Subject: Geography –   Year 5 Why do oceans matter?

NC/PoS:

Locational knowledge

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- Name and locate counties and cities if the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.

Human and physical geography

- Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
- Human geography, including; types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Geographical skills and fieldwork

- use world maps, atlases and globes and digital/computer mapping to locate countries and describe features studied.

- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. &

Prior Learning (what pupils already know and can do)

Children can name and locate the seven continents and five oceans. They know the four capital cities of the UK, can name some of their characteristics, and locate them on a map. They can recognise and describe human and physical features, and know some of these features of the UK.

End Points (what pupils MUST know and remember)

Lesson 1: "How do we use our oceans?"

Can you think of any ways oceans are useful?

What does trading mean?

What is an import?

What is an export?

Which countries do most trading with Australia?

Vocabulary: export, import, habitat, natural disaster, ocean current, renewable energy, trade, water cycle

Lesson 2: "What is the Great Barrier Reef?"

 What country is the Great Barrier Reef in?

What continent is that country in?

How are coral reefs beneficial?

Vocabulary: coral reef, coral bleaching, ecology, erosion, marine

Lesson 3: "Why are our oceans suffering?"

How do you think humans are damaging coral reefs?

How might plastic be getting from the land to the ocean?

How are greenhouse gases released into the atmosphere?

Vocabulary: biodegradable, decompose, human footprint, microplastics, overfishing

Lesson 4: "What can we do to help our oceans?"

How can we keep our oceans and beaches healthy?

How littered is our marine environment?

Which data collection methods would be most suitable for our enquiry?

Vocabulary: data collection, ecosystem, environment, fieldwork, single-use plastic

Lesson 5: "How littered is our marine environment?" Data collection

Fieldwork – Complete three different tally charts for different locations in the fieldwork environment, marking down different types of litter found.

Photograph litter found, as well as evidence of animals and plants.

Mark on map any human or physical features.

Vocabulary: aerial map, evidence, plastic pollution, sketch map.

Lesson 6: "How littered is our marine environment?" Findings

What was the most commonly found type of litter?

Is this litter biodegradable?

Where could this litter have come from?

What does this mean for the surrounding environment?

What can be done to improve this marine environment?

Vocabulary: biodegradable, digital map, environment

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