

## Cwmfelin Primary School Medium Term Planning

<b>Term: Summer 1</b>	<b>Class: 3</b>	<b>AOLE Focus: Geography</b>
<b>Inquiry: What on Earth Can We Do?</b>	<b>Question: How Can We Look After Our World?</b>	
<p><b>Rationale</b></p> <p>This inquiry enables learners to explore how we can look after our world by developing their understanding of environmental issues such as climate change, pollution, and sustainability. Through hands-on activities, observation, and discussion, children investigate how human actions affect the Earth and why it is important to care for our environment. By exploring real-life contexts—such as recycling, reducing waste, saving energy, and protecting habitats. Learners begin to understand how their choices can have both positive and negative impacts on the planet. Through practical investigations and guided inquiry, they ask questions, make predictions, and test ideas, building their knowledge of how to live more sustainably. The inquiry supports the development of key scientific and geographical skills, including observing, comparing, classifying, and interpreting information. It also encourages learners to think critically about environmental challenges and consider possible solutions. Above all, it promotes a sense of responsibility, empowering children to take small but meaningful actions to help protect the world around them now and in the future.</p>		
<b>Knowledge (Knowledge that)</b>	<b>Skills (Knowledge how)</b>	<b>Experiences (Knowledge of)</b>
<b>I know...</b>	<b>I know how to...</b>	<b>I have ...</b>
<ul style="list-style-type: none"> <li>Humans can have a positive and negative impact on the environment.</li> <li>Climate change means the Earth is getting warmer over time.</li> <li>Pollution can harm the air, water, and land.</li> <li>Waste can be reduced by reusing and recycling materials.</li> <li>Saving energy and water helps protect the environment.</li> <li>Plants and animals depend on healthy habitats to survive.</li> <li>Small actions (e.g. turning off lights, picking up litter) can help care for our world.</li> <li>Everyone has a responsibility to help look after the planet.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe ways humans impact the environment (both positively and negatively).</li> <li>Sort and classify materials into groups such as recyclable and non-recyclable.</li> <li>Plan and carry out a simple investigation (e.g. Which materials decompose the fastest?), making it a fair test.</li> <li>Observe, measure, and record environmental data (e.g. amount of waste, water used) using tables, charts, or simple sentences.</li> <li>Ask questions and suggest ways to reduce waste, save energy, and protect the environment.</li> <li>Explain how everyday actions (e.g. recycling, saving water, reducing plastic use) help care for the planet.</li> <li>Interpret simple data and results to draw conclusions about how to look after our world.</li> <li>Work collaboratively to suggest and evaluate solutions to environmental problems.</li> </ul>	<ul style="list-style-type: none"> <li>Explored how human actions affect the environment (e.g. littering, recycling, using energy), observing changes over time.</li> <li>Investigated what happens to different types of waste (e.g. paper, plastic, food) and discussed which materials break down naturally and which do not.</li> <li>Took part in activities such as sorting and recycling materials, identifying which items can be reused or recycled and explaining their choices.</li> <li>Planned and carried out a fair test, such as comparing how quickly different materials decompose or how much water is used in different everyday tasks.</li> <li>Observed and recorded how small changes (e.g. turning off lights, reducing water use) can help protect the environment.</li> <li>Explored local environments (e.g. school grounds) to identify ways they are cared for and suggest improvements.</li> <li>Collected and interpreted data (e.g. amount of classroom waste) to draw conclusions about how to reduce environmental impact.</li> <li>Discussed and evaluated different ways to care for the planet, using evidence from their investigations to support their ideas.</li> </ul>
<p><b>Cross-curricular opportunities:</b>                  Writing explanation texts about how we can look after our world (e.g. recycling, saving energy, reducing waste), measure, estimate and compare data such as amount of classroom waste or water usage, record and present results using tables, tally charts or simple bar graphs, design posters or presentations encouraging others to protect the environment, explore everyday actions and discuss how they impact the planet, take part in practical activities such as recycling, litter picking or saving energy, create models or artwork using recycled materials, investigate environmental issues and suggest ways to improve our school or local area, use digital tools to present findings about how to care for our world.</p>		<p><b>Vocabulary:</b>                  Environment, planet, Earth, natural, world, climate, weather, climate change, global warming, temperature, greenhouse gases, carbon dioxide, pollution, waste, rubbish, litter, recycle, reuse, reduce, materials, plastic, paper, glass, metal, habitat, animals, plants, wildlife, nature, ecosystem, water, energy, electricity, conserve, resources, save, protect, responsibility, sustainable, environment-friendly, impact, change, observe, compare, record, explain, investigate, predict</p> <p><b>Immersion activity:</b>                  Messy classroom shock start - <i>How does this environment make you feel? Would you want to learn/work here? Why not? Who is responsible for this mess?</i></p> <p><b>Showcase:</b>                  'Class assembly'</p>