

SUSTAINABLE PALM OIL - EXISTING SPO RESOURCES

LEARN AT **CHESTERZOO**
chesterzoo.org/learning

Supported by
FERRERO

Sustainable Palm Oil - OVERVIEW OF CURRICULUM LINKS

- Conga Notation – Music and Lyrics by Ashley Faith, Notation by Jack Beacall - Ages 7 – 11
- Chester Zoo Sustainable Palm Oil Shopping List – All ages
- History of Palm Oil – A4 image - Ages 7+
- Info Graphics and Supply Chain - Facts – Ages 11+
- Palm Oil Challenge Recipe Pack – All ages
- Rainforest Animals FACT FILES collection – Age 7+
- Sustainable Palm Oil - Campaign Booklet – All ages
- Sustainable Palm Oil Challenge – Teachers Pack
- Sustainable Palm Oil Investigation – Ages 7 to 11
- Sustainable Palm Oil Map – All ages
- Sustainable Palm Oil Pack – All ages
- Sustainable Palm Oil Pledge – All ages
- Sustainable Palm Oil Poster Template – Ages 7 to 11
- Sustainable Palm Oil Rap – In collaboration with Jon Chase RAP SCIENCE - Ages 7+
- Sustainable Palm Oil Recipes – All ages
- Sustainable Palm Oil Wordsearch – Ages 7 to 11
- The creative writing collection - Ages 7 to 11
- The Palm Oil Basics – pdf poster – Ages 7+



English National Curriculum

Chester Zoo Sustainable Palm Oil Shopping List

This resource illustrates pages of brand logos which use certified sustainable palm oil in their products.

This resource can be used in activities where children need to be familiar with the brands and labels which use certified sustainable palm oil in their product.

This links to all subject areas and will be really useful for class teachers to use in a wide range of lessons.

Palm Oil Challenge Recipe Pack - All ages

Sustainable Palm Oil Recipes - All ages

Children of all ages could enjoy a range of activities from these recipes.

Activities such as:

All ages - Simply cooking and following instructions

Year 5 - Irreversible changes in Science

Year 6 - Upsizing recipes to cook for a larger number of people.

These recipe resources link to a range of subjects:

English -

Key Stage 2 – Year 3 and 4 - reading and following instructions

Looking at numbering and headings in instructions (non-statutory)

Mathematics -

Key Stage 2 – Year 6 – Ratio and proportionality in contexts when the relations between quantities are in the same ratio (e.g. recipes).

weighing and measuring ingredients

Design and Technology - cooking & nutrition -

Key Stage 1 – understand where food comes from

Draft Curriculum for Wales 2022

Chester Zoo Sustainable Palm Oil Shopping List

This resource illustrates pages of brand logos which use certified sustainable palm oil in their products.

This resource can be used in activities where children need to be familiar with the brands and labels which use certified sustainable palm oil in their product.

This links to all subject areas and will be really useful for class teachers to use in a wide range of lessons.

Palm Oil Challenge Recipe Pack - All ages

Sustainable Palm Oil Recipes - All ages

Children of all ages could enjoy a range of activities from these recipes.

Activities such as:

All ages - Simply cooking and following instructions

Year 5 - Irreversible changes in Science

Year 6 - Upsizing recipes to cook for a larger number of people.

Developing physical health and well-being has lifelong benefits.

Progression Step 1

I can explore a variety of foods, drinks, tastes and textures, in a range of contexts and settings

Progression Step 2

I can prepare food that I know is part of a balanced diet.

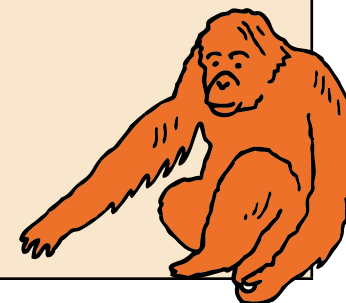
Humanities

- Food production and sustainability.

Science and Technology

- Nutrition and food technology.

WHAT MATTERS IN SCIENCE AND TECHNOLOGY?



Key Stage 2 - prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

Science -

Key Stage 2 - Year 5

- How when cooking they could observe the changes which take place when cooking - which usually makes an irreversible change.

Progression Step 3

- I can recognise that mass is conserved when a substance changes state.

Curriculum Links - Character Education framework

Sustainable Palm Oil Pledge – All ages

Class teacher could to talk to children about the Social Moral Spiritual and Cultural (SMSC) aspects of living in a sustainable way and how as individuals we can do this.

Class teacher could give a range of possible examples of promises they could make. It could be something they personally promise to do which would help towards preventing the extinction of rainforest animals.

Children could then share their own thoughts on what they would like to promise as a pair, group or even with the whole class.

