



St. Stephen's C.E. Primary School

Aspire to Greatness



For we are the handiwork of God, created in Christ Jesus to do good works, which God prepared in advance for us to do." Ephesians 2:10

Focus : Physical and Human Features

KS1 Cycle A Spring What happens to Rubbish ? – (Including the ecology of the school and the river)

Intent : The children will learn about ways in which we can reduce pollution from rubbish and the basic geographical vocabulary when referring to rivers.

This will be supported by other skills such as

- Use a range of maps and globes (including picture maps) at different scales.
- Know that maps give information about places in the world (where/what ?)
- Use simple fieldwork techniques such as observation and Identification to study the geography of the school and its grounds as well as the rubbish and physical features of other environments.
- Use locational and directional language to describe feature and routes e.g. left/right, forwards and backwards. Year 2 – to extend to North, south, East and West
- Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features.
- Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment
- Investigate through observation and description

Use basic geographical vocab from the pos (above) as well as to describe specific local geographical features

Key vocabulary:

NESW, mini beasts, capitals, countries, seas, oceans, cities, towns and villages rubbish, refuse, brooks, ponds, recycling, land fill, magnifier, mountains, hills , river and valley

Assessment Grid

Year 1 Key Learning – What happens to Rubbish ?	Lesson	Assessment
Use locational and directional language to describe feature and routes e.g. left/right, forwards and backwards.	2, 3,4	
Use a range of maps – including picture maps	1-4	
Investigate through observation and description (using magnifiers)	2	
Know the main features of a river e.g mountains , hills , sea , ocean, river and valley	3	
Use simple fieldwork techniques such as observation and Identification to study the geography of the school and its grounds as well as the rubbish and physical features of other environments.	3	
Know what ‘biodegradable’ means	4	
Make a list of ideas that would help reduce pollution in areas such as ponds, rivers, woodlands, fields and parks	4	
Ask simple geographical Where ?, What ? and Who ? questions about the world and their environment (Greater depth)	1-4	

Year 2 Key Learning – What happens to Rubbish ?	Lesson	Assessment
Use locational and directional language to describe feature and routes e.g. left/right, forwards and backwards. Year 2 – to extend to North, south, East and West	2,3,4	
Use a range of maps and start to have an understanding that maps are at different scales and give information about places	1-4	
Investigate through observation and description (using magnifiers)	2	
Know and label the main features of a river e.g mountains , hills , sea , ocean, river and valley	3	
Use simple fieldwork techniques such as observation and Identification to study the geography of the school and its grounds as well as the rubbish and physical features of other environments.	3	
Know What biodegradable means and understand that some things degrade faster than others	4	
Look at different environments such as ponds, rivers, woodlands, fields park, tips etc and show what rubbish can be found and how pollution hurts living things and how pollution can be reduced.	1,4	
Ask simple geographical Where ?, What ? and Who ? questions about the world and their environment (Greater depth)	1-4	

L1: know how the habitat of an area might be effected by events

Share read, 'Backyard Bugs' by Louise Spilsbury.

Revise the names of different houses and homes and shops, offices, factories and other buildings
Revise the names of the countries and capital cities in the UK and seas . Revise direction words: left, right, straight on,

Understand what 'habitat' means. Think about what you might find in different habitats such as water/ pond and woodland. Resource

Might be useful https://www.wwt.org.uk/discover-wetlands/home-learning-and-family-fun?gclid=EAlaIQobChMI68ncyZSG6gIVlvtCh2Cyg1MEAAAYAAEgKs3PD_BwE

<https://www.bbc.co.uk/bitesize/clips/z44g9j6> - mini beasts

Minibeast habitats powerpoint and worksheets - twinkl

Predict what mini-beasts might be found in and around different areas of the school grounds e.g pond and wooded area in the environment area. (carry on using the directional language left, right , straight on and extend for year 2 pupils to North , South , East and West)

Learn how to use magnifiers, to use keys, to record and tally mini beasts in these areas in the environment area. (pond dipping and searching in the wooded area and under logs)

Think how the habitat of the area might be effected by events e.g. throwing rubbish into the area
Resource – Litter and hurting animals

<https://www.rspca.org.uk/adviceandwelfare/litter#:~:text=Animals%20can%20climb%20inside%20plastic,recycling%20can%20help%20prevent%20deaths.>

Year 1 – Take pictures and label the pictures showing what the environment area is like and how it could be effected by pollution

Year 2 - Write a few sentences about the environment and how it could be affected.

L2: know how to tally the different bugs and animals they identify in a habitat

Share read, 'Backyard Bugs' by Louise Spilsbury.

