Class 3 Autumn Term 2022

Are We Looking After Our World (Human Geography):

Our Curriculum Intent:

Half Term 1: Our human impact on Planet Earth - Plastic Pollution

Half Term 2: Displaced People

*To foster children who are aware of the world and their position within it by knowing how lucky they are and how others are far less fortunate. To actively be able to look out for, support and show kindness and empathy towards others, so they become citizens of the world whose aim is the betterment of society. To know and to be proud of where they are from and to fluently use a wide range of appropriate vocabulary when discussing and writing across our wide curriculum.*

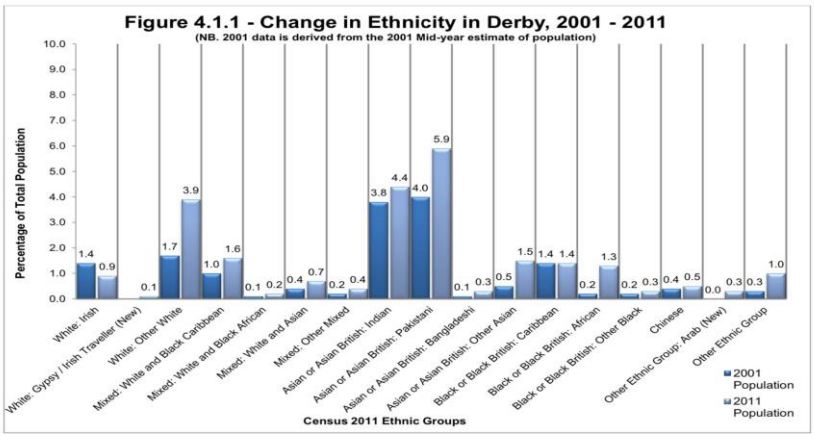
During this topic, the children will further develop their understanding of how they can take significant steps to look after their world. Through the work on Holes by Louis Sacher the children will develop an appreciation of how our actions impact on both ourselves and our future family members, they will also explore how items lost and buried years ago can remain in the soil and environment for many years with both positive and negative impacts. Through an exploration of the life and work of Sir David Attenborough and his link to Derbyshire (Long Eaton), the children will explore how individuals can impact positively on others and the environment when they have the drive to do so. A study of Landfills and recycling centres in Derbyshire and sustainability will also support children's appreciation of their position in the world. Children will consider how we are looking after the people in our world by considering refugees by showing empathy and the importance of kindness. Children will understand in detail the reasons why people become refugees: war, persecution, drought, famine or natural disasters. Children will understand a range of reasons and situations why people are not being looked after and the effect of this. Children will write and send persuasive letters to the Prime Minister to argue whether England should allow more refugees into England from the Ukraine and Syria as there are currently over 140 refugee families living in Derby.