Class teacher to model writing a promise/pledge, demonstrating the thought processes, language features, composition and structure, such as using joining clauses using and. Children to then finally write a short promise to go on school's 'promise tree'.

Links could be made here to "Cultural Capital" and the Character Education framework.

E.g. Do children feel confident in talking about... [their writing on]?

Curriculum Links - Humanities

Sustainable Palm Oil Pledge - All ages

Class teacher could to talk to children about the Social Moral Spiritual and Cultural (SMSC) aspects of living in a sustainable way and how as individuals we can do this.

Class teacher could give a range of possible examples of promises they could make. It could be something they personally promise to do which would help towards preventing the extinction of rainforest animals.

Children could then share their own thoughts on what they would like to promise as a pair, group or even with the whole class.

Class teacher to model writing a promise/pledge, demonstrating the thought processes, language features, composition and structure, such as using joining clauses using and. Children to then finally write a short promise to go on school's 'promise tree'.

The pledge activity links to:

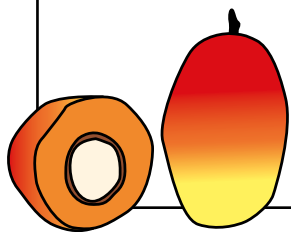
Our natural world is diverse and dynamic, influenced by physical processes and human actions.

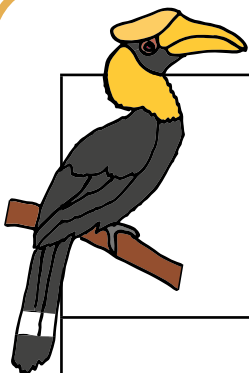
Progression step 2:

- I can describe how people's actions and the natural world impact upon each other, both in the past and present.

Progression step 3:

- I can show understanding of the concept of sustainability.
- I can describe how beliefs can impact on human action on the natural world.





- I can communicate my views and feelings about the natural world and the part I play in it.

Progression step 4:

I can understand the responsibility that humans have to create a sustainable natural world.

Curriculum Links - English

The creative writing activity - Ages 7 to 11

This activity has a wide possibility of objectives links. The most relevant ones are:

Year 5 and 6 Programme of Study

Reading Comprehension

Notes and guidance (non-statutory)

- Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile...

KS2:

Writing:

Plan their writing by:

- discussing and recording ideas

Curriculum links - Languages, Literacy and Communication

Welsh in English-medium settings/schools/streams

The creative writing activity - Ages 7 to 11

This activity has a wide possibility of objectives links. The most relevant ones are:

Learners who speak and write effectively are prepared to play a full part in life and work.

Progression step 2:

Writing

- I can organise my words into a logical structure or sequence.

Progression step 3:

Writing

- I can use different strategies to plan my writing...

Curriculum Links - English

Palm Oil Challenge Activities - Ages 7 to 11:

As a starting point the **Palm Oil Challenge – Recipe pack** – could be used to educate and inspire pupils to shop palm oil products sustainably and share this important message with their friends and family.

Pupils could **CREATE A PIECE OF WRITING!** Persuading people to shop sustainable palm oil products.

Curriculum links - Languages, Literacy and Communication

Palm Oil Challenge Activities - Ages 7 to 11:

As a starting point the **Palm Oil Challenge – Recipe pack** – could be used to educate and inspire pupils to shop palm oil products sustainably and share this important message with their friends and family.

Pupils could **CREATE A PIECE OF WRITING!** Persuading people to shop sustainable Palm Oil products.

English KS1 & KS2:

- Articulate and justify answers, arguments and opinions

Writing carried out by pupils in this activity can cover a wide range of objectives, these should be selected by the class teacher to meet the needs of their pupils

Learners who speak and write effectively are prepared to play a full part in life and work.

Progression step 2:**Speaking**

- I can speak clearly, conveying meaning to others using appropriate gestures

Writing carried out by pupils in this activity can cover a wide range of objectives, these should be selected by the class teacher to meet the needs of their pupils

Palm Oil Challenge Activities - Ages 7 to 11:

Pupils could retrieve information from the **INFO GRAPHIC** images and **Palm Oil Basics pdf poster**:

1. What is Palm Oil?
2. What's good about Palm Oil?
3. What's bad about Palm Oil?
3. What's bad about Palm Oil?
4. The Challenge – sourcing alternative vegetable oils
5. What can we do?

The debate links well to:

English KS2:**Spoken Language:**

- Articulate and justify answers, arguments and opinions.
- Consider and evaluate different viewpoints, attending to and building on the contributions of others.
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

Palm Oil Challenge Activities - Ages 7 to 11:

Hold a debate and discuss the problems with the farming of Palm Oil Products.

Pupils could retrieve information from the **INFO GRAPHIC** images and **Palm Oil Basics pdf poster**:

1. What is Palm Oil?
2. What's good about Palm Oil?
3. What's bad about Palm Oil?
3. What's bad about Palm Oil?
4. The Challenge – sourcing alternative vegetable oils
5. What can we do?

