit, children will investigate the impact of human economic activity on the environment using the story of The Lorax as a stimulus. Children will then progress to investigating the effects of real life human economic activity on the environment by studying plastic pollution and some of the effects this has on the ocean. As part of understanding what happens to plastic in the ocean, children will locate and describe the major ocean currents and their relationship to the climate in the United Kingdom.</p> <p>Children will also study what happened to the physical geography of the Yellowstone National Park in the U.S.A. when wolves were reintroduced in 1995.</p>	<p>Concepts: Place: Where does plastic originate from? Where does plastic end up when we have finished using it? Where is the Yellowstone National Park? What was it like before wolves were reintroduced? How did reintroducing wolves change the physical environment? Interdependence: How do our actions in the U.K. affect environments in other parts of the world? What can happen to other species and the physical environment when a species is reintroduced. Change over time: What has happened to the amount of plastic in the ocean over time?</p>	<p>Vocabulary:</p> <p>Pollution Ocean currents Gyre Equator Northern Hemisphere Southern Hemisphere Yellowstone National Park Reintroduction Local extinction</p>

<p>Thus through the 2 examples of plastic pollution and species reintroduction, the topic highlights the positive and negative effects that humans can have on the physical environment.</p>	<p>When did plastic pollution begin to become a problem? How has the physical geography of Yellowstone National Park changed over time?</p>		
<p>Prior Knowledge: In Year 2, pupils will have located the UK on a world map and named and located the 7 continents and 5 oceans. This provides a locational foundation that this topic builds upon.</p>		<p>Future Knowledge: Later in Year 4, pupils will investigate biomes in Sheffield through field work and compare and contrast these to Arctic and Tropical Rainforest biomes, discussing what controls where different biomes are found and why – broadly speaking, this is differences in temperature and precipitation. During this topic, children will explore other effects of human actions on the environment.</p>	
<p>End points /by the end of this unit pupils will... (NB Crucial/sticky knowledge is highlighted): Understand that humans can affect the natural environment in a positive and a negative way. Understand how economic activity can have negative costs along with the benefits. Discover how ecosystems can be affected by pollution Know how humans have improved an environment in North America Know where the 5 oceans are, how water moves around the oceans and how this influences local climate in the UK.</p>			
Learning Objective	Teaching Input/ Activities	Key Questions	Resources
<ol style="list-style-type: none"> 1. Work out our own plastic footprint. 2. Understand some of the effects of our economic activity. 	<p>The problems described in The Lorax are not just fictional – they are found in real life too.</p> <p>Children to complete a survey for homework detailing how many plastic items they use, throw away and recycle over a week. Discuss the results of the survey and then watch 4 short clips showing what happens when plastic gets into the oceans. Children to summarise the content of each video in writing in their books.</p>	<p>How does the story of The Lorax link to real world geography?</p> <p>What is economic activity?</p> <p>What are some of the effects of our economic activity?</p>	<p>4 plastic videos – linked on flipchart</p> <p>Paper outline of a plastic bottle for the plastic pledge.</p>

	<p>Discuss where the plastic came from (80% comes from people using plastic in their everyday lives on the land).</p> <p>Ask children to consider what changes to their own plastic use they might try and make. Record their 'plastic pledge' in their books.</p>		
<p>3. Name and locate the 5 oceans (revision objective).</p> <p>4. Know where the major ocean current are.</p> <p>5. Understand what happens to plastic once it enters the ocean and how the ocean current influence the movement of plastic.</p>	<p>Watch the story of the rubber ducks twice.</p> <p>The second time through, periodically stop the video and discuss where the ducks fell into the ocean and where they ended up.</p> <p>Ask what this means for plastic that ends up in the ocean. Give the children a map of the ocean currents to help them answer this question.</p> <p>Children to locate and name the 5 oceans and add on the main ocean currents onto a blank world map.</p>	<p>What happened to the rubber ducks?</p> <p>What does this mean for the plastic that ends up in the ocean?</p> <p>Why does plastic end up concentrated in certain areas of the ocean?</p>	<p>The story of the rubber ducks video (linked on flipchart)</p> <p>Blank world map per child</p> <p>Ocean currents map per child</p>
<p>6. Understand some effects of extinction and reintroduction</p>	<p>Discuss the meaning of extinction and reintroduction and ensure this key vocabulary is understood.</p> <p>Locate the Yellowstone National Park using Google Earth. Children to identify key physical features of the National Park and record on a spider diagram using labelled diagrams and writing.</p> <p>Watch the video linked on the flip discussing what happened to the geography of Yellowstone National Park once wolves were</p>	<p>What is extinction?</p> <p>What does reintroduction mean?</p> <p>Where is the Yellowstone National Park?</p> <p>Which continent is it in?</p> <p>What is it currently like?</p> <p>What was the physical geography of Yellowstone National Park like when wolves were extinct?</p> <p>How did this change once wolves were reintroduced?</p>	<p>Video explaining what happened to the geography of Yellowstone National Park pre and post reintroduction.</p> <p>Comparison table for children to fill in.</p>

	reintroduced. Watch the video twice – clarify what happened to the beavers, bears, deer, badgers, trees and rivers with the children. Children to complete a table comparing what happened to physical features and animals when wolves were extinct and reintroduced.		
7. Summarise some of the positive and negative effects that people have on the natural environment through their economic and social activity.	As a class, generate questions that you think would check whether or not someone had understood what we have learned in this unit. Children then interview each other using ipads and ask each other geographical questions about the topic. This is a short, 30 minute lesson.	Can the children explain some of the positive and negatives influences humans have on the natural environment?	Ipads.