
 Lawn Primary School Clean Green World 	Year	4	Topic	We are all Greta
	Debate	Should we ban air travel?		
<p>This topic will introduce the issue of global warming and climate change and will focus on human impact on the climate crisis e.g. the effects on communities and habitats alongside potential dangers, as well as how humans and animals are adapting to these challenges. Children will build upon their knowledge of pollution by littering from years one and two and transfer and apply this knowledge to greenhouse gases and air pollution.</p> <p>The topic will culminate in a debate centered around the question 'Should we ban air travel?' with children using their knowledge and skills to come up with practical strategies for how to slow down the effects of global warming.</p>				

Prior Learning	Future Learning
<p><u>Locational and Place knowledge:</u> -Know the names of 4 countries from the southern hemisphere and 4 countries from the northern hemisphere (Y3) -Know the features of hot and cold places in the world (Y1). -Know which is the hottest and coldest season in the UK (Y1). -Know the names of and locate the seven continents of the world (Y2)</p> <p><u>Human and Physical Geography:</u> N/A</p> <p><u>Skills and fieldwork:</u> -Know and name the eight points of a compass (Y3)</p> <p><u>Global citizenship</u> Children will understand how importing food can affect the environment (Y3) Children will understand that chemicals and farming machinery affect air pollution (Y3) Children will understand how their actions have an impact on the planet (Y1, Y2, Y3)</p>	<p><u>Locational and Place knowledge:</u> -Know the names of and locate a number of South or North American countries. -Know where the Equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map. -Know what is meant by the term 'tropics'. -Know about time zones and work out differences. -Know key differences between living in the UK and a country in either North or South America.</p> <p><u>Human and Physical Geography:</u> -Know the names of and be able to locate some of the world's deserts. -Know what is meant by the term 'biome' and know the specific features of a biome. -Labl the layers of a rainforest and know what deforestation is.</p> <p><u>Skills and fieldwork:</u> -Know how to use graphs to record features such as temperature or rainfall across the world. -Use maps to locate the Equator, Tropics of Cancer and Capricorn and the Greenwich Meridian.</p> <p><u>Global citizenship</u></p>

	<p>-Children will build upon their knowledge of climate change and apply this to their topic of deforestation. They will understand the effects of deforestation on our planet and how this contributes to the temperature of the planet rising.</p> <p>-Children will build upon their knowledge from Y3 of building upon farmland to change the use of the land.</p>
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National Curriculum Links	Global Citizenship Themes	
<p><u>Locational knowledge:</u> -Know the names of and locate at least 8 major capital cities across the world.</p> <p><u>Place knowledge</u> N/A</p> <p><u>Human and physical geography</u> N/A</p> <p><u>Skills and fieldwork:</u> N/A</p>	<p>Globalisation & Interdependence</p> <p>Sustainable Development</p>	
	<i>Knowledge & Understanding</i>	<i>Skills</i>
	<p>Similarities & differences between places in various parts of the world, including own setting</p> <p>Links between the UK and other parts of the world and the wider impact of Global warming on remote regions</p> <p>People's dependencies on the environment</p> <p>Basics of climate change (causes & effects)</p>	<p>Identify connections between personal decisions & issues affecting people locally & globally in the context of Global Warming</p> <p>State opinions & give reasons for these</p> <p>Listen carefully, react positively to differences of opinion and demonstrate an ability to compromise</p>

Key Vocabulary
<p>global warming, climate change, fossil fuels, renewable energy, greenhouse gases, air pollution, flood, sea level, drought, hurricane, ice caps, temperature, emissions, power, solar, wind</p> <p>(Recap of previous year vocabulary will be needed)</p>

Recommended Texts & Web Links

Swimming Against the Storm by Jess Butterfield, Leaf by Sandra Dieckmann, Wild Ideas by Elin Kelsey and Soyeon Kim, One World by Michael Foreman, Old enough to Save the Planet by Loll Kirby, Greta and the Giants by Zoe Tucker, The Lonely Polar Bear by Khoa Le, Mother Earth is Weeping by Claire Donald, The River: An epic journey to the sea by Patricia Hegarty, A Climate in Chaos by Neal Layton