The debate links well to:

Learners who speak and write effectively are prepared to play a full part in life and work.

This could be simplified and used with KS2:

Progression step 2:**Speaking**

- I can speak clearly, conveying meaning to others using appropriate gestures.
- I can pronounce familiar words and phrases clearly.



- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Participate in discussions, presentations, performances, role play, improvisations and debates.

This could be extended and used with Secondary pupils:

KS3 & 4:

- Pupils should be taught to understand and use the conventions for discussion and debate...

Spoken English KS3:

- Participating in formal debates and structured discussions, summarising and/or building on what has been said

Spoken English KS4:

planning for different purposes and audiences, including selecting and organising information and ideas effectively and persuasively for formal spoken presentations and debates

- I can convey information and share ideas and feelings about familiar topics.
- I can express opinions on familiar subjects.

This could be extended and used with pupils broadly aged between 11-14:

Progression step 3:

Speaking

- I can speak clearly, beginning to vary expression and gestures to communicate my ideas.
- I can vary tone and volume to attract listeners' attention.
- I can explain information and share ideas, giving simple reasons for opinions and feelings.
- I can explain information and ideas using relevant vocabulary.
- I can keep in role and support others in role play.

Progression step 4:

Speaking

- I can speak clearly, varying my expression and gestures to communicate my ideas.
- I can vary tone and volume to keep listeners interested.
- I can express issues and ideas clearly, reasoning and giving examples.
- I can explain information, ideas and my own and others' points of view.
- I can show I understand the main points by summarising what I have heard.

Curriculum links - English

Recommended Age 7-8 (Y3)

Sustainable Palm Oil Wordsearch -

Children to learn about the vocabulary associated with unsustainable and sustainable palm oil production. Children will reinforce this through word level activities such as a wordsearch.

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of

Curriculum links - Languages, Literacy and Communication

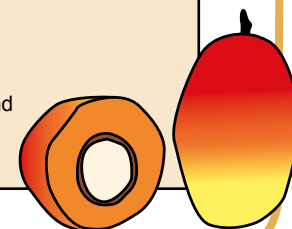
Sustainable Palm Oil Wordsearch -

Children to learn about the vocabulary associated with unsustainable and sustainable palm oil production. Children will reinforce this through word level activities such as a wordsearch.

Progression step 2:

Reading

- I can recognise and read high-frequency words and learn new vocabulary and idiomatic language.



new words they meet

- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Sustainable Palm Oil Pack - All ages:

Activities (these are more suited to pupils age 7-11):

- Hold a palm oil debate and discuss the pros and cons of palm oil.

Get your students to write a letter to a supermarket chain, food manufacturer or restaurant persuading them to use sustainable palm oil in their products

- Come up with a list of products containing palm oil. Get the students to take turns in pairs to have a conversation for a minute including as many of the products as they can (without listing them). Score each other to see how many you remember!
- Using as many sources of information as they can, get your students to write a poster encouraging people to change their buying habits and promote sustainable palm oil.
- Create a piece of writing.

Have some students on the side of conservationists and others on the side of plantation owners or consumers. Discuss the reasons why it is good that palm oil is produced, and why it can be a problem.

- Create and write your own recipe book using only sustainable palm oil products.

Curriculum links

Spoken Language years 1 to 6 (Statutory):

- Articulate and justify answers, arguments and opinions.
- Consider and evaluate different viewpoints, attending to and building on the contributions of others.
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Participate in discussions, presentations, performances, role play, improvisations and debates.

Sustainable Palm Oil Pack - All ages:

Activities (these are more suited to pupils age 7-11):

- Hold a palm oil debate and discuss the pros and cons of palm oil.

Get your students to write a letter to a supermarket chain, food manufacturer or restaurant persuading them to use sustainable palm oil in their products

- Come up with a list of products containing palm oil. Get the students to take turns in pairs to have a conversation for a minute including as many of the products as they can (without listing them). Score each other to see how many you remember!
- Using as many sources of information as they can, get your students to write a poster encouraging people to change their buying habits and promote sustainable palm oil.
- Create a piece of writing.

Have some students on the side of conservationists and others on the side of plantation owners or consumers. Discuss the reasons why it is good that palm oil is produced, and why it can be a problem.

- Create and write your own recipe book using only sustainable palm oil products.

Curriculum links

Learners who speak and write effectively are prepared to play a full part in life and work.

Speaking

Progression step 2:

- I can speak clearly, conveying meaning to others using appropriate gestures.
- I can express opinions on familiar subjects.

