

Subject: Science

Year 4: Making Connections- Conservation

NC/PoS:

- Recognise that environments can change and that this can sometimes pose dangers to living things.
- Pupils should be taught to use the following practical scientific methods, processes and skills:
- Asking relevant questions and using different types of scientific enquiries to answer them.
- Using straightforward scientific evidence to answer questions or to support their findings.

Prior Learning (what pupils already know and can do)

This unit has a focus on the British value of 'mutual respect' encouraging students to accept responsibility for their behaviour, show initiative, and understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely. It also revisits *Lesson 5: Human impacts on habitats*.

End Goals (what pupils MUST know and remember)

- Know that human activities can change the environment.
- Know the positive and negative impacts humans can have on the environment.

Key Vocabulary: conservation, conservationist, deforestation, endangered, habitat, human impact, nature reserve, pollution, research

This unit will use resources from *Year 4: Living things: Classification and changing habitats: Lesson 5: Human impacts on habitats*

Recap: Watch the *Presentation: Negative human impact*

Watch the *Pupil video: How to be a conservationist* to introduce the role of a conservation scientist and explain how these professionals work to understand and mitigate the impacts of human activity on habitats (where something lives) by:

- Studying nature.
- Studying human impact.
- Protecting and restoring habitats.
- Cleaning up pollution.
- Fighting climate change.
- Helping endangered species.
- Making laws and rules to protect the environment.
- Educating others about the environment.

Discuss the question:

What do you think is the most important part of a conservationist's job and why? (Answers may include: restoring habitats because otherwise animals would lose their homes; protecting endangered animals or they might die out; cleaning up pollution before it gets even worse; fighting climate change because it will get too hot for humans.)

Explain that over the coming weeks the children are going to become conservationists: they will work in groups on a current issue that they are passionate about. Use the list of conservationists below as a starting point, but children may be

interested in a particular issue that they may wish to research, for example: plastic pollution, climate change, sustainability, endangered animals.

They will research organisations/ charities and individuals who have supported their chosen cause and create their own 'campaign' in order to be agents of change. This may involve creating posters, writing letters to local MPs, carrying out surveys, doing an assembly, organising their own initiatives, e.g. litter picking, recycling, reducing/banning the use of single-use plastics etc.

Link to careers: Conservationist

Wangari Mathai: 2004 Nobel Peace Prize Laureate, founder of the Green Belt Movement

Sir David Attenborough: award winning broadcaster, writer, and naturalist.

Greta Thunberg: In 2019, she was named Time Magazine's Person of the Year, a winner of the 2019 Right Livelihood Award in Sweden, and has been nominated for the Nobel Peace Prize five times.

Gaylord Nelson: U.S. senator, lawyer, WWII veteran, and champion of environmental causes is widely known as the father of Earth Day

For more information [6 Well-Known Conservationists | One Tree Planted](#)

Scientists who have helped develop understanding in this field: Dr Jane Goodall