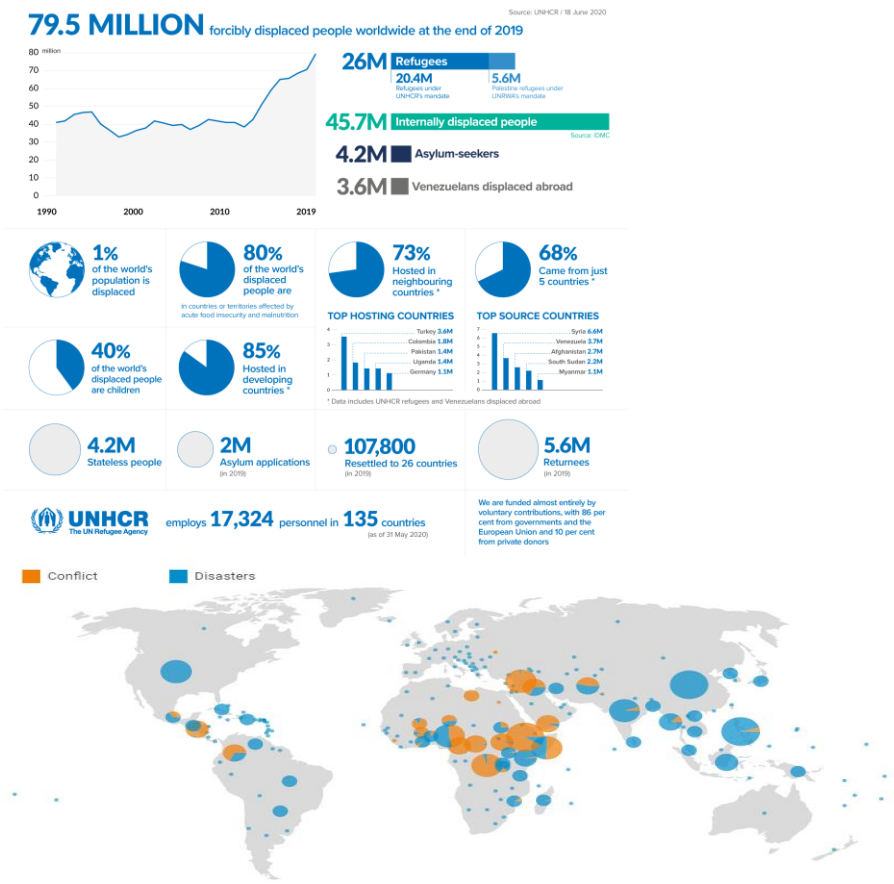
| The Morley journey leading to this curriculum focus | |
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| Class 1 | Polar Regions - The children learnt about how climate change is affecting Arctic animals such as polar bears. They will have already learnt about how plants need light, water and a suitable temperature to grow.<br>Where I live – local environment - exploring different geographical setting from Julia Donaldson stories and identifying similarities and difference to Morley. |
| Class 2 | Climate and Rivers – children have learnt about how our climate is changing and the positive and negative impacts they can have on climate. They have also been able to make decisions about their own way of life to positively impact on climate change.<br>Fairtrade |
| Subjects | Areas Covered |
| English/Books | Holes - Louis Sacher<br>The Island – Armin Greder<br>The Mediterranean – Armin Greder<br>On the Move - Michael Rosen (poetry)<br>Blue Planet - Work of David Attenborough<br>Broken and Little Freak to develop from Literacy Shed, empathy to others.<br>Persuasive letter to Prime Minister to argue whether we should accept more refugees from Syria. |
| Science | Natural and Renewable Energy – solar, wind, nuclear<br>Electricity<br>Properties of Materials – packaging – sustainability, recyclable<br>Electricity |
| History | |

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| Geography | Human Geography – plight of refugees – reasons why people need to leave their countries: war, famine, drought, persecution, natural disasters.<br>Understanding of Human Geography<br>Plastic pollution in oceans, land, waterways, Landfill sites, Sustainability, Food Waste , Pollution |
| Art | Pencil skills and shading: eye to link to refugees, The Scream linked to the artist Banksy Refugee art work.<br>Texture - actual and implied |
| D&T | Food technology - Shelters - ginger bread houses - research, design, test, build, evaluate processes |
| Music | Y5 Charanga |
| Computing | Pages<br>Online Safety - Jigsaw |
| RE | What does it mean to be a Muslim in Britain today (part 2)<br><br>What difference does it make to believe in Ahimsa, Grace and/or Ummah?<br>(Christians, Muslims and Hindus recap) |
| PHSE | Jigsaw Y5<br>1. Being me in my world<br>2. 2. Celebrating differences |
| Enrichment | Hathersage Residential<br>The Warning Zone - PSHE link<br>Tissington – Whole School trip<br>Morley Hayes – Sustainability<br>Broomfield College – Sustainability<br>Farm live assembly<br>Mini London Marathon |

# Key Knowledge: Half Term 2 Displacement

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| What I should know at the start of the topic | • I know the conditions required for plants and crops to grow.<br>• I know where I live and where this is placed within England and Europe.<br>• I know how Fairtrade is significant to helping people succeed and thrive within their own countries. |
| Significant People | Nicholas Winston – Kinder Transport<br>• A British banker and humanitarian who established an organisation to rescue children at risk from Nazi Germany. Saved 669 children from Czechoslovakia<br>• There were about 70,000 Jewish refugees who were accepted into Britain by the start of World War II on September 1, 1939, and an additional 10,000 people who made it to Britain during the war.<br> |

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| Derby | Refugees in Derby:<br>Padley Centre in Derby supports local refugees - undertake a sponsor event to raise money for this charity (2020 mini London Marathon)<br>April 2020 138 refugee families in Derby from Syria<br>Multi-Cultural Derby:<br><br> |
| Key Information | • Displaced from home: war, persecution, disaster or famine<br>• Cross national boundaries<br>• Unsafe to return home<br>• 2019 - 26 million refugees<br>• Case Study - Syria 6.7 million refugees due to civil war - 1700 in England<br>• Kinder Transport WW2 - children under 16 sent to England. Kindertransport was the name given to the mission which took thousands of children to safety ahead of World War Two (1939-1945). 10,000 children |