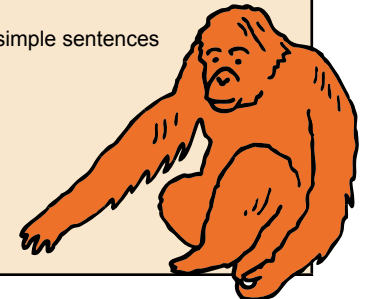
Writing

Progression step 2:

- I can organise my words into a logical structure or sequence
- I can write an increasing range of familiar words and phrases in simple sentences

Progression step 3:

- I can develop my ideas and organise my writing
- I can organise my writing into paragraphs



English KS1 & KS2:

- Articulate and justify answers, arguments and opinions

Writing**Writing Lower KS2 – Years 3 and 4**

plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

Upper KS2 – Years 5 and 6

plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

Rainforest Animals FACT FILES collection - Age 7+**Activities:**

Class teachers could model writing a detailed report about an endangered animal (or animals) affected by the unsustainable palm oil production in Borneo and Sumatra. They could use a check list to help guide the process.

Children could gather all their notes and facts about endangered rainforest animals and draft write their report in pairs, self-checking it contains all the required report features.

Children to read their reports aloud and discuss ways to improve, adapt and change them to make them even better.

Children could present their work for display in a whole school exhibition, within their own classroom or online for others to read.

Curriculum Links:**Years 3 and 4****English Reading - Comprehension**

- Retrieve and record information from non-fiction.

Writing - Composition

- Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- Draft and write by: organising paragraphs around a theme using simple organisational devices [headings and sub-headings].

- I can use a wide range of suitable vocabulary, including idiomatic language, subject-specific and context-specific words
- I can use various strategies to spell an increasing range of familiar, unfamiliar, subject-specific and context-specific words correctly

Rainforest Animals FACT FILES collection - Age 7+**Activities:**

Class teachers could model writing a detailed report about an endangered animal (or animals) affected by the unsustainable palm oil production in Borneo and Sumatra. They could use a check list to help guide the process.

Children could gather all their notes and facts about endangered rainforest animals and draft write their report in pairs, self-checking it contains all the required report features.

Children to read their reports aloud and discuss ways to improve, adapt and change them to make them even better.

Children could present their work for display in a whole school exhibition, within their own classroom or online for others to read.

Curriculum Links:

Learners who speak and write effectively are prepared to play a full part in life and work.

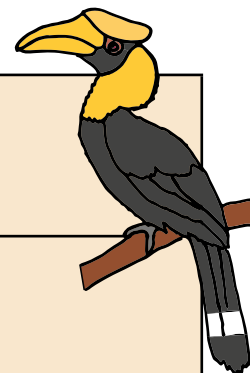
Reading**Progression step 2:**

locate and retrieve information from appropriate sources and in a range of texts, including multimodal texts

Writing**Progression step 2:**

- I can organise my words into a logical structure or sequence
- I can write an increasing range of familiar words and phrases in simple sentences





- Evaluate and edit by: Assessing the effectiveness of their own and others' writing and suggesting improvements.

Curriculum Links - Character Education framework

Links could be made here to "Cultural Capital" and the Character Education framework.

E.g. Do children feel confident in talking about...[their creative writing on]?

Curriculum Links - Humanities

The creative writing activity:

Our natural world is diverse and dynamic, influenced by physical processes and human actions.

Progression step 2:

- I can describe how people's actions and the natural world impact upon each other, both in the past and present.

Progression step 3:

- I can show understanding of the concept of sustainability.
- I can describe how beliefs can impact on human action on the natural world.
- I can communicate my views and feelings about the natural world and the part I play in it.

Progression step 4:

- I can understand the responsibility that humans have to create a sustainable natural world.

Curriculum Links - Mathematics

Recommended Age 10-11 (Y6)

Activities:

Take the **Palm Oil INFO Graphics** or the **PALM OIL CHALLENGE booklet** as a starting point. As a class, RESEARCH and GATHER DATA about the Palm Oil trade

Mathematics KS2:

- Interpret and present data using tallies, bar charts, pictograms and tables
- Complete, read and interpret information in tables
- Interpret and construct pie charts and line graphs

Curriculum Links - Mathematics and Numeracy

Activities:

Take the **Palm Oil INFO Graphics** or the **PALM OIL CHALLENGE booklet** as a starting point. As a class, RESEARCH and GATHER DATA about the Palm Oil trade.

Statistics represent data, probability models chance, and both support informed inferences and decisions.

Progression step 2

- I can collect and organise data for posing and answering questions in relevant situations.
- I have used digital and non-digital methods to record and present data in a variety of ways, including the use of tally charts, frequency tables, and block graphs when appropriate axes and scales are provided.

Sustainable Palm Oil Pack

Activities:

How long are your student's arm spans? Measure and see.

How much longer is a male orangutan's arm span compared to the student's?

