

Sustainable palm oil

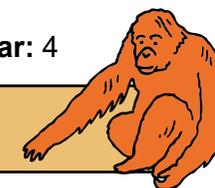
Conservation

Term: Autumn/ Spring/ Summer

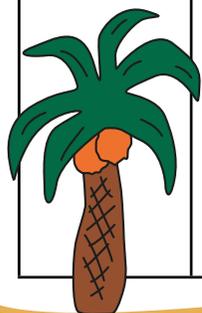
Subject: Geography 1

Draw a basic sketch map identifying physical and human geographical features.

Year: 4



	National Curriculum Links	Overview	Assessment / Questions	Resources
LESSON	<p>Geography Locational Knowledge</p> <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. <p>N.B. Although the sketch maps drawn in this lesson are not drawn of the local area, they provide a means to study the physical geography of the rainforest (South America) and to teach the skills needed, prior to creating sketch maps of the local area.</p> <p>Learning Objective(s)</p> <ul style="list-style-type: none"> To draw a basic sketch map identifying physical and human geographical features. <p>Success Criteria</p> <p>I can:</p> <ul style="list-style-type: none"> Draw an aerial view sketch map including the basic map features: 	<p>Prior learning</p> <p>See cross curricular Year 4 work on the rainforest and sustainable and unsustainable palm oil plantations.</p> <ul style="list-style-type: none"> English lessons related to comparing and contrasting sustainable and unsustainable palm oil plantations, when: <ul style="list-style-type: none"> oil palm plantation farmers are faced with changing farming to more sustainable methods encouraging a CEO of a supermarket chain to only stock products containing sustainable palm oil. Studying deforestation in the rainforest, its causes and consequences. Lessons involving comparing and contrasting the UK with South America using maps/ aerial photographs and satellite images e.g. studying the location of major cities and towns in the UK and contrasting to a map of South America; comparing UK rivers in the UK with those in South America, in particular those that pass through the rainforest. <p>Science lessons related to the fact that environments can change and that this can sometimes pose dangers to living things.</p> <p>Introduction</p> <p>See Presentation: 'Studying human and physical features of the rainforest using aerial photos and sketch maps' to guide the teaching and learning during the lesson. Introduce the learning objective and success criteria for the lesson. See slide 2.</p> <p>Introduce the terms 'physical geographical features' and 'human geographical features' using slide 3. The children are shown a slide showing an image with these features. If the slide is clicked the following question is asked:</p> <p><i>'Which features do you think may be physical geographical features?'</i></p>	<ul style="list-style-type: none"> 'Which features do you think may be physical/ human geographical features?' 'Which physical/ human features can you see?' 'If you had been given more time, what could you have included in your sketch maps?' 'What is an aerial photograph?' 'What view did you use for your sketch map?' 'Can you give an example of a physical feature and a human feature?' 'What human/ physical features did you include in your sketch map?' 'Can you give an example of a sketch map feature?' 'What sketch map features did you need to include in your sketch maps?' 'What impact had humans had on the environment?' How might you have drawn the sketch map before humans had affected this area of land?' 	<ul style="list-style-type: none"> Google Maps. Presentation: 'Studying human and physical features of the rainforest using aerial photos and sketch maps'. Worksheet: 'Identifying physical and human features on an aerial photograph'. Worksheet 'Aerial photograph of the rainforest'. A4 paper for the Amazon rainforest sketch map and pencil.



- title
- simple lined drawings for buildings/ structures.
- labels (and possible annotations)
- 'Not to scale'
- Indicate physical and human geographical features.

Review and discuss the children's suggestions for which features are 'physical features' on the image. It should be made clear that physical features are the natural features (such as the forest, mountain, vegetation, rivers, seas etc.). Physical features can also refer to the climate and its effects. (This explanation of physical geographical features is revealed when the slide is clicked again).

When slide 3 is clicked again, the children are asked:

'Which features do you think may be human geographical features?'

Review and discuss the children's suggestions for which features are 'human features' shown on the image. The children should learn that the human features include those created by humans or those caused by human interaction with nature *e.g. buildings and farmland planted as a result of deforestation e.g. unsustainable oil palm plantations*. (This explanation of human geographical features is revealed on the slide, when clicked again).

Introduce activity 1. See slide 4.

