Sustainable Development 2020-2021

Parkdale Primary Topics Overview (KS1)

Covered Covered in Identity Topic Covered in Peace and Conflict

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|  | Autumn Topic/s | Geography Skills Covered | Science Topics (doesn’t need to link) | Habitats/  Habitat Loss | Pollution / Climate Change and  Key Questions | Endangered Animals/affected animals | Campaigning  Activists/Key people | Trips | English S-Plan Final Outcomes Links to Sustainable Topic |
| Reception | Learning to love the World | • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. • Can talk about some of the things they have observed such as plants, animals, natural and found objects. • Talks about why things happen and how things work. • Developing an understanding of growth, decay and changes over time. • Shows care and concern for living things and the environment.  • Looks closely at similarities, differences, patterns and change.  Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. | Habitats  Food Chains  Growing plants | Hedgerows | Air pollution  How do we impact animal’s habitats? | Hedgehogs  Elephants |  | St anns Orchard  Farm/Zoo | 1. Write a play where animals search for homes based on “Thats not my” books 2. Improve our play area 3. Save the Hedgehog |
| Year 1 | Plastics in the Ocean  Core Text – Duffy’s Lucky Escape | * Identify UK and continents * Identify countries of UK * Locate major cities of UK * Identify the oceans * Can describe NSEW * Use 2 figure references * Draw a simple map * Start to recognise OS map symbols * Comparison of contrasting locations - human and physical | Materials – identifying, properties testing plastic straw | Oceans – Great Barrier Reef | Plastic Pollution  - what are the continents and oceans?  – what is plastic?  - plastic’s journey  - How is plastic used in packaging?  - How can we Minimising/  Alternatives to plastic packaging  - Making fabric bags | Coral Reef Polyps |  | Tesco Visit  Birmingham Sea Life Centre  /  Yorkshire Wildlife Park | 1. Re-write a version of ‘Duffy’s Lucky Escape’  2. Fact File on Sea Creatures |
| Save the Polar Bear  Core Text – Leaf | Seasonal Changes- (needs rethinking) | Polar Ice Caps - Artic | Global Warming  - What is Human Geography?  - What is Physical Geography?  - What are habitats?  - Where are animal’s habiats across the world  - What is the habitat of Polar Bears?  - How is Alaska different to/similar to Cornwall  - What is Climate Change/Global Warming  - How can we Minimising Carbon Footprint | Polar Bears |  | 3. Letters to David Attenborough – Climate change |
| Year 2 | Clean Green World | * Identify UK and continents * Identify countries of UK * Locate major cities of UK * Identify the oceans * Can describe NSEW * Use 2 figure references * Draw a simple map * Start to recognise OS map symbols * Comparison of contrasting locations - human and physical | Animals and their habitats – specifically woodland habitat  Materials | Local and woodland | Disposal of waste – reduce ruse and recycle | ?? | Isatou Cesay and the woman of the Gambia | Local woodland / Conkers woodland / Sherwood forest  Recycling centre – plastics and waste?? | Write a narrative story  Instructions to make from recycling  Poetry – performance  Persuasive text – re plastics |

Sustainable Development 2020-2021

Parkdale Primary Topics Overview (KS2)