- Ask your students to bring a random selection of packaging from 5 supermarket products.

Of these products, how many of them had sustainable palm oil listed in their ingredients?

Convert it to a fraction or percentage.

- How many of each species (e.g. Tigers, Orangutans) remain in the wild?
- How much have Orangutan numbers declined in the last 30 years?

Create charts and graphs to show your results.

- A male orangutan's arm span is up to 200cm (2m) wide. Get your students to measure this out to see how large it is.

Who in the class has the largest arm span?

Who has the shortest?

Which is longer, the male orangutan's arm span or the student's height?

Measure and see.

Create charts and pictograms to show your results.

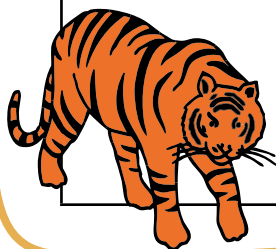
Curriculum links:

Year 3 Programme of Study – Statistics -

- Interpret and present data using tallies, bar charts, pictograms and tables.

Year 3 Programme of Study – Fractions -

- Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.



- I can interpret and analyse graphs, charts and data.

Sustainable Palm Oil Pack

Activities:

How long are your student's arm spans? Measure and see.

How much longer is a male orangutan's arm span compared to the student's?

- Ask your students to bring a random selection of packaging from 5 supermarket products.

Of these products, how many of them had sustainable palm oil listed in their ingredients?
Convert it to a fraction or percentage.

- How many of each species (e.g. Tigers, Orangutans) remain in the wild?
- How much have Orangutan numbers declined in the last 30 years?

Create charts and graphs to show your results.

- A male orangutan's arm span is up to 200cm (2m) wide. Get your students to measure this out to see how large it is.

Who in the class has the largest arm span?

Who has the shortest?

Which is longer, the male orangutan's arm span or the student's height?

Measure and see.

Create charts and graphs to show your results.

Curriculum links:

Statistics represent data, probability models chance, and both support informed inferences and decisions.

Progression step 2

- I can collect and organise data for posing and answering questions in relevant situations.
- I have used digital and non-digital methods to record and present data in a variety of ways, including the use of tally charts, frequency tables, and block graphs when appropriate axes and scales are provided.
- I can interpret and analyse graphs, charts and data.

Curriculum Links - Science

Sustainable Palm Oil Investigation - 7-11

Activity:

Palm oil is found in over 50% of household products. You may be surprised to know that you have products in your cupboards that contain palm oil.

Using our easy tick sheet, investigate which products contain palm oil and which ones don't. You especially want to find any containing sustainable palm oil - as this means that you're protecting wildlife just by buying it!

This loosely links to Key Stage 2 - Years 3 and 4

Working Scientifically

- recording findings using simple scientific language,...using tables

Curriculum links - Science

The creative writing activity:

Through their creative writing about the habitats in which living things live, there is an opportunity prior to the writing task to learn these objectives and demonstrate their understanding of it through this writing activity:

Year 2 programme of study (statutory requirements)

All living things and their habitats

Pupils should be taught to:

- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other

Living things and their habitats

Year 4

- recognise that environments can change and that this can sometimes pose dangers to living things.

PALM OIL CHALLENGE Activity:

Ask your pupils to be conservationists.

Science KS2:

- Identify that most living things live in habitats to which they are suited
- Recognise that environments can change and this can sometimes pose dangers to living things

Curriculum links - Science and Technology

Sustainable Palm Oil Investigation - 7-11

Activity:

Palm oil is found in over 50% of household products. You may be surprised to know that you have products in your cupboards that contain palm oil.

Using our easy tick sheet, investigate which products contain palm oil and which ones don't. You especially want to find any containing sustainable palm oil - as this means that you're protecting wildlife just by buying it!

WHAT MATTERS IN SCIENCE AND TECHNOLOGY

Inquiry

Progression Step 3

- I can collect and present data in a suitable format.

Curriculum links - Science and Technology

The creative writing activity:

Through their creative writing about the habitats in which living things live, there is an opportunity prior to the writing task to learn these objectives and demonstrate their understanding of it through this writing activity

The world around us is full of living things which depend on each other for survival.

Diversity of life

Progress step 2:

- I can explore how different habitats provide resources for living things to survive.
Diversity of life

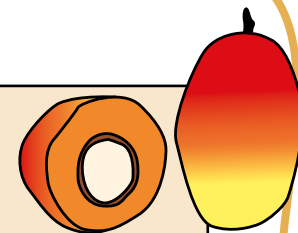
Progress step 3:

- I can discuss the positive and negative impact that changes in the environment and human activity have on living things and habitats.

Diversity of life

Progress step 4:

- I can analyse how environmental factors and human activity can contribute to changes in habitats and population size.



