
 <p>Clean Green World</p> 	Year	2	Topic	What a load of rubbish
	Debate	Should we ban single use plastics?		
<p>This topic will build upon the knowledge and skills from Year 1 where children learned how and why it is important to recycle. The focus will be less on recycling but more on the impact of pollution in a more complex way- focus to be on the school locality with particular reference to plastic pollution and human waste. There will be a particular focus on the river Derwent with opportunities for field work within the locality (Darley Park, Belper mills etc). The topic will then begin to expand outwards, examining the wider impact of plastic pollution and human waste on two different localities or environments in other parts of the world: Henderson Island and Mumbai.</p> <p>The topic will culminate in a short debate around the question 'Should we ban single use plastics' where children will use their learning to support discussions with others.</p>				

Prior Learning	Future Learning
<p><u>Locational and Place knowledge:</u></p> <ul style="list-style-type: none"> -Know the names of the four countries that make up the UK and name the three main seas that surround the UK. (Y1) -Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland. (Y1) <p><u>Human and Physical Geography:</u></p> <ul style="list-style-type: none"> -Know the main difference between a city, town and village. (Y1) <p><u>Skills and fieldwork:</u></p> <p>N/A</p> <p><u>Global citizenship</u></p> <ul style="list-style-type: none"> -Children will understand that by caring for their local area, they are contributing to the care of the whole planet. (Y1) -Children will be able to sort different materials based on whether they can be recycled or not. (Y1) - Children will learn some ways in which they can minimise the plastic they use, e.g. reusing a water bottle, not using plastic carrier bags. (Y1) 	<p><u>Locational and Place knowledge:</u></p> <ul style="list-style-type: none"> -Know the names of 4 countries from the Northern Hemisphere and 4 from the Southern Hemisphere. -Know at least 5 differences between living in the UK and a Mediterranean country, -Know the names of and locate at least 8 counties and 6 cities in the UK. -Know the names of and locate at least 8 European countries and 8 European capital cities. <p><u>Human and Physical Geography:</u></p> <ul style="list-style-type: none"> -Know what causes an earthquake. -Label the parts of a volcano. <p><u>Skills and fieldwork:</u></p> <ul style="list-style-type: none"> -Use maps to locate European countries and capitals. -Know and name the eight points of a compass. (inc. SE, NE, SW, NW) <p><u>Global citizenship</u></p> <ul style="list-style-type: none"> -Children will build upon their knowledge from Y1 and Y2 about plastic waste and transfer this to food waste. They will learn how this impacts the environment, animals and humans.

-Children will be able to talk about why recycling is important. (Y1)	
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National Curriculum Links	Global Citizenship Themes	
<p><u>Locational knowledge:</u> -Know the names of and locate the seven continents in the world on a globe or map. -Know the name of and locate the five oceans on a globe or map.</p> <p><u>Place knowledge:</u> -Know main differences between a place in England and that of a small place in a Non-European country.</p> <p><u>Human and Physical Geography:</u> -Identify mountains, lakes, islands, valleys, rivers, cliffs, forests and beaches.</p> <p><u>Skills and fieldwork:</u> -Know and use: left, right, below and next to.</p>	Globalisation & Interdependence Sustainable Development	
	<i>Knowledge & Understanding</i>	<i>Skills</i>
	<p>Links with both the locality and the wider world</p> <p>Positive & negative impacts of people's actions (including own personal choices) on others & the global environment</p> <p>How our personal choices can have a positive impact on the wider world</p>	<p>Recognise effects of own behaviour on others & make suggestions for better choices which will impact positively on the wider world</p> <p>Participate in discussions about issues that affect self, others, the locality & the wider world</p>

Key Vocabulary
<p>Plastic pollution, reduce, impact, waste, global, compare, positive, negative, consequences, river, single-use, habitat, decompose.</p> <p>(Recap of previous year vocabulary will be needed)</p>

Recommended Texts & Web Links
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The Tin Forest by Helen Ward, One Plastic Bag by Miranda Paul, Not For Me Please! I choose to Act Green by Maria Godsey, Here Comes the Garbage Barge by Jonah Winter, The Adventures of a Plastic Bottle by Alison Inches, This morning I Met a Whale by Michael Morpurgo, Mother Earth is Weeping by Claire Donald, Somebody Swallowed Stanley by Sarah Roberts, Nellie Choc Ice and the Plastic Island by Jeremy Strong, The Not so Green Queen by Katherine Wheatley.

Arthur Jones and the Fatberg of Doom

(https://www.stwater.co.uk/content/dam/stw/about_us/education/Arthur%20Jones%20and%20the%20Fatberg%20of%20Doom.pdf)

<https://worldslargestlesson.globalgoals.org/resource/dont-waste-it/>

<https://worldslargestlesson.globalgoals.org/resource/protect-life-below-water/>

<https://worldslargestlesson.globalgoals.org/resource/life-below-water-marine-litter/>

<https://worldslargestlesson.globalgoals.org/resource/poseidon-patrol/>

<https://www.recycle-more.co.uk/blog/recycling-news/desert-island-risks--henderson-island>

What pupils need to know or do to be secure

Key Learning

Activities / Application of knowledge / Possible Evidence

Retrieval opportunities (Y1 knowledge): Why is recycling important? What is the impact on the environment if we don't recycle? Which materials can/ cannot be recycled?

Is plastic really fantastic?

