

## Y7 GEOGRAPHY

### PLASTIC POLLUTION – How is plastic affecting our planet?

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<ul style="list-style-type: none"> <li>• The unit follows previous teaching about the physical environment and the coast. Students will have an understanding about the importance of the coastal areas in our local setting, both from an environmental aspect, and with regards to economics and tourism. This unit will aid them to deepen this knowledge looking at human impact on the environment.</li> <li>• In accordance with the KS3 curriculum, the unit develop understanding of how human and physical processes interact to influence, and change landscapes and the environments.</li> </ul>	<ul style="list-style-type: none"> <li>• This unit will explore the current issue of the use of plastic in our society, and the impacts single use plastic is having on the environment. There will be a particular focus on plastic in our oceans, local at local impact and a case study exploring impacts of plastic on the tourist industry in Kenya.</li> <li>• Students will further build on experiences of fieldwork – conducting a mini fieldwork project. Using fieldwork to observe, measure, record and present the human impact in the local area, with regards to plastic in the school environment.</li> <li>• Specific focus will be on maths skills within geography – using statistical data, to development construction of graphs alongside reading and analysing data presented through different types of graphs, drawing out patterns and making judgements.</li> </ul>	Biodegrade Decompose Ocean Plastic Synthetic Pollution Single Use Waste Recycle landfill
Challenge and Support:	Worldwide learning/ links to 21 <sup>st</sup> century:	Cultural capital/ Industry/ Enrichment:
<ul style="list-style-type: none"> <li>• Some pupils will progress further and start to explore links between human and physical geography. To consider short term and long term affects. Make links between Social – economic and Environmental impacts.</li> <li>• Support will be provided through writing frames, sentence starters, questions stems, whole school VIP strategy for disadvantaged students and WAGOLs.</li> </ul>	<ul style="list-style-type: none"> <li>• This unit will explore current issues with regards to human consumption and way of living with regards to disposable plastic and the impacts it is having on our oceans.</li> <li>• Link will be made about humans way of living in 21<sup>st</sup> C and how this is going to impact and change our resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of global context – links how the economic situation in one country will affect the political and economic stand on use of plastic.</li> <li>• Students will start top explore the change in the world through better communications and transport, and thus the development of globalisation concerning trade. How</li> </ul>

<ul style="list-style-type: none"> <li>• Success criteria.</li> <li>• SEND support provided in accordance with individual needs and SEND passports.</li> </ul>	<ul style="list-style-type: none"> <li>• Through a case study of tourism in Kenya, we will see the world wide, social, and economic impact that the environmental issues will have.</li> </ul>	<p>globalisation and customs of convenience are damaging our planet.</p> <ul style="list-style-type: none"> <li>• Explore impacts of individual consumption and impacts of industry.</li> </ul>
Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:
<ul style="list-style-type: none"> <li>• Personal development, and empathy will be explored through the topic of plastic in our world – to consider moral and ethical decision made on an individual basis, and to see how these will have a wider impact on the planet.</li> <li>• Cultural differences between different countries, in education and approach towards disposable plastic, we will try to links these with development and economic growth.</li> </ul>	<ul style="list-style-type: none"> <li>• There are strong cross curriculum links to Character and Culture, considering ethical decisions and moral responsibility. Close links to science- and the unit studied in science on renewable resources and energy.</li> <li>• Numeracy – pie charts, reading and interpreting data.</li> <li>• Literacy – use of keywords in context, through inclusion in activities and expectation of use in extended writing.</li> <li>• Opportunities for class reading out load using a variety of different texts, including newspaper articles.</li> </ul>	<ul style="list-style-type: none"> <li>• Misconception of how little impacts we can have with regards to changing our personal habits and consumptions.</li> <li>• Misconceptions about solutions and alternative that are available to us in the current situation.</li> </ul>
Assessment timeline:		
<ul style="list-style-type: none"> <li>• Revisits to geographical and maps skills identified as weakness in baseline test, and from unit one.</li> <li>• Regular re-visits of key vocabulary and subject knowledge through starter tasks, re-cap quizzes and low stake knowledge tasks.</li> <li>• Extended writing after structured debate lesson to show reasoning and justification.</li> </ul>		
Home learning		
<ul style="list-style-type: none"> <li>• Create your own “Plastic footprint”. Over the course of 2/3 days you need to collect and save the plastic you use.</li> <li>• You will then use this to create a plastic footprint.</li> </ul>		
Feedback		
<ul style="list-style-type: none"> <li>• Feedback will be in accordance with school marking and feedback policy.</li> <li>• Peer reading and feedback will be used through sharing of diary entries and using <a href="http://www.ebi">www.ebi</a>.</li> <li>• Feedback will follow school policy and include live feedback.</li> </ul>		

**Length of unit (duration indicated in lessons)**

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Unit:																													