

Year 12 A2 Geography - Habitats and the effects of human development 2018

Key Skills to be covered: Geography	
Taken from Level 1	Taken from Level 2
<ul style="list-style-type: none"> • I ask what is this place like? • I tell others' the things I like and dislike about a place. • I use words and pictures to help me describe places. • I describe places using geography words such as physical and human. • I look at places and draw features I like or dislike, sorting them into groups. • I say what places are like using words and phrases such as built up, noisy, busy, quiet, farm land, hills, streets, roads, woods and coastline • I can say where somewhere is using words such as close to the school, far away from the school, town or city name, and locality within the town or city. • I can say how a place is like another place (This is a busy/built up/ farming/ seaside/countryside place, just like... This is a quiet place but ...is a busy noisy place) 	<ul style="list-style-type: none"> • I ask what is this place like? What and who will I see in this place? Why are these people here and what are they doing? • I tell others the things I like and dislike about a place and give clear reasons that I write in clear sentences. • I use words, pictures, and tables to help me describe places. • I describe places using geography words such as natural and built • I look at places and draw features I like or dislike, sorting them into groups. • I take digital photographs of a locality and use them back in the classroom to help describe a place, adding geography words. • I can say what type of buildings are in a place (houses, shops, offices, flats, farm buildings etc) and use this to decide whether a place is a city, town, village, coastal or rural. • I say what places are like using words and phrases such as built up, noisy, busy, quiet, farm land, hills, streets, roads, woods, coastline. • I can say how a place is changing (e.g. new houses being built, getting busier as it becomes more popular, in decline as people move elsewhere, not as popular as it one was for leisure activities) • I can say how a place is like another place (This is a busy/built up/ farming/ seaside/countryside place, just like... This is a quiet place but ...is a busy noisy place)
<p>National Curriculum Links:</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. <p>Pupils should:</p> <ul style="list-style-type: none"> • Develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their location awareness 	
<p>Cross-curricular links, especially opportunities for Literacy, Numeracy and ICT within teaching:</p> <p>English: Extended write - writing about animals in their natural habitats.</p> <p>PE: Gymnastics - children move like animals and plants in their habitats.</p>	
<p>Extended Opportunities including possible visits/visitors and local connections:</p>	

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Visits/Visitors:

Local information: Children could research Walney nature reserves (North and South)

	Key objectives as questions	Key Skills that can be covered	Possible activities including use of Computing and Technology	Outcomes/Evidence that teaching has taken place
	This term's focus: Habitats and the effects of human development.			
1	<p>What is a habitat?</p> <p>Can you name some plants and animals in their habitats?</p>	<p><u>Level 1</u></p> <ul style="list-style-type: none"> • I ask what is this place like? • I tell others' the things I like and dislike about a place. • I say what places are like using words and phrases such as built up, noisy, busy, quiet, farm land, hills, streets, roads, woods and coastline. <p><u>Level 2</u></p> <ul style="list-style-type: none"> • I ask what is this place like? What and who will I see in this place? • I describe places using geography words such as natural and built • I say what places are like using words and phrases such as built up, noisy, busy, quiet, farm land, hills, streets, roads, woods, coastline. 	<p><u>Main teach</u></p> <p>Talk to children about their homes.</p> <p>Where do you live?</p> <p>What is your home like?</p> <p>Explain that just like we need a homes, animals and plants need homes too. We call these habitats.</p> <p>What is a habitat?</p> <p>Show definition on whiteboard: A habitat is the type of environment where an animal or plant lives in the wild.</p> <p>Explain that a habitat has all the things that an animal or plant needs to survive, so they may not survive in another environment.</p> <p>Ask children to discuss with a talk partner where they think certain animals or plants may live.</p> <p><u>Activity</u></p> <p>Working in mixed ability pairs, children have to match the animal to its habitat, using the email attachment 'Lesson 1 - Match animals to habitats'.</p>	Children's matching work.

