


Session title	Plastic Planet	
Key Question	How does plastic pollution affect wetlands and what can we do about it?	
Session description	Discover the main sources of plastic pollution and the problems this is causing for wetland. How long does plastic stay in the environment and what can we do to help?	
Key Stage suitability	KS2	
Duration	1 hour	

Curriculum links	<p><b>Curriculum for Wales</b></p> <p><b>Science and Technology</b></p> <p>Being curious and searching for answers is essential to understanding and predicting phenomena</p> <ul style="list-style-type: none"> <li>▪ Progression step 1 <ul style="list-style-type: none"> <li>○ I can explore the environment, make observations and communicate my ideas.</li> </ul> </li> <li>▪ Progression step 2 <ul style="list-style-type: none"> <li>○ I can recognise that what I do, and the things I use, can have an impact on my environment and on living things.</li> <li>○ I can explore relationships between living things, their habitats and their life cycles.</li> <li>○ I can identify things in the environment which may be harmful and can act to reduce the risks to myself and others.</li> </ul> </li> <li>▪ Progression step 3 <ul style="list-style-type: none"> <li>○ I can understand how my actions and the actions of others impact on the environment and living things.</li> </ul> </li> </ul> <p>The world around us is full of living things which depend on each other for survival</p> <ul style="list-style-type: none"> <li>▪ Progression step 1 <ul style="list-style-type: none"> <li>○ I can identify, follow and begin to create sequences and patterns in everyday activities</li> </ul> </li> <li>▪ Progression step 2 <ul style="list-style-type: none"> <li>○ I can recognise that what I do, and the things I use, can have an impact on my environment and on living things.</li> <li>○ I can explore relationships between living things, their habitats and their life cycles.</li> </ul> </li> <li>▪ Progression step 3 <ul style="list-style-type: none"> <li>○ I can identify the threats to the development and health of organisms and recognise some natural defences, preventions and treatments.</li> </ul> </li> </ul> <p><b>Humanities</b></p> <p>Our natural world is diverse and dynamic, influenced by processes and human actions</p> <ul style="list-style-type: none"> <li>▪ Progression step 1 <ul style="list-style-type: none"> <li>○ I am beginning to recognise the effects that I have on the natural world.</li> <li>○ I have first-hand experience of the natural world and am beginning to recognise places which are familiar to me.</li> </ul> </li> <li>▪ Progression step 2 <ul style="list-style-type: none"> <li>○ I can describe how people and the natural world may impact on each other.</li> </ul> </li> <li>▪ Progression step 3 <ul style="list-style-type: none"> <li>○ I can describe and give simple explanations about the impact of human actions on the natural world in the past and present.</li> </ul> </li> </ul>
------------------	--

	<ul style="list-style-type: none"> <li>○ I can describe and give simple explanations about the impact that physical processes have had on people, places and landscapes in the past and present.</li> <li>○ I can give simple descriptions of how places, spaces, environments and landforms have changed over time.</li> <li>○ I can give simple descriptions of the processes that lead to change in the natural world.</li> </ul> <p>Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action</p> <ul style="list-style-type: none"> <li>▪ Progression step 2 <ul style="list-style-type: none"> <li>○ I am beginning to appreciate and care for living things and my own environment.</li> <li>○ I can take care of resources and not waste them, and I am conscious of the importance of creating a sustainable future</li> <li>○ I can recognise that my actions and those of others impact upon communities and the environment.</li> </ul> </li> <li>▪ Progression step 3 <ul style="list-style-type: none"> <li>○ I can understand that there are a range of factors that influence people's behaviour, actions and decisions.</li> <li>○ I can understand the consequences of my actions and the actions of others, and how these affect local, national and global issues.</li> </ul> </li> </ul>		
Learning outcomes	All learners	More able learners	
	<ul style="list-style-type: none"> <li>▪ Recognise that there are many everyday items made from plastic some of which may not be immediately obvious</li> <li>▪ Understand the problems that plastic pollution causes for wetland wildlife and habitats</li> <li>▪ Recognise that plastics take a long time to break down</li> <li>▪ Know some simple things that they can do to help improve the situation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Understand that plastic pollution in wetlands comes from a range of sources</li> <li>▪ Understand that microplastics can be passed through a food chain</li> </ul>	
Key vocabulary	Pollution Bioaccumulation	Microplastics	Decomposition

Session Outline	Time
Introduction	5 mins
Learners are introduced to the session title and what we will be focussing on in today's session	
Section 1: What is the issue?	15 mins
Learners investigate different items that create plastic pollution and where these come from	
Section 2: What problems does this cause?	10 mins
Learners look at the impact this has on wildlife including how microplastics can be passed through a food chain	
Section 3: How long does the problem last?	15 mins
Learners investigate how long different materials take to decompose and how plastics can remain in the environment for a long time	

Section 4: What can we do to improve the situation?	10 mins
Learners explore some of the alternatives to plastic and some of the small steps they can take to reduce plastic pollution	
Plenary	5 mins
Learners review what they have learnt and have a chance to ask any questions they may have	