All of the activities listed in the English “Palm Oil” links above also can be linked to:

Year 2 - Living things and their habitats:

- Identify that most living things live in habitats to which they are suited...

Year 4 - Living things and their habitats:

- Recognise that environments can change and that this can sometimes pose dangers to living things.

PALM OIL CHALLENGE Activity:

Ask your pupils to be conservationists.

The world around us is full of living things which depend on each other for survival.

Progression step 2:

- I can explore how different habitats provide resources for living things to survive.

Progression step 3:

- I can discuss the positive and negative impact that changes in the environment and human activity have on living things and habitats.

All of the activities listed in the English “Palm Oil” links above also can be linked to:

The world around us is full of living things which depend on each other for survival.

Diversity of life - Progression step 2

- I can explore how different habitats provide resources for living things to survive.
This could be extended for older pupils:

Diversity of life - Progression step 3

- I can discuss the positive and negative impact that changes in the environment and human activity have on living things and habitats.

Diversity of life - Progression step 4

- I can analyse how environmental factors and human activity can contribute to changes in habitats and population size..

Curriculum links - English

Curriculum links - Languages, Literacy and Communication

Welsh in English-medium settings/schools/streams

Sustainable Palm Oil Poster Template – Ages 7 -11

This poster has a wide possibility of objectives links. The most relevant ones are:

Expressive Arts



Curriculum links - Art and Design

PALM OIL CHALLENGE Activity:

Create POSTERS or COLLAGES of shopping sustainably to put up around your school or make Orangutan masks for use in drama projects and storytelling sessions.

Sustainable Palm Oil Poster Template - Ages 7 - 11

This poster can be used to record the above activity upon.

Art and Design - children can produce creative work, exploring their ideas and recording their experiences upon the posters

Art and Design KS2:

- To use a range of materials creatively to design and make products
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

Sustainable Palm Oil Pack

Activities:

- Encourage your students to create artistic masterpieces using sustainable palm oil packaging.
- Host an art exhibition in your colourful classroom to raise awareness and funds to help save the wildlife of South East Asia.
- Research artistic styles from South East Asia, and then get your students to create their own art in a similar style.

Curriculum links

KS1:

- To use a range of materials creatively to design and make products.
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.

Curriculum links - Expressive Arts

PALM OIL CHALLENGE Activity:

Create POSTERS or COLLAGES of shopping sustainably to put up around your school or make Orangutan masks for use in drama projects and storytelling sessions.

Sustainable Palm Oil Poster Template - Ages 7 - 11

This poster can be used to record the above activity upon.

Exploration through and of the Expressive Arts deepens our artistic knowledge and contributes to our understanding of identities, cultures and societies.

Progression step 2:

- I can experiment with and then select appropriate practices, materials and resources, tools and technologies in art, dance, drama, film and digital media, and music to explore ideas inspired by my imagination and curiosity.

Sustainable Palm Oil Pack

Activities:

- Encourage your students to create artistic masterpieces using sustainable palm oil packaging.
- Host an art exhibition in your colourful classroom to raise awareness and funds to help save the wildlife of South East Asia.
- Research artistic styles from South East Asia, and then get your students to create their own art in a similar style.

Exploration through and of the Expressive Arts deepens our artistic knowledge and contributes to our understanding of identities, cultures and societies.

Curriculum links

Progression step 1

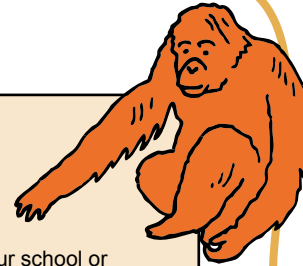
- I can explore a range of materials and resources, tools and technologies in art....

Progression step 2

- I can experiment with and then select appropriate practices, materials and resources, tools and technologies in art.... to explore ideas inspired by my imagination and curiosity.

Progression step 3

- I can experiment with and select materials and resources, tools and technologies in art.... to develop ideas inspired by my imagination and curiosity.



- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

KS2:

- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].

Curriculum Links - Citizenship

PALM OIL CHALLENGE Activity:

Pupils could discuss the problems with the farming of Palm Oil Products.

This can be used as a starting point to teach pupils the following curriculum learning objectives:

KS3:

- the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals

KS4:

- local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth and the wider world

Curriculum Links - Humanities

PALM OIL CHALLENGE Activity:

This can be used as a starting point to teach pupils the following curriculum learning objectives:

Our natural world is diverse and dynamic, influenced by physical processes and human actions.

Progression step 3:

- I can show understanding of the concept of sustainability.
- I can describe how beliefs can impact on human action on the natural world.
- I can communicate my views and feelings about the natural world and the part I play in it.

Progression step 4:

- I can understand the responsibility that humans have to create a sustainable natural world.