Revise the names of different houses and homes and shops, offices, factories and other buildings.
Revise the names of the countries and capital cities in the UK and seas. Revise direction words: left, right, straight on, NES and W.

Use a tally chart to identify the environment for different animals to thrive e.g. birds, mini beasts etc around the school or in Avenham Park

Collect rubbish from the surrounding area e.g school grounds and nearby roads or Avenham Park.
Use magnifiers and other equipment to study rubbish, and make a tally of things which might hurt animals and why

Write about the amount of rubbish that they can find in the school grounds, on the road nearby or Avenham Park.

Identify the types of rubbish and where it is dropped. (Again use directional language – year 1 – left, right etc , Year 2 – N, S , E, W and maps of different scales)

Find out its impact on animals etc in the area. Resource – use previous resource – litter and hurting animals

Year 1 – use photographs, label and create a montage of evidence

Year 2 – Write about the impact on animals in the area.

L3: know the ecology of a river – Fieldwork - Cuerden

Share read 'Backyard Bugs' by Louise Spilsbury

Revise the names of different houses and homes and shops, offices, factories and other buildings. Revise the names of the countries and capital cities in the UK. Revise direction words: left, right, straight on, NES and W. Use a tally chart to identify the environment for different animals to thrive e.g. birds, mini beasts etc.

The journey of a river – year 1 – know the main features of a river

Year 2 - label the journey of river - include mountains , hills , sea , ocean, river and valley

Resource - <https://www.bbc.co.uk/teach/class-clips-video/geography-ks1--ks2-rivers/z6qsf4j> -

Journey of a river Key stage 1

<https://resource-bank.scholastic.co.uk/resources/5880> - journey of a river

Also Twinkl and Tes do lots of resources.

Fieldwork – river dipping at Cuerden

Use the skills from last lesson to carry out fieldwork and to collect information about rubbish and things that could affect the environment at Cuerden valley

Learn how to use magnifiers, litmus paper, blotting papers to identify the health of a river.

Learn the names of some common fish and mini beast that might be found in a small river.

Year 1 and 2 - Write about mini beasts in the river and where they live.

Fieldwork. Extension – Year 2 - Visit a wood, a park or a field. List the rubbish that they find and where it is. Look out for and list any animals that they can see. Link the rubbish to the animals and what impact it has on them. Use the skills from last lesson to carry out fieldwork and to collect information about rubbish and things that could affect the environment.

L4: know what happens to rubbish

Share read, 'Backyard Bugs' by Louise Spilsbury.

Revise the names of different houses and homes and shops, offices, factories and other buildings. Revise the names of the countries and capital cities in the UK. Revise direction words: left, right, straight on, NES and W. Revise different sorts of mini beasts , different sorts of rubbish and where you can find them.

Learn about rubbish collection, recycling, land fill and what happens to rubbish - visit the local recycling centre or have a speaker from the environment agency.

Understand the idea of environmental pollution. – focus on plastic pollution – lots of good resources on twinkl for KS1 <https://www.twinkl.co.uk/teaching-wiki/biodegradable>

Again lots of good resources on twinkl on biodegradeable

<https://www.twinkl.co.uk/teaching-wiki/biodegradable>

Year 1 - Learn what 'biodegradable' means.

Year 2 – Learn What biodegradable means and understand that some things degrade faster than others for example, dog poo lasts very little time in the park but plastic can last hundreds of years.

End point, summative assessment: Know ways in which we can reduce pollution from rubbish

Share read, 'Backyard Bugs' by Louise Spilsbury.

Revise the names of different houses and homes and shops, offices, factories and other buildings. Revise ports and harbours. Revise the names of the countries and capital cities in the UK. Revise direction words: left, right, straight on, NES and W. Revise different sorts of mini beasts , different sorts of rubbish and where you can find them.

Re-cap what they have learned about animals and plants being affected by pollution.

Consider different ways of dealing with rubbish to stop pollution.

Assessment task

Show clips / photographs of tips, rubbish in the area, rubbish in rivers, ponds, woodlands, fields parks, oceans etc.

Year 1 - Construct a list of ideas that would help reduce pollution in these areas.

Year 2 – Look at different environments such as ponds, rivers, woodlands, fields , park, tips etc and identify what rubbish can be found and how pollution hurts living things and how pollution can be reduced.

Assessment Grid

Year 1	Working below Age Related Expectations	Working at Age Related Expectations	Working Above Age Related Expectations
Initials of Children			
Percentage			

Year 2	Working below Age Related Expectations	Working at Age Related Expectations	Working Above Age Related Expectations
Initials of Children			
Percentage			