

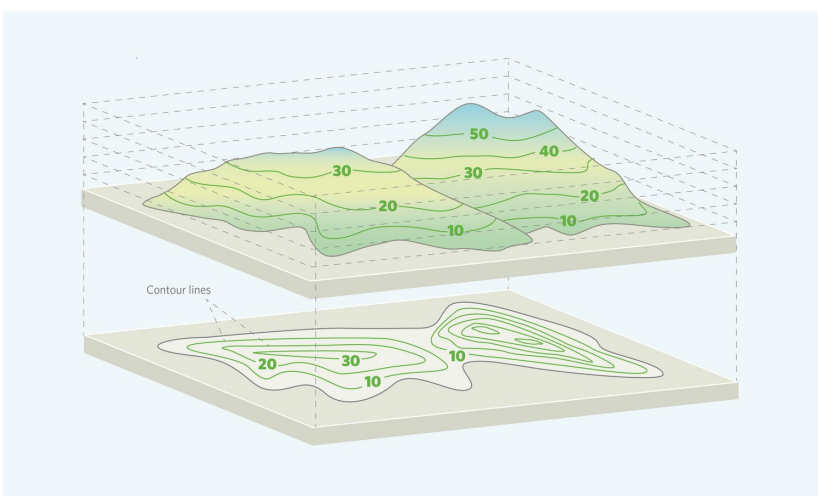
# Year 5/6: Under the sea.

## What should I already know?

Geography-

N/C -Describe and understand key aspects of human and physical geography.  
-Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK.

## Powerful knowledge



Significant facts,  
people and places

8 Million- tonnes of plastic are dumped in our oceans every year, choking our wildlife.

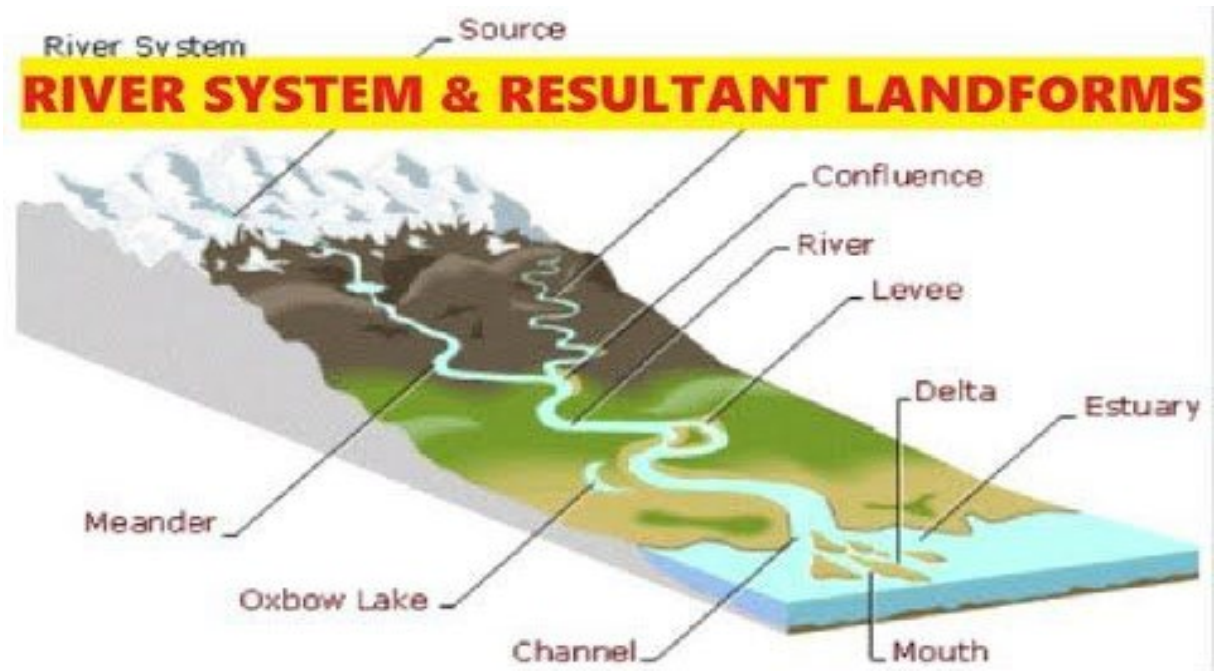
China- produces the most pollution.

Charles Hutton- Made the first topographical map in 1774.

Interesting facts: It's estimated that by the year 2050, there will be more plastic in the ocean than fish.













## Glossary/Key Events

Hills	A naturally raised area of land, not as high or craggy as a mountain.
Mountains	A large natural elevation of the earth's surface rising abruptly from the surrounding level; a large steep hill.
Coast	The part of the land adjoining or near the sea.
Rivers	A large natural stream of water flowing in a channel to the sea, a lake, or another river.
Plastic	Plastics are a wide range of synthetic or semi-synthetic materials. Their plasticity makes it possible for plastics to be moulded, extruded or pressed into solid objects of various shapes
Recycle	Convert (waste) into reusable material.
Pollution	Pollution is the introduction of contaminants into the natural environment that cause adverse change.



