

ENVIRONMENTAL PROJECT ENRICHMENT

Key Question - How does man affect the seas, rivers and coasts?

Main areas of focus -pollution and erosion

Man made. Pollution what it is?

Where does it come from?

What does it do?

Nature. Erosion

What is it?

What causes it?

What harm does it do?

Is it always negative?

An expectation would be pupils or class have:

- Group Enrichment books -tickets, photos, quotes, poems, celebration of events
- A journal of the project
- A diary

Teaching and Learning Role

- As teaching and Learning Lead, my role will be to advise and support on the programme development, act as a critical friend to challenge thinking and practice, analyse pedagogy and effective practice. I will engage in initial ideas, and help pupils to develop and become confident in managing a social enterprise event. I will review the social enterprise work with staff, outside visitors, pupils and parents.

Date	Activity	Outcome	Resources
Week 1	Introduction to key questions <u>What is pollution?</u>	Litter survey, bar chart handling data Games Discussions	Clips: https://www.youtube.com/watch?v=DHg291KeFls&feature=emb_title https://www.youtube.com/watch?v=qqsTS67BKmA (Week 1 – Enrichment) (Week 1 – Marine Debris)
Week 2	<u>How are North East animals affected by pollution?</u>	Touch tank activity Problem Solving task using a range of rubbish, discussions how each item could affect each animal. Pollution in sediments Pollution up the food chain.	(Week 2 - Ocean Pollution Sensory Bin) Pollution in sediments – Photos: https://kids.kiddle.co/Water_pollution Activity: http://onetimethrough.com/water-pollution-for-kids-fun-science-activities/

Week 3	<u>How does rubbish get from land into the sea?</u>	Follow a storm drain. Experimental activity about will it float or blow? Write an acrostic poem.	(Week 3 - A Fish's Wish) (Week 3 – Pollution Poem)
Week 4	<u>How are bodies of water connected?</u> River Tyne visit-An interview with a Master of vessel.	Boat trip Understand how streams, estuaries, rivers and the sea are linked and how litter is moved about between them Group 2 riverside walk using Newcastle Bridges and quayside booklet	Clip: Water bodies https://www.youtube.com/watch?v=bNWuQD7QHbc (Week 4 – Quayside and Bridges booklet)
Week 5	<u>How have we developed the coast in South Tyneside?</u> (Tourism and pollution)	Images of South Shields – Visit if possible Management recommendations Letter to mayor	(Week 5 – South Shields images and questions) (Week 5 – Letter to mayor)
Week 6	<u>How healthy are my local rivers?</u> Kick sampling, invertebrates as pollution indicators. Interview with a warden.	Kick sampling at Plessey Woods Pond dipping Data collection in groups – group sharing of results	(Week 6 – Minibeast ID Sheet)
Week 7	<u>What is erosion?</u> Visit to Cullercoats caves and Tynemouth Long Sands and Dunes	What is erosion? Experiment Create a cave - problem solving/teamwork. Question how different materials would affect this. Why does this happen? Etc. Write adventure stories re caves Drawings of the caves	Younger group – https://sugarspiceandglitter.com/easy-erosion-experiment/ Older group – (Week 7 – What is erosion) (Week 7 – Make a cave experiment)
Week 8	<u>How does erosion change the coast?</u>	Identify coastal erosion signs/photographic evidence from visit.	Clip – coastal erosion https://www.bbc.co.uk/bitesize/clips/z8tyr82

	<p>Visit Marsden Beach</p> <p>Alternative: Visit Charlie's garden /Seaton Sluice</p>	<p>Group presentations to show the results.</p> <p>Class poem link using a writing frame "Mine is the Sea" Newspaper report</p>	<p>(Week 8 – Marsden Newspaper Article) (Week 8 – Marsden Newspaper Template)</p>
Week 9	<p><u>Should we save buildings next to the sea?</u></p>	<p>Class debate should we save them? Youtube footage, storm surge 2011 photos Old photos of Cullercoats</p>	<p>Clip – Storm Surge https://www.youtube.com/watch?v=np3nkffPO84 – 2 mins 11 onward (Week 9 – Old Cullercoats)</p>
Week 10	<p><u>What are the benefits of erosion?</u></p> <p>Sand from shells, minerals that make the sea salty</p>	<p>Experiment to make your own sand, make sea water, test salinity.</p>	<p>Sea water experiment - https://www.sciencekiddo.com/salt-water-experiment-ocean-science/</p>
Week 11	<p>Celebration event planned by pupils. Style and delivery-pupil lead</p>	<p>News reports on social media Community invited into school. Pupils lead session for governors, parents and pupils</p>	

Plastic Clever School: <https://www.kidsagainstoplastic.co.uk/do/plasticcleverschools/>

Appendix 1

<p>Creative thinker</p> <p>Young people think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value</p>	<p>generate ideas and explore possibilities – link to developing a successful idea to use for social enterprise</p> <ul style="list-style-type: none"> ask questions to extend their thinking connect their own and others' ideas and experiences in inventive ways question their own and others' assumptions try out alternatives or new solutions and follow ideas through adapt ideas as circumstances change
<p>Team worker</p> <p>Young people work confidently with others, adapting to different contexts and taking</p>	<ul style="list-style-type: none"> collaborate with others to work towards common goals of a successful social enterprise reach agreements, managing discussions to achieve results

<p>responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.</p>	<ul style="list-style-type: none"> • adapt behaviour to suit different roles and situations, including leadership roles • show fairness and consideration to others • take responsibility, showing confidence in themselves and their contribution • provide constructive support and feedback to others.
<p>Self manager</p> <p>Young people organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.</p>	<ul style="list-style-type: none"> • seek out challenges or new responsibilities and show flexibility when priorities change • work towards goals, showing initiative, commitment and perseverance • organise time and resources, prioritising actions • anticipate, take and manage risks • deal with competing pressures, including personal and work-related demands • respond positively to change, seeking advice and support when needed • manage their emotions,
<p>Effective participator</p> <p>Young people actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.</p>	<ul style="list-style-type: none"> • discuss issues of concern, seeking resolution where needed • present a persuasive case for action • propose practical ways forward, breaking these down into manageable steps • identify improvements that would benefit others as well as themselves • try to influence others, negotiating and balancing diverse views to reach workable solutions • act as an advocate for views
<p>Reflective learner</p> <p>Young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress,</p>	<ul style="list-style-type: none"> • assess themselves and others, identifying opportunities and achievements • set goals with success criteria for their development and work • review progress, acting on the outcomes

<p>inviting feedback from others and making changes to further their learning.</p>	<ul style="list-style-type: none"> • invite feedback and deal positively with praise, setbacks and criticism • evaluate experiences and learning to inform future progress • communicate their learning in relevant ways for different audiences
<p>Independent enquirer</p> <p>Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.</p>	<ul style="list-style-type: none"> • identify questions to answer and problems to resolve • plan and carry out research, appreciating the consequences of decisions • explore issues, events or problems from different perspectives • analyse and evaluate information, judging its relevance and value • consider the influence of circumstances, beliefs and feelings on decisions and events • support conclusions, using reasoned arguments and evidence.