Curriculum Links - Computing

There is rich opportunity for pupils to research conservation using online or other digital sources:

Key Stage 1 - use technology purposefully to create, organise, store, manipulate and retrieve digital content

Key Stage 2 - use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

Curriculum links - Science and Technology

There is rich opportunity for pupils to research conservation using online or other digital sources:

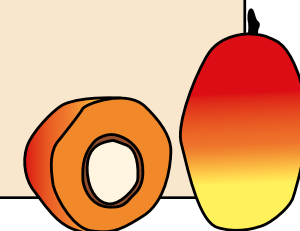
Computational systems:

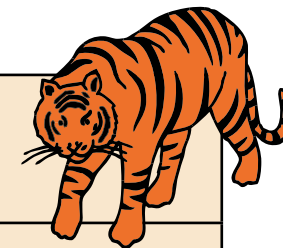
Progression step 1:

- use available digital equipment appropriately

Progression step 2:

- select and use available digital equipment appropriately





Curriculum Links - Design and Technology

Curriculum links - Geography

The creative writing activity:

Additional research (such as online, globes, maps and atlases) could be carried out by pupils to build on their knowledge of Borneo, the key environmental characteristics of it's landscape and the location Palm Oil trees.

This could be simplified and used with KS2:

KS2:

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

KS3 Locational Knowledge:

- Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Asia.... (Borneo)

KS3 Geographical skills and fieldwork:

- Build on their knowledge of globes, maps and atlases...

KS3 Human and physical geography:

- understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems

PALM OIL CHALLENGE Activity:

CHESTER IS THE WORLD'S FIRST SUSTAINABLE PALM OIL CITY! – Pupils could use the **Palm Oil Map** as a starting point for discussions.

Pupils could also retrieve information from the **info graphics** about the location of the Palm Oil Plantations.

Pupils could watch the “**Palm oil in supply detail**” video. Teachers could pause the video at various points of interest to discuss key bits of information and allow pupils time to reflect and ask questions they may have.

Pupils could retrieve information from the supply chain graphic illustrating - How it gets from the tree to you!

Additional research (such as online, globes, maps and atlases) could be carried out by pupils

Curriculum links - Science and Technology

Curriculum links - Humanities

The creative writing activity:

Additional research (such as online, globes, maps and atlases) could be carried out by pupils to build on their knowledge of Borneo, the key environmental characteristics of it's landscape and the location Palm Oil trees.

Our natural world is diverse and dynamic, influenced by physical processes and human actions.

Progression step 2:

- I can describe the distinct physical features of places, environments and landscapes in ... the wider world.

Progression step 3:

- I can describe and locate places, environments and landscapes, including distinctive features and landforms, using map skills where appropriate.
- I can describe patterns of distribution of features in the natural world and begin to give reasons for these patterns.

Progression step 4:

- I can explain the complex features of places, environments and landscapes at a variety of scales, using map skills where appropriate.

PALM OIL CHALLENGE Activity:

CHESTER IS THE WORLD'S FIRST SUSTAINABLE PALM OIL CITY! – Pupils could use the **Palm Oil Map** as a starting point for discussions.

Pupils could also retrieve information from the info graphics about the location of the Palm Oil Plantations.

Pupils could watch the “**Palm oil in supply detail**” video. Teachers could pause the video at various points of interest to discuss key bits of information and allow pupils time to reflect and ask questions they may have.

Pupils could retrieve information from the **supply chain** graphic illustrating - How it gets from the tree to you!

to build on their knowledge of the key environmental characteristics of the landscape.

This could be simplified and used with KS2:

KS2:

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

KS3 Locational Knowledge:

- Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, focusing on their environmental regions, including... hot deserts, key physical.... characteristics, countries

KS3 Geographical skills and fieldwork:

- Build on their knowledge of globes, maps and atlases...

Sustainable Palm Oil Pack - All ages

Activities:

Pupils could be asked to find answers to these questions:

Where in the world does palm oil grow?

What animals live there?

What is their habitat? And Why do they live there?

What has happened to this habitat, how has it changed?

How has palm oil endangered these animals?

What other threats do these animals face?

This gives KS1 teachers the opportunity to make links with the location of the wildlife in this non-European country to that of their local UK area:

KS1 Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

KS1 Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
Geographical skills and fieldwork,

KS2:

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Additional research (such as online, globes, maps and atlases) could be carried out by pupils to build on their knowledge of the key environmental characteristics of the landscape

Our natural world is diverse and dynamic, influenced by physical processes and human actions.

Progression step 2:

- I can describe the distinct physical features of places, environments and landscapes in ... the wider world.

Progression step 3:

- I can describe and locate places, environments and landscapes, including distinctive features and landforms, using map skills where appropriate.
- I can describe patterns of distribution of features in the natural world and begin to give reasons for these patterns.

Progression step 4:

- I can explain the complex features of places, environments and landscapes at a variety of scales, using map skills where appropriate.