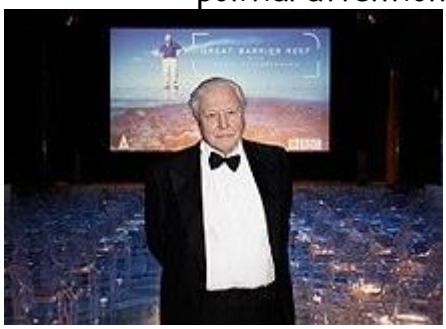
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<td>Diagrams</td>
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Children to identify Syria and countries where they could seek refuge.


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<tr>
<td rowspan="2">Vocabulary Ninja</td>
<td>Displacement</td>
<td>the enforced departure of people from their homes, typically because of war, persecution, or natural disaster.</td>
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<tr>
<td>Refugee</td>
<td>a person who has been forced to leave their country in order to escape war, persecution, or natural disaster.</td>
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|  | Persecution | *hostility and ill-treatment, especially because of race or political or religious beliefs; oppression.* |
| | Race | *linked with physical characteristics such as skin colour or hair texture* |
| | Migration | *Human **migration** is the movement of people from one place to another with the intentions of settling, permanently or temporarily, at a new location (geographic region).* |
| | Immigration | *the action of coming to live permanently in a foreign country.* |
| | Oppression | *prolonged cruel or unjust treatment or exercise of authority.* |
| | Drought | Country with no rain |
| | Famine | A country which runs out of food especially because of a drought. |

# Key Knowledge: Half Term 1 Human Impact on Planet Earth - Plastic Pollution

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| What I should know at the start of the topic | • I know that climate change is affecting Arctic animals such as polar bears by reducing their sea ice and opportunities for food.<br>• I know how our climate is changing and the positive and negative impacts they I have on climate (walking, reducing plastic usage etc). |
| Significant People | Sir David Attenborough – Inspirational Person (link to Derbyshire – Long Eaton)<br><br>• Born 8th May 1926 – 96 years old.<br>• Attenborough's earlier work focused more on the wonders of the natural world, his later work has been more vocal in support of environmental causes.<br>• He has advocated for restoring planetary biodiversity, limiting population growth, switching to renewable energy, mitigating climate change, reducing meat consumption, and setting aside more areas for natural preservation.<br>• His father was a teacher at the Long Eaton Higher Elementary School in 1913.<br>• His Blue Planet II (2017) series is thought to have triggered a long-lasting increase in public, media and politial attention to plastic pollution.<br><br><br><br><br><br>Great Thunberg – Inspirational young Person<br><br>• In 2018, then 15-year-old Greta Thunberg started a school strike in Sweden to draw attention to the climate crisis, |

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| | and since then her message has spread—despite her avoidance of air travel because of its high carbon emissions. Young people across the world have followed her path, striking and marching to make clear to adults and decision-makers that this is a true emergency. "We are children saying, 'Why should we care about our future when no one else is doing that? And why should we bother to learn facts when facts don't matter in this society?' When children say something like that, I think adults feel very bad," Thunberg told TIME in April. In late August, she landed in the U.S. after a 15-day boat trip across the Atlantic,<br> |
| Derby | I know where my household waste is taken.<br>I know what happens at a landfill site.<br>I know how to recognize which plastics can be recycled and which can't.<br>I know where Sir David Attenborough's father lived and worked. |

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| Key Information | Plastic Pollution –<br>• Plastic information –<br>1. take 450years to decompose<br>2. over 1 million bottles produced each minute<br>3. Less than 10% of plastic is actually recycled<br>4. 90% of plastics end up littering the oceans/land or in landfills.<br>• Landfill - Derbyshire County Council<br>• Understanding landfill construction –<br>1. Liners – concrete or strong plastic<br>2. Cells – specific areas waste is tipped<br>3. Lechate collection system – the harmful liquid that is the mixture of rainwater and liquid from the rotting waste.<br>4. Gas control systems – control of gas created by the rotting material<br>5. The landfill cap – when full the cells/sites are capped by a thick layer of compact clay(normally)<br>The Great Pacific Garbage Patch - Great Pacific Garbage Patch \| National Geographic Society<br>• A collection of marine debris in the north Pacific ocean.<br>• Also known as the Trash Vortex<br>• It is actually two distinct collections of debris close in proximity.<br>• Much of what is in the debris is not biodegradable – most of the plastic in the debris is classed as micro-plastic<br>• Microplastic are created when larger piece of plastic are broken down in to tinier and tinier pieces – these pieces of plastic become so small the fish and bird think they are seeds and small marine life and eat them.<br>• 70% of marine debris sinks to the bottom of the ocean.<br>• The Garbage patch was discovered in 1997 by Charles Moore.<br>Sustainability –<br>• Education Resource Library - Earth Day<br>• Reduce, Reuse, Recycle<br>• Windmills, solar panels, electric cars, hydropower<br>• Sustainability is the management and protections of the earth and its natural resources to support present and future generations.<br>• A longterm goal to develop better ways to living which are less impactful on the plant |