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|  | Autumn Topic/s | Geography Skills Covered | Science Topics (doesn’t need to link) | Habitats/  Habitat Loss | Fuels/  Pollution/  Biodiversity/  Interference | Renewable Energy | Endangered Animals | Campaigning  Activists – Key people | Trips | Final Outcomes Links |
| Year 3 | River Habitats and River Pollution  Core Text – This Morning I met a Whale and  The Iron Woman  Africa Continent and Endangered Animals  Core Text – The Hunter and Will We Miss Them? | * Identify continents and name some countries in each * Have a realistic, contemporary understanding of the features of each continent * Identify major seas and mountain ranges * Know the location and nature of UK National Parks * Build from 4 to 6 digit map references * Read and draw maps using OS symbols * Interpret contour lines * Know 8 points of compass * Describe economic and social activity in a variety of contrasting locations * Explain human settlement and migration * Research and fieldwork * Presentation of findings | Rocks  Animals inc Humans | Rivers based in the UK and surrounding habitats. Explore local wildlife - what dangers do they face?  Link to the features and cycle of a river to help move onto types of pollution. | What is pollution?  What are the different types of pollution?  Global warming/Climate Change - What effect does it have on the planet?  When and why did it start?  What does it mean for our future?  How can we help reduce it? | Possible learning opportunity… Link back to Identity and explore another aspect of climate change – look into how transport has changed through time, past, present and future.  Are we moving in the right direction with electric cars? Will it help reduce air pollution? | African continent – a detailed habitat study – explore wildlife and the dangers they face.  What impact has climate change had on their habitat? What does their future look like if nothing is done?  How can we help them? | Dame Dr. Daphne Sheldrick  Dr Paula Kahumbu | River Trent field-trip  Greenpeace visitor  Yorkshire Wildlife Park/Twycross Zoo    Endangered Animal visitors  Severn Trent Waters | STOP Polluting Posters  Endangered Animal leaflet – how can we help?  River based narrative |
| Year 4 | Oceans/ Antarctica  Core Text:  Song of the Dolphin Boy  Tuamor the turtle | * Identify continents and name some countries in each * Have a realistic, contemporary understanding of the features of each continent * Identify major seas and mountain ranges * Know the location and nature of UK National Parks * Build from 4 to 6 digit map references * Read and draw maps using OS symbols * Interpret contour lines * Know 8 points of compass * Describe economic and social activity in a variety of contrasting locations * Explain human settlement and migration * Research and fieldwork * Presentation of findings | Living Things and their Habitats | Oceans  Antartica  Pollution and how the animals need to adapt – linking into science and food chains | What would a perfect world look like?  Why are oceans so important? What are the different layers?  What is the Great Pacific Garbage patch?  What is plastic? Pros and Cons. What is the problem with plastic?  How does pollution affect the animals in the ocean? How does it get into the ocean?  What can we do to stop it?  Climate change affecting Antartica.  How can we help the Antarctica areas and the Glacier's from disappearing? | Renewable and Non renewable energy (Science)  How have we reduced plastics?  Look at plastic alternatives.  Has the Covid pandemic effected the pollution? | Endangered and threatened species of Antarctica creatures.  Research how charities are working to help these creatures and what we can do to help. What can be done to protect them? How can we make a difference?  Great Barrier Reef – effects of coral bleaching / climate change | David Attenborough  WWF  John Bishop and the Beluga Whale  Greata Thumberg | Birmingham Sea life Centre  Visitor from WWF  Greenpeace  Schools Action Waste Club | Letter to Newspaper/local schools informing them about the effects of plastic pollution and how they can reduce their use of plastics in school  Non chronological report about an unusual sea animal – Share with Year 1 and compare to their fact files  Poetry/Rap about the ocean  Information leaflet about endangered animal in Antarctica |
| Year 5 | A Green Clean World  Class book: The :Last Wild by Piers Torday | * Identify continents and name some countries in each * Have a realistic, contemporary understanding of the features of each continent * Identify major seas and mountain ranges * Know the location and nature of UK National Parks * Build from 4 to 6 digit map references * Read and draw maps using OS symbols * Interpret contour lines * Know 8 points of compass * Describe economic and social activity in a variety of contrasting locations * Explain human settlement and migration * Research and fieldwork * Presentation of findings | Life cycles of plants & animals | Rainforests  Deforestation & the impact it has on rainforest animals, in particular chimpanzees. | Fcus on the Amazon Rainforest, looking at the different biospheres and climate zones, using atlases and google maps to locate and understand the physical features. | Look into ways to prevent use of palm oil, different lifestyles & diets- meat consumption & recycling- what is the best option? | Focus on rainforests and rainforest animals.  We explore the effects of **deforestation,** the **palm oil industry** and other human activity that poses a threat to our **chimpanzee and orangutan population**. | Jane Goodall  Greta Thunberg  Reference to Global Climate Strike  David Attenborough | Youlgreave 3 day residential (not this year due to Covid) | Save the Chimps leaflet to share with organisation & display in local library.  There’s a rang-tan in my bedroom- Palm OIl  Flanimals writing  Toucan art work |
| Year 6 | The Boy Who Lost His Bumble  Bees – Dorling Kindsley | * Identify continents and name some countries in each * Have a realistic, contemporary understanding of the features of each continent * Identify major seas and mountain ranges * Know the location and nature of UK National Parks * Build from 4 to 6 digit map references * Read and draw maps using OS symbols * Interpret contour lines * Know 8 points of compass * Describe economic and social activity in a variety of contrasting locations * Explain human ettlement and migration * Research and fieldwork * Presentation of findings | Micro organisms  Living Things and Their Habitats | Look at destruction of habitats for pollinators. Hedgerows, grass verges, garden space, etc.  Why is it a problem?  Separate unit on Rivers and Map Skills | Review what a habitat is. How do insects differ from other living things before moving onto food chains. How plants reproduce – pollination.  Pollutants – explore damaging effect of fertilisers on bee population.  What can we do to help? Right choices to protect bees. |  | Endangered and threatened species of bees in the UK. - Look at case study. What can be done too protect them? How can we make a difference for future bee species? | Friends of the Earth Campaigners  Save the Bees – Greenpeace  BBC – Global Map of Bees Conservation Study | Bee Keeper visits in school  Local area study of meadows and gardens  Possible field study in local area. | 1. Write a bee themed story for pupils in Reception. 2. Produce an information leaflet for local community – share ways to protect bees in their gardens, etc. 3. River Poetry |