Sustainable Palm Oil Pack - All ages

Activities:

Pupils could be asked to find answers to these questions:

Where in the world does palm oil grow?

What animals live there?

What is their habitat? And Why do they live there?

What has happened to this habitat, how has it changed?

How has palm oil endangered these animals?

What other threats do these animals face?

This gives teachers the opportunity to make links with the location of the wildlife in this non-European country to that of their local UK area:

Our natural world is diverse and dynamic, influenced by physical processes and human actions.

Progression step 1:

- I can recognise where places are and how they are distinct from and similar to each other.

Progression step 2:

- I can describe the distinct physical features of places, environments and landscapes in ... the wider world.
- I can identify some significant spaces, places and phenomena within the natural world.

Human and physical geography

KS2:

- Describe and understand key aspects of physical and human geography.

KS3 Locational knowledge:

- extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, includinghot deserts, key physical and human characteristics, countries....

KS3 Geographical skills and fieldwork:

- Build on their knowledge of globes, maps and atlases...

Progression step 3

- I can describe and locate places, environments and landscapes, including distinctive features and landforms, using map skills where appropriate.

Curriculum Links - Humanities

History of Palm Oil Image and Sustainable Palm Oil Pack Ages 7+

Activity:

Pupils could carry out a case study:

How have the islands of Sumatra and Borneo changed over the last 70 years?

Describe what it was like 70 years ago.

What is different now?

What impact has this had on the wildlife and the people living there?

<https://www.chesterzoo.org/schools/resources/sustainable-palm-oil-challenge/>

Our natural world is diverse and dynamic, influenced by physical processes and human actions.

Progression step 2: (This activity is more suited for PS2 pupils)

Learners need to know how to and be able to:

recognise that places change over time and suggest some reasons for this

Curriculum Links - History

Recommended Age 10-11 (Y6)

History of Palm Oil Image and Sustainable Palm Oil Pack Ages 7+

Activity:

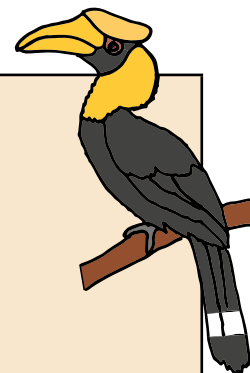
Pupils could carry out a case study:

How have the islands of Sumatra and Borneo changed over the last 70 years?

Describe what it was like 70 years ago.

What is different now?





What impact has this had on the wildlife and the people living there?
<https://www.chesterzoo.org/schools/resources/sustainable-palm-oil-challenge/>

History programmes of study:

KS1 and 2 – Aims: (This activity is more suited for KS2 pupils)

- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance...

This poster could be used

Curriculum Links – Languages / MFL

Curriculum Links – Languages, Literacy and Communication

Curriculum Links – Music

Recommended Age 7-9 (Y3&4)

Conga Notation - Ages 7 - 11

Activities:

Pupils could learn and perform the Palm Oil Conga.

Pupils could use instruments and their voices to mimic the sounds of the rainforest animals.

<https://www.chesterzoo.org/schools/resources/palm-oil-conga-notation/>

<https://www.chesterzoo.org/schools/resources/palm-oil-conga-singalong-video/>

KS2:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

Sustainable Palm Oil – Rap – Ages 7+

Activities:

Pupils could learn and perform the.

Pupils could use instruments and their voices to play along to the rhythm of the rap.

<https://www.chesterzoo.org/schools/resources/sustainable-palm-oil-science-rap/>

Curriculum links – Expressive Arts

Conga Notation - Ages 7 - 11

Activities:

Pupils could learn and perform the Palm Oil Conga.

Pupils could use instruments and their voices to mimic the sounds of the rainforests animals.

<https://www.chesterzoo.org/schools/resources/palm-oil-conga-notation/>

<https://www.chesterzoo.org/schools/resources/palm-oil-conga-singalong-video/>

Creative work combines knowledge and skills using the senses, inspiration and imagination.

Progression step 2:

- I can perform, produce, exhibit and share my creative responses in a variety of ways for different audiences on my own and with others.

Sustainable Palm Oil – Rap – Ages 7+

Activities:

Pupils could learn and perform the.

Pupils could use instruments and their voices to play along to the rhythm of the rap.

<https://www.chesterzoo.org/schools/resources/sustainable-palm-oil-science-rap/>

KS1:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically

KS2:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

Creative work combines knowledge and skills using the senses, inspiration and imagination.

Progression step 1:

- I can work on my own and with others, to share or present my creative work.

Progression step 2:

- I can perform, produce, exhibit and share my creative responses in a variety of ways for different audiences on my own and with others.

Curriculum Links - *Physical Education*

Curriculum Links - *Health and Well-being*