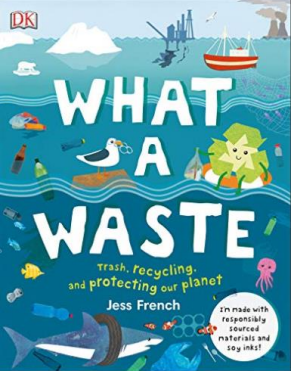


<p>Learning Objective: To take an active role in protecting the environment</p>		<p>Learning Outcomes:</p> <ul style="list-style-type: none"> To understand the responsibilities we have to our environment To understand the impact of pollution on the environment To consider how spending can affect the environment To design a technological solution to an environmental problem To explain an environmental issue and a possible solution To understand the importance of care for animals. <p>Thinking Skills:</p> <ul style="list-style-type: none"> Empathise with how others are feeling/thinking about something Encourage others to join in discussions Draw upon evidence and own experiences Suggest reasoned conclusions Show a willingness to illustrate the ideas of others with own experiences Identify associated concepts and explain their relevance and connections.
<p>Vocabulary:</p> <p>Environment Collective responsibility Climate change Debate Pollution Solution Technology</p>		
Suggested Lessons	Aims of Sessions:	Content:
	<p>Recap of prior learning:</p>	
1	<ul style="list-style-type: none"> That they belong to different groups and communities outside of your immediate family What makes a community diverse; how the local/wider community around the school is made up of different groups How recognising and valuing the contributions of others helps everyone within the community feel included That they have responsibilities both in and out of the classroom 	<p>L.O. To understand the responsibilities we have to our environment</p> <p>Skills Focus: Draw upon evidence and own experiences</p> <p>What are you responsible for? Gather children’s ideas about what they are responsible for at school and at home. Is there anything else you are responsible for? Explain that we all have a responsibility to our environment both locally and globally. Give children a set of images on each table to observe. What can they see? What local or global issues can they notice? How do they make them feel? Report back as a class and list the issues on the flipchart for the next lesson</p>

<p>2</p>	<ul style="list-style-type: none"> That they have responsibilities both in and out of the classroom 	<p>L.O. To understand the impact of pollution on the environment</p> <p>Skills Focus: Encourage others to join in discussions</p> <p>https://www.bbc.co.uk/bitesize/topics/zp22pv4/articles/z2md82p</p> <p>Watch the bbc video which introduces the effect of fumes/pollution on people and the environment Discuss what causes pollution and the effects it has on the world. Mind map ideas as a class. Show children images of places pre-lockdowns during Covid-19 compared with the same places during lockdown when car travel was significantly reduced. What do they notice? Why do they think this happened? In groups, children to come up with their own ideas of how we can reduce pollution.</p> <p>https://www.livingstreets.org.uk/workplaces/try20-tips Show children the 20 tips for encouraging walking over driving using the link above Make up some top tips of their own to encourage people to walk more than drive- these can be presented as a group poster, leaflet or a news broadcast.</p>
<p>3</p>	<ul style="list-style-type: none"> That they have responsibilities both in and out of the classroom 	<p>L.O. To consider how spending can affect the environment</p> <p>Skills Focus: Suggest reasoned conclusions</p> <p>https://www.bbc.co.uk/bitesize/topics/zp22pv4/articles/z2rhci6</p> <p>Watch the video about waste above Children to mind map in groups what they think we waste in school or at home. How does money relate to this waste? Recap the 3R's- reuse, recycle and reduce. Ask children to go back to their list of waste and think of ways to reduce that waste.</p>  <p>Share pages of this book with children (on their tables or as a class). Children to think about which issues they care most about and would like to focus on in the next lesson. Children to share their preferences and have a class vote on the issue they want to focus on.</p>

4	<ul style="list-style-type: none"> That they have responsibilities both in and out of the classroom 	<p>L.O. To design a technological solution to an environmental problem</p> <p>Skills Focus: Identify associated concepts and explain their relevance and connections</p> <p>In groups, children to come up with a solution to their chosen issue. This should be a piece of technology- i.e. machine, robot etc. that can support positive change to the environment.</p> <ul style="list-style-type: none"> Have a look at these examples before designing their own- https://www.businessinsider.com/10-inventions-helping-save-planet-2018-1?amp
5	<ul style="list-style-type: none"> That they have responsibilities both in and out of the classroom 	<p>L.O. To explain an environmental issue and a possible solution</p> <p>Skills Focus: Encourage others to join in discussions</p> <p>Children to write a news report about their piece of technology that they have invented to launch it to the world. Children should include information about the problem and then explain how their technology can help to solve it. Children to read out their reports and present their technology to the rest of the class This can be made into a class book of different solutions to an environmental issue</p>
6	<ul style="list-style-type: none"> That they have responsibilities both in and out of the classroom That both people and animals need to be cared for 	<p>L.O. To understand the importance of care for animals.</p> <p>Skills Focus: Empathise with how others are feeling/thinking about something</p> <p>As well as our responsibility to the environment, we also have a responsibility to look after animals. Does anyone have a pet? How do they look after their pet? Why do we need to take responsibility for animals? Show the video clip from Cats Protection- https://education.cats.org.uk/moggy-modules-for-learning-at-home/ Discuss how to look after cats, writing notes on flipchart. Children can write a guide to looking after their own pet or use the information from the video/flipchart to write a guide about looking after a cat.</p>
<p>Evidence for assessment will be from:</p>		<ul style="list-style-type: none"> How there is a collective responsibility to help protect the world around us How the environment can be effected by the everyday choices that we make, including what we choose to buy or spend money on The skills and vocabulary needed to share their thoughts, ideas and opinions in discussion about topical issues

- How to show care and concern for both people and animals

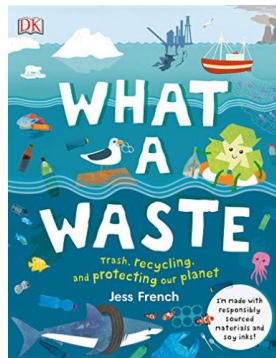
Resources needed for project:

Pictures that highlight environmental issues/damage people can have on the environment

<https://www.bbc.co.uk/bitesize/topics/zp22pv4/articles/z2md82p>

<https://www.livingstreets.org.uk/workplaces/try20-tips>

<https://www.bbc.co.uk/bitesize/topics/zp22pv4/articles/z2rhci6>



<https://www.businessinsider.com/10-inventions-helping-save-planet-2018-1?amp>

<https://education.cats.org.uk/moggy-modules-for-learning-at-home/>

Challenge: All tasks are accessible but there is room for stretch or solo taxonomy.

Level of writing produced when doing their news report- use key facts and ideas from previous research

SEND:

Use given facts to include in their report. The report can be given orally rather than being written down.