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|-----------------------|---|---|
| Session title         | Plastic Planet KS2  |  |
| Key Q                 | 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 wetlands. How long does plastic stay in the environment and what can we do to help? |   |
| Key Stage suitability | KS2   |   |
| Duration              | 1 hour  |   |

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| Curriculum links  | <p>KS2 The world around us:</p> <ul style="list-style-type: none"> <li>▪ <b>Interdependence:</b> <ul style="list-style-type: none"> <li>- How living things rely on each other within the natural world</li> <li>- The effect of people on the natural and built environment over time</li> </ul> </li> <li>▪ <b>Place:</b> <ul style="list-style-type: none"> <li>- Positive and negative effects of natural and human events upon a place over time</li> </ul> </li> <li>▪ <b>Change over time:</b> <ul style="list-style-type: none"> <li>- How change is a feature of the human and natural world and may have consequences for our lives and the world around us</li> <li>- Ways in which change occurs over both short and long periods of time in the physical and natural world</li> <li>- The effects of positive and negative changes globally and how we contribute to some of these changes</li> </ul> </li> </ul> |   |   |
| Learning outcomes | <b>All learners</b>  |   | <b>More able learners</b>   |
|                   | <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    | <ul style="list-style-type: none"> <li>▪ Pollution</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Microplastics</li> </ul> | <ul style="list-style-type: none"> <li>▪ Decomposition</li> </ul>   |

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

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|--|---------|
| Learners investigate how long different materials take to decompose and how plastics can remain in the environment for a long time |         |
| Activity 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   |         |