<https://worldslargestlesson.globalgoals.org/resource/earth-its-everybodys-home/>

<https://worldslargestlesson.globalgoals.org/resource/community-conversations-for-climate-change/>

<https://worldslargestlesson.globalgoals.org/resource/think-big-collective-action-for-climate-change/>

<https://worldslargestlesson.globalgoals.org/resource/understanding-renewable-energy/>

<https://worldslargestlesson.globalgoals.org/resource/call-to-learning/>

<https://worldslargestlesson.globalgoals.org/resource/simon-says-save-the-climate/>

<https://worldslargestlesson.globalgoals.org/resource/climate-action-super-hero/>

[Air pollution: Kids help with research - CBBC Newsround](#)

What pupils need to know or do to be secure

Key Learning

Activities / Application of knowledge / Possible Evidence

Sustainable development goals to be linked to:

Goal 13 - Climate Action

Goal 7 - Affordable and clean energy

Goal 13 - Climate action

Goal 15 - Life on land

Goal 14 - Life below water

What is global warming?

-Children will be introduced to the terms 'global warming, pollution, sea levels.'

-Children will learn the difference between climate and weather.

Who is Greta Thunberg and why did she go on strike?

-Children will learn that Greta Thunberg is a Swedish environmental activist who has raised awareness of the global climate crisis by challenging world leaders to take immediate action to combat global climate change.

-Children will understand why Greta Thunberg wants politicians to panic.

Issue tree.

Graphic organiser to show cause and effect.

Design an eco-friendly village.

Venn diagram to show the similarities and differences between climate and weather.

Speech inspired by Greta Thunberg to Derby City

How are humans causing climate change?

- Children will be introduced to the terms 'climate change, fossil fuels, greenhouse gases, emissions, air pollution'.
- Discuss what different things contribute to climate change (importation of goods, travel, electricity and gas use for our homes etc.)
- Children learn the process by which electricity is produced in power stations.

What are the effects of global warming on our planet? How does it affect us?

- Use sources (videos, written, photos etc.) for children to investigate how global warming is affecting the planet.
- Children to locate the cities of London, Washington DC, Rio De Janeiro, New Delhi, Amsterdam, Beijing, Wellington, Accra.
- Children to examine data comparing air pollution levels in these 8 major capital cities from the World Air Quality Index.
- Children to compare some of the positive and negative effects of fossil fuels.
- Children will learn about how global warming is affecting the arctic regions and its wildlife.
- Children will understand that it isn't just the polar regions experiences the effects of climate change. Make links to the UK and Derby and floods/storms/experiences relatable to our children.
- Children to analyse data of storms/floods in modern times compared to

How can we reduce our carbon footprint and prevent the planet getting warmer?

- Children will learn about the small Bavarian village of Wildpoldsried, which generates 500% more energy than it needs (<https://inhabitat.com/german-village-produces-500-of-its-energy-from-renewable-sources/>) Why is this a good idea? How is this helping to combat global warming?
- Children will offer suggestions for how to live a more sustainable life and try not to contribute to global warming.

Should we ban air travel?

- Debate. Reasons for and against. Could write a short balanced argument or video responses.

politicians to encourage Derby to become a greener city.

Diamond nine activity to order solutions to combat climate change.

Letters to Mrs Hambleton to persuade her to make the school greener.

Write instructions for how to reduce our carbon footprint.

Photos of children investigating melting ice.

Photos of children measuring temperatures to learn about greenhouse gases.

Speak to members of public and ask them about their opinions on global warming and how we can reduce our carbon footprint. Has it changed?

Field Work / Enrichment

- Possible visitor to school: Our Carbon Footprint - Explore how individuals can reduce pollution, and what could harm or improve their local environment. <https://www.planmyschooltrip.co.uk/1333/Wonderful-World-Series---Science-&-Environmental.php>