

“CAN I MAKE A DIFFERENCE?”

Key Questions

- What is our world like? – awe & wonder at complexity of environments
- How is our world changing? – children’s received perceptions from adult world
- What is our school environment like?
- How would we like to see it change?
- Who is responsible for our environment?

Planning – using big ideas

- Changes in scale – from global to local
- Individual interpretations of place through the emotions
- Environmental quality - How do we change places for better or worse?

Geographical skills

- Fieldwork & valuing personal experiences of place
 - visit a choice of internal & external locations around the school, take photos
 - use senses to determine own perception of each site & record
 - analyse & compare own/class data
- Mapwork
 - represent class feelings on school plan – affective mapping
- Global citizenship
 - awareness of our environmental responsibilities
- Use of geographical vocabulary

Aspects of ESD

- Individual perception of environmental quality
- Recognition of man’s ability to change, improve & sustain the environment

Resources

- Stories / poems:
 - Wonderful Earth by Nick Butterworth & Mick Inkpen
 - Green Poems edited by ‘Grandad says’ & ‘We must protect the countryside’
 - Dinosaurs & all that rubbish by Michael Foreman
- School plan & clipboards
- Digital cameras

Links with other curricular areas

- Citizenship – developing confidence & responsibility, preparing to play an active role as citizens
- Science – variation in species & habitats
- RE – different religion’s views of the World & its creation
- Numeracy – data handling, collection of real data, appropriate presentation methods & analysis of data sets
- Literacy – textual clues to ‘hidden’ meaning or moral conveyed in a story / poem