Y6 – Sustainability – How can our school reduce its plastic waste? Lesson 2

Lesson	2 of 4

Learning objective

I can plan and collect data in a fieldwork investigation to find out more about the plastic waste we produce at my school.

National Curriculum links

NC KS2:
Pupils will:
- describe and understand key aspects of human geography
- 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

Key lesson question	How can we investigate the plastic waste we produce at school?

Resources

- lesson presentation (PPT)
- practical activity ideas
- fieldwork pack page 1 and 2
- focus assessment sheet

Teaching input

- **Geographical knowledge and concepts** – Review the 'geographical knowledge' and 'geographical concepts' the children will use in this lesson, highlighted on the slide.
- **How can our school reduce its plastic waste?** – This slide shows the lesson questions the children will answer in this unit. The current lesson's question is highlighted on the slide.
- **Key vocabulary for this lesson** – Go through the key vocabulary for this lesson and their definitions. Have any of the children heard these words before? Did they already know their meanings?
- **Geographical skills and fieldwork** – Introduce Cinta. Choose a child to read what Cinta says about the key geographical knowledge, 'Geographical skills and fieldwork'. Go through the keyword and its definition in the 'New word alert!' box.
- **The plastic problem** – Read through the information on the slide.
- **What is this graph showing?** – Look together at the line graph. The children are to discuss the question on the slide with their learning partners, in groups or as a class. There is a sentence starter on the slide to help them. Take feedback from the class before the answers are revealed on the following slide.
- **Why has our plastic usage changed over time?** – Read through the information on the slide. Explain how changes in human lifestyles have influenced plastic production.
- **How much do we throw away?** – Read through the information on the slide. Encourage the children to estimate how much plastic the UK throws away each year. The children are to discuss the question on the slide with their learning partners, in groups or as a class. Take feedback from the class before the answers are revealed on the following slide.
- **Investigating our plastic waste** – Read through the information on the slide.
- **Fieldwork investigation** – Read through the information on the slide.
- **What do you want to learn from your fieldwork?** – Read through the information on the slide. Children consider what they would like to find out about plastic waste. The slide shows helpful sentence starters to support idea generation. The children are to discuss the question on the slide with their learning partners, in groups or as a class. Children are prompted to review their ideas and the examples given and to choose one as their key question. There are sentence starters on the slide to help them. Take feedback from the class before the answers are revealed on the following slide.
- **How can we plan our fieldwork?** – Read through the information on the slide.
- **Activity** – The children are to use page one of their fieldwork packs to plan their fieldwork investigation.
- **What is your prediction?** – Read through the information on the slide. The children are to discuss the question on the slide with their learning partners, in groups or as a class. There are sentence starters on the slide to help them. Take feedback from the class.
- **Activity** – The children are to add their prediction to page one of their fieldwork packs.
- **How can we collect and record our data?** – Read through the information on the slide. Children think about the best way to collect and record their information. This might include a table, tally chart, notes, sketches, photographs or another suitable method.
- **What do you need to do to be ready to collect your data?** – Read through the information on the slide.
- **Activity** – The children are to use page two of their fieldwork packs to prepare for collecting data for their investigations. At this point, they should be ready to begin collecting and recording their data. Next, data will need to be collected in preparation for the next lesson.
- **Challenge** – The children are to discuss the question on the slide with their learning partners, in groups or as a class. There is a sentence starter on the slide to help them. Take feedback from the class before the answers are revealed on the following slide.

Main activity

Children are to use their fieldwork pack to plan their fieldwork investigation.

Challenge

Children are asked: Why might a geographer repeat the same fieldwork investigation?

Cumulative quiz questions

5. Which of these best describes the amount of plastic we have used since 1950?
6. What is the purpose of fieldwork?
7. Finish this sentence: "When we predict, we…"

Self-assessment

- I can explain why geographers conduct fieldwork.
- I can plan a simple fieldwork investigation and predict the result.
- I can collect and record data.

Key vocabulary

consumer – someone who buys or uses things
estimate – a reasonable guess
investigate – to find things out by looking, asking questions or collecting information
manufacturer – a person or company who makes things
production – the process of making something
predict – guess what might happen
versatile – useful in many ways