

# Sustainable palm oil

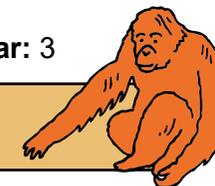
Conservation

Term: Spring/Summer

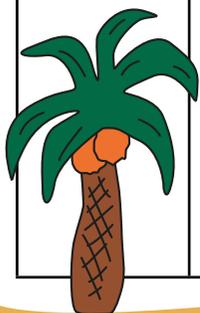
Subject: English 1

Topic: animal affected by deforestation in Borneo and Sumatra

Year: 3



	National Curriculum Links	Overview	Assessment / Questions	Resources
LESSON	<p><b>Reading – Comprehension</b></p> <ul style="list-style-type: none"> <li>Retrieve and record information from non-fiction.</li> </ul> <p><b>Writing – Composition</b></p> <ul style="list-style-type: none"> <li>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 and discussing and recording their ideas.</li> <li>Draft and write by: Organising paragraphs around a theme using simple organisational devices [headings and sub-headings].</li> <li>Evaluate and edit by: Assessing the effectiveness of their own and others' writing and suggesting improvements.</li> </ul> <p><b>Learning Objective(s)</b></p> <ul style="list-style-type: none"> <li>To identify the focus for separate paragraphs.</li> </ul> <p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>I can identify the main idea for different paragraphs.</li> <li>I can summarise paragraph contents into specific sub-headings.</li> </ul>	<p><b>Prior learning</b></p> <p>Several lessons will be needed prior to this lesson as part of an English unit of work, focussing on report writing. Possible lessons include:</p> <ul style="list-style-type: none"> <li>Discussing the differences between fiction and non-fiction.</li> <li>Introducing fiction and non-fiction texts for the children to review, compare and contrast.</li> <li>Recognising the key features of a non-fiction text.</li> <li>Learning the key features of a non-chronological report and how to identify them.</li> <li>The children could practise retrieving information from a non-chronological report e.g. by answering questions on the text.</li> <li>The children could visit Chester Zoo to learn about the animals affected by deforestation in Borneo and Sumatra.</li> </ul> <p><b>Introduction</b></p> <p>The children may have visited Chester Zoo, or have learnt about how the orangutan is endangered in Science (see Y3 lesson plan on animal nutrition). If this is the case, review what they have learnt by asking, 'What do you know about endangered animals in Sumatra and Borneo?'/ 'Do you know how the orangutan is endangered in Borneo and Sumatra?'</p> <p>Show the children the following video, 'Let's celebrate the wonderful orang-utan', to encourage the perfect ambience for a lesson focused on the orangutan:  <a href="http://www.youtube.com/watch?v=ft2ntmJTm7Y">www.youtube.com/watch?v=ft2ntmJTm7Y</a></p> <p>Review the features of a non-chronological report using the resource 'presentation - features of a non-chronological report'. Ask the children, 'can you list the features of a non-chronological report?' The children should list these on whiteboards. Review lists using the presentation or the resource 'non-chronological report checklist'.</p> <p><b>Activities</b></p> <p>Introduce the fact that the children will be writing a report about an endangered animal, the orangutan, affected by the unsustainable palm oil production in Borneo. Show the</p>	<ul style="list-style-type: none"> <li>What do you know about endangered animals in Sumatra and Borneo?</li> <li>Do you know why the orangutan is endangered in Borneo and Sumatra?</li> <li>Can you list the features of a non-chronological report?</li> <li>Can you give an example of one of the main ideas in the fact cards?</li> <li>What kinds of questions have you devised for your sub-headings?</li> <li>Can you give three main ideas within the fact cards?</li> <li>Can you give an example of a question that you devised from one of the main ideas (for a sub-heading)?</li> <li>What information would be found under this sub-heading in your report?</li> <li>What do you think you will need to do to improve on the content of the report?</li> </ul>	<p><b>Prior learning resources:</b></p> <ul style="list-style-type: none"> <li>Fiction and non-fiction texts, comprehension tasks related to non-chronological reports.</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Presentation: 'The features of a Non-chronological Report'</li> <li>'Non-chronological report checklist'</li> <li>'Let's celebrate the wonderful orang-utan':  <a href="http://www.youtube.com/watch?v=ft2ntmJTm7Y">www.youtube.com/watch?v=ft2ntmJTm7Y</a></li> <li>'Palm oil: How is it affecting orangutans?'  <a href="http://www.bbc.co.uk/newsround/39514977">www.bbc.co.uk/newsround/39514977</a></li> <li>'Orangutan Fact Cards'</li> <li>'Palm Oil Fact Cards'</li> <li>Optional resource for more able learners; 'Important Facts about Sustainable Palm Oil'</li> <li>'Non-Chronological Report Plan' (photocopied on to A3 paper)</li> <li>IWB/ teacher whiteboard</li> <li>Teacher background learning website:  <a href="http://www.chesterzoo.org/schools/resources/palm-oil-perspectives-plantations/">www.chesterzoo.org/schools/resources/palm-oil-perspectives-plantations/</a></li> </ul>



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children the following news clip from 'Newsround':

'Palm oil: How is it affecting orangutans?'  
[www.bbc.co.uk/newsround/39514977](http://www.bbc.co.uk/newsround/39514977)

The children can be given differentiated fact sheets about the orangutan. See 'Orangutan Fact Cards' and 'Palm Oil Fact Cards'. The teacher may feel that it is appropriate to give only the four cards that focus on the orangutan. However, more able learners could possibly be given the differentiated fact card that focuses on the use of palm oil, to include information about why palm oil is grown. The cards will involve information about the orangutan, where it lives, what it eats, how it behaves and how it is being affected by the growth of unsustainable palm oil. Or you may wish to use a different set of fact cards for more able learners; to sort in to different categories: 'Important Facts about Sustainable Palm Oil'.