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<p>2</p>	<p>What happens if animals are put in danger?</p> <p>What might humans do to cause danger to animals?</p> <p>What might happen to a habitat due to human activity?</p>	<p><u>Level 1</u></p> <ul style="list-style-type: none"> • I tell others' the things I like and dislike about a place. • I can say where somewhere is using words such as close to the school, far away from the school, town or city name, and locality within the town or city. <p><u>Level 2</u></p> <ul style="list-style-type: none"> • I say what places are like using words and phrases such as built up, noisy, busy, quiet, farm land, hills, streets, roads, woods, coastline. • I can say how a place is changing (e.g. new houses being built, getting busier as it becomes more popular, in decline as people move elsewhere, not as popular as it one was for leisure activities) 	<p>Before the lesson - Take 20-30 pieces of litter and place them in a trail around the school grounds for the main activity.</p> <p>Main teach</p> <p>Ask children them to discuss with a talk partner what animals and plants need in their habitats Agree that they need air, food, water and shelter. If they do not have these things, then animals can be put in danger.</p> <p>Explain that sometimes animals can be put in danger by humans for a variety of reasons.</p> <p>Can you think of why they might be put in danger?</p> <p>Discuss some of the major ways that humans impact on animals:</p> <ul style="list-style-type: none"> • litter; • loss of habitat; • road traffic; • harmful chemicals like insecticides and pesticides. <p>Explain that today we will be focussing on litter.</p> <p>Why is litter dangerous to animals?</p> <p>Which types of litter might be particularly dangerous?</p> <p>Show children pictures of plastic can-holders, fishing lines, plastic bags, broken bottles. tin cans (pictures are on email attachment: 'Lesson 2 - Litter pictures)</p> <p>What are the dangers of these items of litter?</p> <p>Main activity</p> <p>Watch</p> <p>https://www.youtube.com/watch?v=oLKrXggOIWk</p> <p>with children, then take children on an 'un-nature' trail to find the litter trail you have already set out.</p>	<p>Pictures of children picking up litter.</p> <p>Children should understand that humans have a responsibility to ensure the well-being of animals</p>
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			Take the pupils out on the trail and ask them to try to spot all the litter. When they reach the end, ask them how many pieces they saw. Collect the litter carefully and safely and ask the pupils what should have been done with it (made safe to animals and recycled).	
3	What happens if animals lose their habitat?	<p><u>Level 1</u></p> <ul style="list-style-type: none"> I say what places are like using words and phrases such as built up, noisy, busy, quiet, farm land, hills, streets, roads, woods and coastline <p><u>Level 2</u></p> <ul style="list-style-type: none"> I can say what type of buildings are in a place (houses, shops, offices, flats, farm buildings etc) and use this to decide whether a place is a city, town, village, coastal or rural. I can say how a place is like another place (This is a busy/built up/ farming/ seaside/countryside place, just like... This is a quiet place but ...is a busy noisy place) 	<p><u>Main teach</u></p> <p>Explain that animals are uniquely suited to their habitat. If they lose their habitat then they could be in danger.</p> <p>Explain that when roads and houses are built, marshes are drained and hedgerows are cut down, this will have an impact on the animals that live there.</p> <p><u>What might happen to animals if there is a road built near to their habitat?</u></p> <p>Explain to children that in the UK about 50,000 badgers and about 40,000 deer are believed to be killed on the roads every year because of cars</p> <p>Read story: A day out with the Careless family</p> <p>While reading this story, ask children to think about the effect of each of the events.</p> <p><u>What might happen because of the housing estate being built?</u> Animals lose their habitats etc.</p> <p><u>Activity</u></p> <p>LA/MA - Children draw a picture of the Careless family on their day out, remembering to include all the litter left behind by the family.</p> <p>HA - Children read the story on their own and see how many things they can find that might hurt animals. They list these in their books.</p>	<p>LA Pictures</p> <p>MA Videos and photos of acting</p> <p>HA Children's writing on the dangers in the story.</p>
4	Can you think about human impact on local habitats?	<p><u>Level 1</u></p> <ul style="list-style-type: none"> I can say where somewhere is using words such as close to the school, far away from the 	<p><u>Main teach</u></p> <p>Take children outside to KS2 playground. Ask children if they can think of ways that humans have affected the local habitat - tarmac; roads;</p>	Children's Natural or Man-made work.

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	<p>Do you know what is natural and what is man-made?</p>	<p>school, town or city name, and locality within the town or city.</p> <p><u>Level 2</u></p> <ul style="list-style-type: none"> • I describe places using geography words such as natural and built • I take digital photographs of a locality and use them back in the classroom to help describe a place, adding geography words. • I can say what type of buildings are in a place (houses, shops, offices, flats, farm buildings etc) and use this to decide whether a place is a city, town, village, coastal or rural. 	<p>buildings; cars; litter; farmland; waterways; bridges over rivers; telephone poles and electricity pylons.</p> <p>Can you imagine what the area might have looked like before anything was built here?</p> <p><u>Activity</u> Ask them to think about what is natural and what has been built by humans. When they are back in the classroom, sort them into mixed ability pairs and ask them to list what is natural and what is man-made, using the template in email attachment 'Lesson 4 - Natural or Man-made'.</p>	
5	<p>What do plants and animal need in their habitats?</p>	<p><u>Level 1</u></p> <ul style="list-style-type: none"> • I can say where somewhere is using words such as close to the school, far away from the school, town or city name, and locality within the town or city. <p><u>Level 2</u></p> <ul style="list-style-type: none"> • I can say what type of buildings are in a place (houses, shops, offices, flats, farm buildings etc) and use this to decide whether a place is a city, town, village, coastal or rural. 	<p><u>Main teach</u> Look over the topic so far and brainstorm what we know. Ask children what they can remember about the topic. Take children outside to the school fields. Children explore the area and try to look for areas which could be habitats for animals or plants. Can you spot any habitats in the school grounds? What would make a good habitat for an animal?</p> <p><u>Activity</u> Children design a new habitat for an animal of their choice. They need to think about what the animal would need in order to survive: - air - food</p>	<p>Photos of children exploring the school grounds.</p> <p>Children's habitat designs.</p>

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