Diagrams

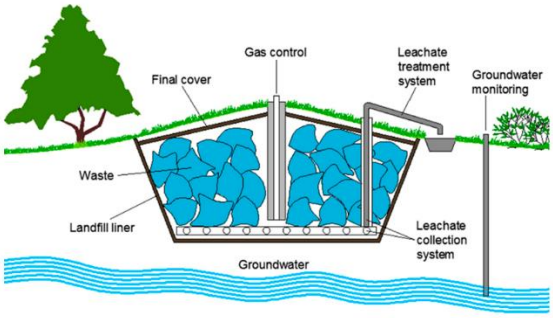


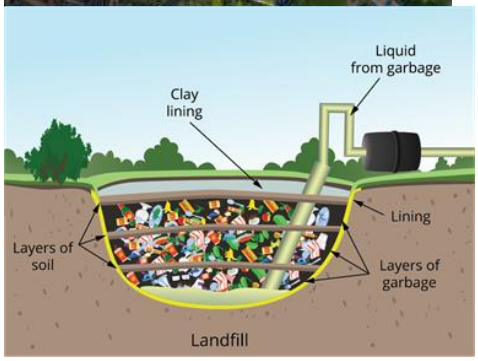

Landfills in Derbyshire





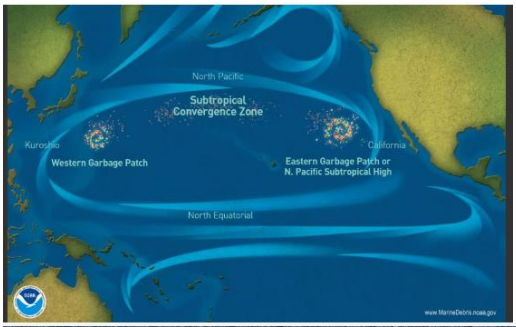


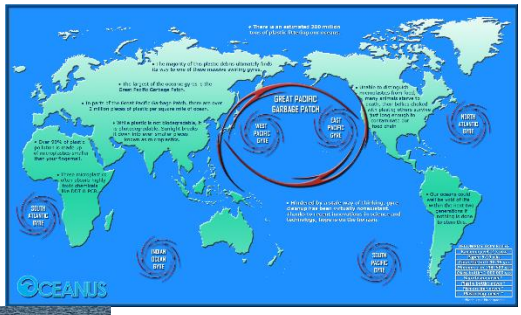


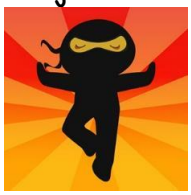







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| Vocabulary Ninja  | Plastic | a synthetic material made from a wide range of organic polymers such as polyethylene, PVC, nylon, etc., that can be moulded into shape while soft, and then set into a rigid or slightly elastic form. |
| | Landfill | the disposal of waste material by burying it, especially as a method of filling in and reclaiming excavated pits |
| | Recycling | the action or process of converting waste into reusable material. |
| | Pacific | relating to the Pacific Ocean. |
| | Microplastic | extremely small pieces of plastic debris in the environment resulting from the disposal and breakdown of consumer products and industrial waste. |
| | Pollution | the presence in or introduction into the environment of a substance which has harmful or poisonous effects. |
| | Sustainability | The avoidance of the depletion of the earth natural resources in order to maintain an ecological balance. |
| | Decompose | make or become rotten; decay or cause to decay. |
| | debris | scattered pieces of rubbish or remains. |
| | conservationist | a person who advocates or acts for the protection and preservation of the environment and wildlife. |
| | biodegradable | a substance or object that has the capability of being decomposed by bacteria or other living organisms and thereby avoiding pollution. |