In pairs, the children should read the cards carefully and should try to identify the main ideas in the fact cards e.g. information about the orangutan's food, where they live. Model how to read the fact cards carefully, to work out the main ideas on the fact cards. Show how to write the main ideas for the fact card on post-it notes next to each card. Can the children change these ideas into questions for sub-headings e.g. What food does the orangutan eat? The children may decide to group different ideas under the one question. The questions should be written on whiteboards.

#### Mini plenary

Review what has been achieved by asking differentiated questions:

e.g. Can you give an example of one of the main ideas in the fact cards?

What kinds of questions have you devised for your sub-headings?

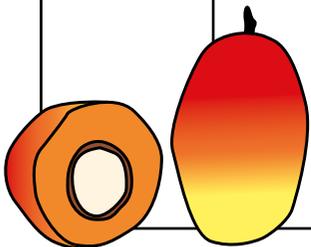
Collate examples of questions. It is envisaged that the questions/ sub-headings will be similar to the following:

- Introduction
- Where does the orangutan live?
- What does the orangutan need to survive/ eat?
- How does it behave?
- What are the threats to the orangutan?/ Why is unsustainable palm oil production affecting the orangutan?

Model inserting the sub-headings into a blank planning

#### Suitable resources for follow-up work:

- 'Sustainable Palm Oil Campaign Booklet'  
<https://www.chesterzoo.org/schools/resources/sustainable-palm-oil-campaign-booklet/>
- The Chester Zoo animal fact file: 'Bornean Orangutan'.  
<https://www.chesterzoo.org/schools/resources/animal-fact-file-bornean-orangutan/>
- WWF: Where do orangutans live? And Nine Other Orangutan Facts  
[www.worldwildlife.org/stories/where-do-orangutans-live-and-nine-other-orangutan-facts#:~:text=Orangutans%20are%20found%20only%20in,and%20building%20nests%20for%20sleep.](http://www.worldwildlife.org/stories/where-do-orangutans-live-and-nine-other-orangutan-facts#:~:text=Orangutans%20are%20found%20only%20in,and%20building%20nests%20for%20sleep.)
- Chester Zoo's video: What is deforestation?  
[www.youtube.com/watch?v=pQaLyo7qPul](http://www.youtube.com/watch?v=pQaLyo7qPul)





sheet, 'Non-chronological Report Plan'. (Shared write). Model how to insert the basic facts under each of the sub-headings on the planning sheet. Explain that more information may be added later. (N.B. the planning sheet could be photocopied on to A3 paper).

#### **Plenary**

Review example planning sheets created by the children. Review the learning objective and success criteria. Assess through differentiated questioning:

e.g. Can you give three main ideas within the fact cards?  
Can you give an example of a question that you devised from one of the main ideas (for a sub-heading)?  
What information would be found under this sub-heading in your report?  
What do you think you will need to do to improve on the content of the report?

The children shall hopefully be able to predict that they will be using further resources to add information to their plan, before writing the report.

#### **Possible ongoing work**

Following modelling by the teacher, the children will add further information in their planning sheets under each of the sub-headings and in the summary paragraph.

Suitable resources:  
'Sustainable Palm Oil Campaign Booklet'  
<https://www.chesterzoo.org/schools/resources/sustainable-palm-oil-campaign-booklet/>

The Chester Zoo animal fact file: 'Bornean Orangutan'.  
<https://www.chesterzoo.org/schools/resources/animal-fact-file-bornean-orangutan/>

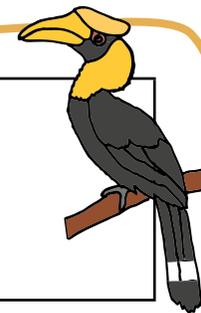
WWF: Where do orangutans live? And Nine Other Orangutan Facts  
[www.worldwildlife.org/stories/where-do-orangutans-live-and-nine-other-orangutan-facts#:~:text=Orangutans%20are%20found%20only%20in,and%20building%20nests%20for%20sleep.](http://www.worldwildlife.org/stories/where-do-orangutans-live-and-nine-other-orangutan-facts#:~:text=Orangutans%20are%20found%20only%20in,and%20building%20nests%20for%20sleep.)

What is deforestation?  
[www.youtube.com/watch?v=pQaLy07qPul](http://www.youtube.com/watch?v=pQaLy07qPul)



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		<p>The teacher will model, using shared writing, how to use the planning sheet to write a report. (See 'The features of non-chronological reports').</p> <p>The children could write a report on the rights of orangutans in the rainforest of Borneo. (See Y3 English lesson plan 2).</p>		
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### Additional notes:

You may wish to 'explore the dense jungles of South East Asia' by visiting Chester Zoo's Monsoon Rainforest with your pupils.

See more details here: [www.chesterzoo.org/whats-here/monsoon-forest/](http://www.chesterzoo.org/whats-here/monsoon-forest/)

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