(Retrieval from year 1 knowledge: Reasons why discarding rubbish is harmful to the environment e.g. polluting rivers, lakes, oceans; harming wildlife and staying in the environment for a long time. Recap ways in which plastic can be reused and upcycled. Recap word: decompose, rot)

-Children will learn the term 'single-use plastic'.

-Children will learn that using plastic once and throwing it away is bad for the environment.

-Children will understand why we use so much plastic. (It is strong and durable and can be reused a lot of times.)

What is the impact of plastic on lakes, rivers and oceans?

(Recap knowledge from Y1: naming and locating four seas that surround the UK - Atlantic Ocean, North Sea, Irish Sea, English Channel).

An activity based on the book 'Somebody Swallowed Stanley', following the journey of a piece of plastic.

Label the five oceans on a world map.

Sorting activities of animals and their habitats.

Photos of children on litter picks/tally charts of different materials seen/collected.

-Children will understand the definition of the terms lake, river, sea and ocean.

-Children will learn the names of and locate the five oceans of the World.

(<https://www.youtube.com/watch?v=X6BE4VcYngQ>)

-Children will understand the term 'plastic pollution'. (Use the book 'Somebody Swallowed Stanley' to introduce this concept to the children)

-Children will learn where plastic discarded locally could end up/how far it could travel.

-Children to be shown the South Pacific Garbage Patch on a map/Google Earth to show them how far plastic could travel from the UK.

-Children will learn that not recycling plastic can harm animals in the oceans.

-Children will be shown different pieces of plastic waste and discuss how this may cause harm to animals (e.g. plastic beer rings, packets, fishing nets and wire, coffee cups).

-Children will understand that their own and others' actions can have an impact on plastic in the oceans.

What can happen to wildlife in our local area if we do not recycle our plastics?

- Children will understand the definition of the terms island, beach, valley, forest and cliff.

- Children will be able to talk about wildlife on land that we have in our local area and compare this to the animals discussed in the previous lesson. (link with science topic 'living things and their habitats')

- Children to acquire first-hand experience of the plastic pollution that exists in their own locality via a field trip in local area to see what kind of waste can be seen - collating data of their observations, e.g. a walk along the Derwent in Darley Park.

What could we do to stop pollution of places such as Henderson Island?

-Children will know and use positional language: left, right, below and next to.

-Children will identify the location of 'Henderson Island' on a map / Google Earth.

-Children will know the names of and locate the seven continents of the world.

(<https://www.youtube.com/watch?v=K6DSMZ8b3LE>)

-Children will be shown a photo of a hermit crab using plastic as a shell (utilise 'I see, I think, I wonder' to illicit responses from children about the image.)

-Children will be shown photos of Henderson Island and the rubbish on their beaches etc. How do they think the rubbish got there? (See appendix 1 for data)

Map the journey of a piece of plastic across the oceans.

Group posters to put around the community for how to protect wildlife in our area from rubbish and waste being dropped.

Use of iPads to record speech/presentation of how to stop pollution of places such as Henderson Island.

Cause and effect graphic organiser to show the causes of pollution and the effects of it.

Children could create a large-scale bar chart to show the amount of waste collected on their field trip.

Complete an 'issue tree' showing: issue (trunk), causes (roots), solutions (branches & leaves).

-Children will make comparisons between Henderson Island and a clean beach in the UK.

What is it like to live in Mumbai where plastic pollution is more severe?

-Children will know the main differences between a place in England and that of a place in a non-European country.

-Children will be shown photos of polluted Mumbai and a city of a similar size in the UK.

-Children will use Venn diagrams to compare the two places. Google Earth could be used to identify the different landscape of the two places.

-Children will learn the consequences of pollution on human's mental and physical health.

Should we ban single-use plastics?

Debate. Can be done as a whole class or in small groups and video

Venn diagrams comparing Mumbai and a similar sized city in the UK.

Postcards/letters to a child in England from a child in Mumbai, talking about what it is like to live in such a polluted place.

Writing to Derby City Council to ask them to keep the River Derwent clean.

Photos/videos/voice recordings of debate.

Diamond 9 to order ways to stop plastic pollution of oceans and our local area.

Field Work / Enrichment

- Children will take a walk around their locality and collect/retrieve data about discarded plastic that they have seen.
- Severn Trent water come to talk to children.
- Children could create a 'single-use plastic diary' over the week to see how much plastic they use. (Possible homework activity)
https://www.wwf.org.uk/sites/default/files/2019-08/WWF_Oceans_and_Plastics_KS2_Activities.pdf
- Derby City Council: 'Is Plastic Fantastic?' workshop?
- Trip to Derwent (links with Derby Uni?)

APPENDIX 1

2 pieces of plastic cutlery	486 plastic bottle tops and lids	3,336 plastic fishing cords / ropes	16 pieces of polystyrene
10 plastic drinking straws	43 pieces of melted plastic	220 plastic fishing line	48,121 plastic fragments
3 plastic tiling spacers	24 plastic lollipop sticks	16 plastic glow sticks	642 plastic strapping
2 plastic tooth brushes	60 plastic bags	50 plastic buoys	207 plastic netting
6,774 plastic pellets	27 plastic pipes	25 plastic buckets	121 plastic fencing
115 plastic bottles	5 pieces of metal	4 shoes	245 plastic crates
10 plastic pen caps	3 plastic lighters	4 plastic razors	4 foam buoys
16 aluminum buoys	10 lightbulbs	8 glass bottles	67 glass fragments