Key features

## Geography- Year 5/6 Under the sea

<b>National Curriculum Objectives:</b> <ul style="list-style-type: none"> <li>Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features and land use patterns.</li> </ul>			<b>Prior Objectives:</b> <ul style="list-style-type: none"> <li>Describe and understand key aspects of human and physical geography.</li> </ul>		
<b>Lesson 1</b>  Skill - Compare  Knowledge - Topographical features in Hull.	<b>Lesson 2</b>  Skill - Compare  Knowledge -.Human Geography	<b>Lesson 3</b>  Skill - Explain  Knowledge - Rivers	<b>Can run over more lessons:</b> <b>Lesson 4</b>  Skill - Explain  Knowledge - Plastic pollution	<b>Lesson 5</b>  Skill - Present  Knowledge - Our planet	<b>Lesson 6</b>  Skill -  Knowledge -
<p><u>WALT: Compare Hull and Sheffield's physical geography.</u></p> <p>WILF: Compare Topographical features. Explain why they are different. Annotate topographical pictures.</p> <p>Lesson: Show the children where Hull is on the map. What can we assume about the physical geography of Hull? (coast line, sea level) How do you think it is different from Sheffield? <a href="https://en-gb.topographic-map.com/maps/1e/Hull/">https://en-gb.topographic-map.com/maps/1e/Hull/</a> Use this website to find Hull and Sheffield. Get children to look at the topographical map. What does it show? Can you find how far school is from sea level?</p>	<p><u>WALT: Compare human geography between Hull and Sheffield.</u></p> <p>WILF: What is human geography? What is the same? What is different?</p> <p>Lesson: Get the children to define what human geography is. What things can we think of in our area that are manmade? Get pictures from Hull. Get the children to sort whether they are human or physical geography. Write sentence to say what Hull has that Sheffield doesn't have. <a href="https://en-gb.topographic-map.com/maps/1e/Hull/">https://en-gb.topographic-map.com/maps/1e/Hull/</a></p> <p><b>Recording:</b> <b>Sort pictures</b> <b>Write sentences.</b></p>	<p><u>WALT: Explain how Hull and Sheffield are connected.</u></p> <p>WILF: Identify Sheffield's Rivers. Explain how Rivers work. Identify parts of a river system.</p> <p>Lesson: Sheffield has 5 rivers: <a href="#">Don</a>, <a href="#">Sheaf</a>, <a href="#">Rivelin</a>, <a href="#">Loxley</a> and <a href="#">Porter</a>. What we put in those rivers travels down the stream and Rivers lead to the sea. <a href="https://www.bbc.co.uk/teach/class-clips-video/geography-ks1--ks2-rivers/z6qsf4j">https://www.bbc.co.uk/teach/class-clips-video/geography-ks1--ks2-rivers/z6qsf4j</a></p> <p>How do you think we effect the sea in Sheffield? What effect do we have on the sea? How pictures of litter to the children. What do you think happened to this litter.</p> <p>Watch this video with the children to finish the lesson. <a href="https://www.greenpeace.org.uk/news/why-is-there-so-much-plastic-in-the-ocean/">https://www.greenpeace.org.uk/news/why-is-there-so-much-plastic-in-the-ocean/</a></p> <p><a href="https://www.wwf.org.uk/uk-rivers-map">https://www.wwf.org.uk/uk-rivers-map</a></p>	<p><u>WALT: Explain why pollution is bad</u></p> <p>WILF: What is pollution? What are single use plastics? Explain what these are doing to our oceans.</p> <p>Lesson: Watch one of the many documentaries about plastic in our oceans:</p> <p>Show children pictures of the impact plastic is having on our animals. Remind them about how in Sheffield we have an impact.</p> <p>What could we do to help the oceans and animals?</p> <p><b>Recording:</b> <b>Create a list of ideas to help the oceans. Vote on a favourite idea.</b> <b>Write why we should share this information.</b></p>	<p><u>WALT: Create awareness about plastics in our ocean.</u></p> <p>WILF: Share key facts. Make people aware. Present ideas.</p> <p>Lesson: Whatever your class decided to do to raise awareness, (Artwork, posters, videos) These last sessions are for them to create and share their findings. They could share in between the classes or to whole school is they made videos ect.</p> <p><b>Recording:</b> <b>Create awareness about plastic pollution.</b></p>	<p><u>WALT:</u></p> <p>WILF:</p> <p>Lesson:</p> <p><b>Recording:</b></p>

<p>Children have use this link on their Ipad to explore the topographical features around Hull and Sheffield. What is the highest point, what is the lowest?</p> <p>Use google maps/atlas's to see other physical geography features, Sea, Rivers, mountians ect. Can you make a list of what physical geography both places have?</p> <p><b>Recording:</b> Annotate topographical maps.</p>		<p><b>Recording:</b> Highlight Sheffield rivers on the map.</p>			
<p><b>Assessment:</b> <b>Key Vocabulary:</b> Hills, mountains, coasts, rivers, plastic, recycle.</p>					