



PPA Planning

Term: Autumn 2 Year Group:1/2 Subject: Geography - Investigating Eco Schools (5b, 6a) Teacher: Sue Parsons

Each session to have a story / poem stimulus or plenary focus

Teaching sequence:	Objective (including NC ref)	Learning Intention (Key Question)	Activities/Challenges <i>Differentiation</i>	Success Criteria
1/2	To describe what places are like & the huge variety of ecosystems across the globe G 1c, 1d, 3a, Sc2 5a	What is our world like?	Have 'Pretty Blue Planet' presentation running as ch enter room, <u>don't</u> explain / describe it for them! Scribe on IWB pupil responses to key question: 'What is our world like?' Read 'Wonderful Earth' (Nick Butterworth & Mick Inkpen) & discuss variety of animals, plants, forms of water etc. LA- Inside a large pale blue circle, draw & colour as many <u>natural</u> things from our planet MA- Expect more detail HA- Plus annotation Challenge- How might some of your features be <u>threatened</u> ? Finish story - How do people spoil our planet? How could we look after it? (TA to scribe responses)	To know that parts of the globe are sea / land & that the animal & plants found there may differ due to variations in climate. To begin to recognise the term 'environment'
3/4	To make judgements about places. To accept that different people have different opinions about places. To recognise that places can be affected by people - for better / worse 1b, 1c, 1d, 2c, 2e, 3a, 3c,	How do we feel about our school environment?	School fieldwork - make an 'affective audit' of the school environment- elicit important factors from ch themselves e.g. feeling safe, colourful, interesting, fun... Rank each place on scale 1-3 (happy/neutral/sad faces) Collate results on large basemap (IWB) & match to photos of each location. Which parts do we like the most / least? Why? Challenge- What could be done to improve the worst areas? Plenary - read short poem 'Grandad says' (Green poems book)	Eco audit carried out & recorded as an affective map of school (i.e. emotional response to diff environments)



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5	<p>To express own view about different environments To recognise how environments can be improved To use fieldwork skills</p> <p>1c, 2b, 5b, 7b</p>	How could we improve our school environment?	<p>Explain 'Eco Schools' award scheme to ch. – their voice will be heard & acted upon. Remind ch of 3 locations studied – show photos - & of negative (& positive) comments made previously. Using IWB Easyteach (or A4 photo in centre of large paper), ask ch to suggest ways of improving each location (TA to annotate if necessary) Challenge – can you arrange each suggestion in priority order? Explain your thinking. Plenary – read poem from 'Green poems' book – 'We've got to start recycling' - how does it link in to today's work?</p>	Suitable suggestions made towards Eco action plan
6	<p>To consider what is included in our 'environment' and how people (we) can protect it</p> <p>1b, 2a, 3c, 4a, 5a, 5b</p>	How can we look after our environment?	<p>Read 'We must protect the countryside' poem ('Green Poems' anthology) What is it about? (Countryside Code) What needs protecting around <u>school</u>? Encourage ch own ideas for creating rules to look after our school environment – who / what do we share it with? What needs do they have? TA to scribe ideas on IWB – distil into simple statements. Ch to choose one statement to make poster illustration for (poss link with ICT work? Liaise with SC)</p>	School 'Eco Code' created (in 'child-speak')
7	<p>Recognise how places change & how people can be involved in this process</p> <p>3c (Plus links to Citizenship curriculum)</p>	Who is responsible for our environment?	<p>Discuss organisations that have an environmental role – show their logos – can ch guess what they might do? Do you or your family belong to any of them? Who is responsible for looking after our school?..</p> <p>Read 'Dinosaurs & all that rubbish' by Michael Foreman – basic idea of sharing our world with others (incl animals & plants) and Man's role of stewardship <u>not</u> ownership of places.</p> <p>Allow ch to nominate & (blind) vote for 2 classmates to represent them at Eco Committee meetings – give badges to each.</p>	<p>Children recognise <u>their</u> role in helping to look after their world</p> <p>Class 'Eco Reps' elected</p>