

Art and Design	<p>KS1</p> <ul style="list-style-type: none"> Record from first-hand observation, experience and imagination, and explore ideas Ask and answer questions about the starting points for their work, and develop their ideas. Investigate the possibilities of a range of materials and processes Represent observations, ideas and feelings, and design and make images and artefacts. Materials and processes used in making art, craft and design Exploring a range of starting points for practical work [for example, themselves, their experiences, stories, natural and made objects and the local environment] Working on their own, and collaborating with others, on projects in two and three dimensions and on different scales Using a range of materials and processes [for example, painting, collage, print making, digital media, textiles, sculpture] 	<p>1a (KS1 & 2) 1b 2a 2c (KS1 & 2) 4b 5a (KS1 & 2) 5b (KS1 & 2) 5c (KS1 & 2)</p>
Geography	<p>KS1:</p> <ul style="list-style-type: none"> Express their own views about people, places and environments [for example, about litter in the school] Communicate in different ways [for example, in pictures, speech, writing]. Recognise how places have become the way they are and how they are changing [for example, the quality of the environment in a street] Recognise changes in the environment [for example, traffic pollution in a street] Recognise how the environment may be improved and sustained [for example, by restricting the number of cars]. <p>KS2:</p> <ul style="list-style-type: none"> To identify how and why places change [for example, through the closure of shops or building of new houses, through conservation projects] and how they may change in the future [for example, through an increase in traffic or an influx of tourists] Recognise some physical and human processes [for example, river erosion, a 	<p>1c 1d 3c 5a 5b 3e 4b</p>

Design and Technology	<p>KS1:</p> <ul style="list-style-type: none"> • Develop ideas by shaping materials and putting together components • Communicate their ideas using a variety of methods, including drawing and making models. • Measure, mark out, cut and shape a range of materials • Assemble, join and combine materials and components 	<p>1b 1e 2c 2d (KS1 & 2)</p>
Citizenship	<p>KS1:</p> <ul style="list-style-type: none"> • To recognise choices they can make, and recognise the difference between right and wrong • To realise that people and other living things have needs, and that they have responsibilities to meet them • What improves and harms their local, natural and built environments and about some of the ways people look after them <p>KS2:</p> <ul style="list-style-type: none"> • To research, discuss and debate topical issues, problems and events • To recognise the role of voluntary, community and pressure groups • Take responsibility [for example, for planning and looking after the school environment; for the needs of others, such as by acting as a peer supporter, as a befriender, or as a playground mediator for younger pupils; for looking after animals properly; for identifying safe, healthy and sustainable means of travel when planning their journey to school] • Meet and talk with people [for example, people who contribute to society through environmental pressure groups or international aid organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers] 	<p>2c 2e 2g 2a 2h 5a 5e</p>

Additional Activities*

Key stage 1

KS1 Activity 1: What is pollution and why is it a problem?

You will need:

- Ask pupils to collect plastic waste they have at home and bring it in to school (washed first!)

What to do:

1. Ask the children if they can think of ways in which the plastic might get into the sea.
2. Discuss that this is pollution in the marine environment and that it has an effect on the animals and where they live.
3. Separate the plastic into different groups -easy to mistake as food, not easy to mistake as food etc.
4. Ask the children if they can think of any animals in the sea that might try and eat the plastic. What might happen to them if they do eat it?
5. Remember to recycle the plastic at the end of the lesson!

KS1 Activity 2: What can you do to help?

You will need:

- Paper, colouring pencils and pens

What to do:

1. Discuss with the class how different types of pollution get into the marine environment. Ask them to think of ways in which people can reduce or stop pollution in the marine environment.
2. Ask the pupils to produce posters that will show people how they can make a difference to pollution in the marine environment.

KS1 Activity 3: Take part in a beach clean

Adopt your local beach, and/or take part in an organised beach clean.
See the MCS website www.adoptabeach.org.uk for more details.

Key Stage 2

KS2 Activity 1: Design a canvas shopping bag

You will need:

- Canvas bags – see <http://www.whalebags.com/>
- Water resistant felt tips

What to do:

1. Discuss why recycling is good for the environment.
2. Decorate your canvas bag with a message to promote reducing plastic bags and conserving the marine environment
3. Design an advertising poster to encourage people to use your bag rather than plastic

KS2 Activity 2: Take a field trip to a beach

What to do:

Ask the pupils to try and spot human impacts and draw them on a map of the beach.

KS2 Activity 3: Take part in a beach clean

Adopt your local beach, and/or take part in an organised beach clean. See the MCS website www.adoptabeach.org.uk for more details.

What to do:

1. Back in class, ask the children to describe and record the different types of rubbish they find. Where does each type of rubbish come from?
2. Draw graphs to show the quantities of each type of rubbish that was collected. How much did it weigh?

*Thank you to the Marine Conservation Society for providing these excellent activities, see: <http://www.mcsuk.org/coolseas/schools> for more information.

