

GEOGRAPHY

YEAR 5/6: SUMMER 2

Why do our oceans matter?

COVERAGE: Why do our oceans matter?

Pupils who are secure will be able to:

- Describe the water cycle.
- Describe how the ocean is used for human activity.
- Explain how the ocean helps to regulate the Earth's climate and temperature.
- Identify the Great Barrier Reef as part of Australia.
- Describe the benefits of the Great Barrier reef.
- Describe how humans impact the oceans and the consequences of this.
- Explain some actions that can be taken to help support healthy oceans.
- Explain which data collection method would be best for marine fieldwork and why.
- Collect data using a tally chart, photographs and a sketch map.
- Safely navigate the fieldwork environment.
- Make suggestions for how to improve a marine environment.

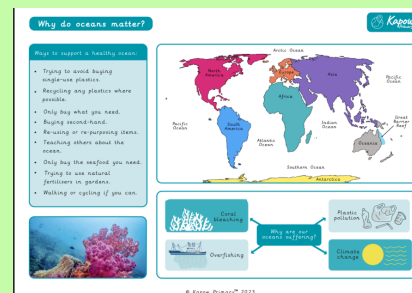
Present data using a tally chart and pie chart.

- Development of **Locational Knowledge**: e.g. knowledge of continents, countries, counties, cities, hemispheres and tropics.
- Development of **Place Knowledge**: study of similarities and differences in human and physical geography.
- Development of **Human and Physical Knowledge**: development of human and physical vocabulary, human and physical features including biomes, climates etc
- Development of **Geography Fieldwork Skills**: create questions, observe, measure, record and present information.

KEY LANGUAGE AND KEY VOCAB:

atmosphere
biodegradable
buffer
coral bleaching
coral reef
decompose
digital map
disposable
ecology
ecosystem
erosion
geology
habitat
human footprint
marine
microplastics
natural disaster
ocean current
policy
renewable energy
single use plastic
species
water cycle

KNOWLEDGE AND FACT SHEET



Why do oceans matter?	
Why are oceans important?	- They are used for trading between countries. - Ocean currents influence our weather. - They provide food and jobs. - They are used for fun activities. - They give us ingredients for medicines. - They absorb carbon dioxide and warm our planet. - Corals reefs act as a buffer to natural disasters. - Corals reefs are home to a quarter of our marine species.
ocean current	The movement of a large area of seawater driven by the wind, gravity and water density.
coral reef	A large rock structure in the ocean formed by corals.
coral bleaching	A process which turns coral white, losing its colour.
marine	Relating to the ocean.
stress	Something likely to cause damage.
microplastics	Tiny pieces of plastic created from plastic waste.
acidification	The process of making something acidic.
overfishing	The number of fish decreases as a result of extreme amounts of fishing.
biodegradable	When something naturally breaks down and returns to nature.
Marine Protected Area	A designated geographical area of the ocean that is protected and managed.
single-use plastic	Plastic only used once and then thrown away.

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KEY QUESTIONS:

1. How do we use the oceans and look after them for the world?
2. Where is the Great Barrier Reef and why is it so important?
3. What impact are humans having on the ocean and how is it suffering?
4. What can we do to support the ocean?
5. What can data tell us about the ocean and the damage we are doing to it?
6. What litter do we find in the oceans?

KEY SKILLS AND KNOWLEDGE

Knowledge

- To know the location of key physical features in countries studied.
- To know why the ocean is important.
- To know some positive impacts of humans on the environment.
- To know some negative impacts of humans on the environment.
- To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries.
- To know that a pie chart can represent a fraction or percentage of a whole set of data.
- To be aware of some issues in the local area.

- To know what a range of data collection methods look like.
- To know how to use a range of data collection methods.

Skills

- Locating major cities of the countries studied.
- Locating some key physical features in countries studied on a map.
- Locating key human features in countries studied.
- Identifying significant environmental regions on a map.
- Identifying key physical and human characteristics of the geographical regions in the UK.
- Explaining why a locality has changed over time, giving examples of both physical and human features.
- Explaining how and why humans have responded in different ways to their local environments in two contrasting regions.
- Understanding how climates impact on trade, land use and settlement.
- Using maps to explore wider global trading routes.
- Describing and understanding the key aspects of the six climate zones.
- Understanding some of the impacts and causes of climate change.
- Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change.
- Describing and understanding economic activity, including trade links.
- Recognising geographical issues affecting people in different places and environments.
- Describing and explaining how humans can impact the environment both positively and negatively, using examples.
- Confidently using and understanding maps at more than one scale.
- Using atlases, maps, globes and digital mapping to locate countries studied.
- Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied.
- Using the scale bar on a map to calculate distances.
- Beginning to use thematic maps to recognise and describe human and physical features studied.
- Selecting a map for a specific purpose.
- Choosing the best approach to answering an enquiry question.
- Making sketch maps of areas studied including labels and keys where necessary.
- Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question.
- Selecting appropriate methods for data collection.
- Beginning to use standard field sampling techniques appropriately.
- Using GIS (Geographical Information Systems) to plot data sets.
- Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information.
- Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings.
- Evaluating evidence collected and suggesting ways to improve this.
- Analysing quantitative data in pie charts, line graphs and graphs with two variables.

ENRICHMENT:

- The children will use data to analyse the impact humans are having on the ocean. Children will link up with the Little Litter Warriors and find out how litter we drop here in the village can impact on the oceans.

Previous Learning:

The children have investigated population change across the world and the impact this has on the environment.

Future Learning:

The children in Year 5 will be looking at energy and how we as humans can create energy from different sources.

School Drivers to Examine

Children will look at:

- Care of the Environment = how can we care for our oceans?
- Power and Economy = how can the oceans support the development of energy in our world?
- Creativity and Innovation = what new methods can we create in order to protect our oceans and wildlife?