Activities

Activity 1:

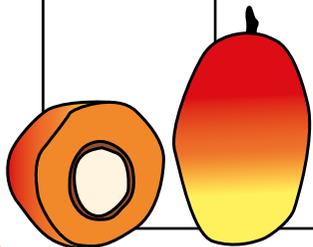
The aerial photograph of a rainforest should be shown to the children on slide 4 of the Presentation. Indicating the aerial view photograph, the children should be asked:

'From where do you think this image is taken and why?'

Hopefully, from work covered in previous sessions on the Amazon Rainforest/ oil palm plantations, the children may be able to give reasons for their choice.

Emphasise that in Indonesia and Malaysia a huge amount of deforestation has occurred since the 1960s. However, recent regulations encouraged by the RSPO (Roundtable on Sustainable Palm Oil) have encouraged more sustainable methods of farming and RSPO certification to show plantations are sustainably farmed. It is hoped that in the future, more plantations will use land already deforested for other reasons, such as cattle farming or agriculture and wildlife corridors will be encouraged. If time allows, locate the main region shown on the photo using Google Maps. The children will be shown the questions:

'Which physical features can you see?'





'Which human features can you see?'

To answer these questions, the children will be asked to label the human and physical features on their own copies of the photograph shown on the worksheet: 'Identifying physical and human features on an aerial photograph'. The children may work in pairs or as a group.

Mini Plenary

The children will feedback which features on the image are physical features and which are human features. For each response, relate to the information about these features shown on slide 3, in order for the children to understand whether they have labelled the image correctly.

On slide 5 the same aerial photograph from slide 4 is shown. Using this slide, demonstrate how to create a basic sketch map, showing the main physical and human geographical features. A basic sketch map should include features/ landmarks such as river(s), road(s), forest, buildings, farmland/ deforested land etc. However, only main and essential features should be included and the sketch should not be detailed (e.g. a few trees should be drawn to represent the forest, not all!) within a drawn frame. The sketch map should also include labels and possible annotations. A suitable annotation could be 'Deforested land due to removal of trees for possible cattle grazing, logging or agriculture.'

Introduce the main activity, shown on slide 6.

Activity 2:

The children should create a simple sketch map of a landscape from an aerial photograph. See slide 6. They could carry out the activity individually or in pairs, adding only the essential information. See worksheet: 'Aerial photo of the Rainforest' on which is the image from slide 6.

The work should be differentiated according to ability (see slide 6):

* Sketch the main features/ landmarks that you see within the frame e.g. rivers, forest, buildings, deforested land etc. Label the physical and human features.

** Also label the main features (e.g. river, forest).

***See all the above. Annotate where possible (e.g. Deforested land is cut down for farming).

*N.B. There is the opportunity for children to extend their work themselves e.g. those doing * work to include labels*

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on their sketch maps, if they feel able.

Plenary

Show slide 7. Review the learning objective. Show an example sketch map of the photograph used for activity 2. Ask the children to check their work against the success criteria with another individual or pair of children. Review as a class.

See slide 8. Ask the children:

'If you had been given more time, how could you have improved upon your sketch map? What else could you have included?'

Following responses by the children, taking account of what time had been available, discuss further features. The children could have included a key. How might the children have included a north arrow, for instance? (E.g. looking at local maps, standing at the specific site and using a compass etc.)

Ask differentiated questions e.g.:

'What is an aerial photograph?'

'What view did you use for your sketch map?'

'Can you give an example of a physical feature and a human feature?'

'What human features did you include in your sketch map?'

'What physical features did you include in your sketch map?'

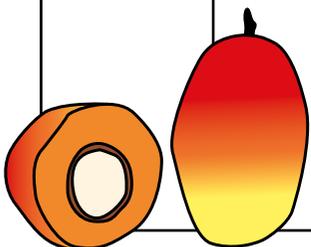
'Can you give an example of a sketch map feature?'

'What sketch map features did you need to include in your sketch maps?'

'What impact had humans had on the environment? How might you have drawn the sketch map before humans had affected this area of land?'

Possible ongoing work

See follow up Geography lesson 2. The children will create sketch maps of their school grounds. They will contrast the aerial view of their local area with that of the of the rainforest.





The children can create aerial view sketch maps to show their route to school.

The children can compare and contrast local sketch maps with local maps e.g. OS maps.

Horizontal view sketch maps of the school, local area or a place visited to present the human and physical features e.g. in relation to Science work exploring the human impact on the local environment.

Use of letter/no. co-ordinates on maps to help others locate features. Possibly begin to use 4 figure grid references with OS maps.

