

Sustainable palm oil

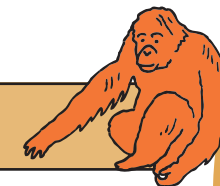
Conservation

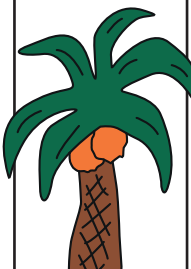
Term: Autumn/ Spring/ Summer

Subject: Geography

Topic: Creating a sketch map of a hypothetical sustainable oil palm plantation

Year: 6



	National Curriculum Links	Overview	Assessment / Questions	Resources
LESSON 	<p>Geography</p> <p>Place knowledge</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. <p>Human and Physical Geography</p> <ul style="list-style-type: none"> Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> 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>Learning Objective(s)</p> <ul style="list-style-type: none"> To create a sketch map to show land use of a sustainable oil palm plantation. <p>Success Criteria</p> <p>I can include the:</p> <ul style="list-style-type: none"> Title Simple line drawings At least three features found only on a sustainable plantation e.g. wildlife corridor. 	<p>Prior learning</p> <ul style="list-style-type: none"> See Geography lesson: 'Comparing and contrasting a sustainable and unsustainable oil palm plantation' that needs to occur prior to this one. Both lessons may form part of a unit of work around the subject of America, North and South America. The children should have been introduced to local maps and UK Ordnance Survey maps, studying keys/ legends prior to this lesson. The children should then be able to include a detailed key for the sketch map in this lesson. (See Y4 Geography lesson: 'To create a sketch map using a key'). The children should also have studied scale through observation of local and OS maps and observed how scale changes the detail of the maps produced. They will have used the scale on maps to estimate distances. This activity should apply the children's learning of scale in the creation of a hypothetical sketch map of an oil palm plantation. (See Y5 Geography lesson 'Drawing scaled rainforest maps') See English and other cross-curricular work on sustainable/ certified sustainable palm oil. <p>Introduction</p> <p>The PowerPoint: 'Creating a sketch map of a sustainable oil palm plantation' should be used to guide the teaching of the lesson.</p> <p>See slide 2. The children will be reminded about sketch maps and the fact that they are sketches of an area that show the main physical and human features. The children will be asked:</p> <p><i>'When might you need a sketch map?'</i></p> <p>Following responses, it should be made clear that sketch maps are generally used during fieldwork or drawn from aerial photographs to show the main land use. They will be told that sketch maps can be drawn from above (an aerial view) or from ground level (a horizontal view).</p> <p>See slide 3. To remind the children of the term 'aerial view', the children can be shown the aerial view of the</p>	<ul style="list-style-type: none"> When might you need a sketch map? From your previous work on sketch maps, which sketch map features do you need to include? Can you give me at least one feature that shows your plantation to be a sustainable plantation? What sustainable oil palm plantation features did you label on your map? Can you show me how you used a key to represent a feature on your map? Can you read out examples of annotations that explained why certain features showed sustainable farming? What does the scale on your map mean? Can you explain how to work out the length of the school building using the scale shown on your map? 	<ul style="list-style-type: none"> PowerPoint: 'Creating a sketch map of a hypothetical sustainable oil palm plantation.' Paper, pencils and pens

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- Key
- Labels
- Annotations
- 'Approximate scale' / 'Not to scale'

rainforest using a satellite image. It may be possible to draw over areas of the satellite image to show how an aerial view sketch map can be created.

See slide 4: 'What are types of features shown on sketch maps?'

Ask the children:

'From your previous work on sketch maps, which sketch map features do you need to include?'

Clicking on features on the map that the children indicate should reveal the features, written on the screen, e.g. clicking on the key will reveal 'key' etc. N.B. See notes at the bottom of the screen to show where to click.

CZ is to complete the list in the teacher's notes, being specific as to where to click on the screen, if for instance there is more than one building etc.

A discussion of a suitable scale should occur, worked out by estimating distances and lengths of parts of the plantation. (See prior learning). The children should then compare their scale to the Chester Zoo scale that is revealed when 'Scale' is clicked at the bottom of the screen. Estimated distances and lengths can be worked out again, if necessary, for different parts of the plantation.

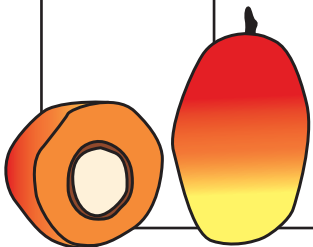
Introduce activity.

Activities

See slide 5. Introduce the learning objective: 'To create a sketch map to show land use of a sustainable oil palm plantation.' Explain that the children will need to apply their knowledge of a sustainable oil palm plantation when planning and creating their sketch map of a sustainable oil palm plantation.

Show slide 6. This gives an example sketch map, showing an unsustainable oil palm plantation. Show each part of the map in detail, highlighting all the main sketch map features that the children need to include in their sketch maps. Also, indicate the plantation features. Focus on the labels and annotations, to model how the children should label and annotate their own sketch maps. Make it clear that their sketch maps will need annotations to show that the plantation is sustainable; the example gives annotations to show that the plantation is unsustainable.

Use slide 7 to introduce the success criteria.





Explain what you expect from the children. See teaching notes for added information, not shown on the slide. (The work will be differentiated):

*The children are to draw a sketch map and include a title, key and labels and at least 3 features of a sustainable oil palm plantation. These children can work in pairs.

**Additionally, the children should try to indicate an approximate scale and annotations to explain why the plantation is sustainable e.g. 'Wildlife corridor included, connecting the animals to different areas of the rainforest.'

*** See above. The children should look back at previous learning/ research to add information to their annotations

Plenary

Review the learning objective and success criteria. Encourage children to share their work with another individual or pair of children. They should check their work against the success criteria. The children should provide feedback on what they have achieved to the rest of the class. Ask differentiated questions:

'Can you give me at least one feature that shows your plantation to be a sustainable plantation?'

'What sustainable oil palm plantation features did you label on your map?'

'Can you show me how you used a key to represent a feature on your map?'

'Can you read out examples of annotations that explained why certain features showed sustainable farming?'

'What does the scale on your map mean?'

'Can you explain how to work out the length of the school building using the scale shown on your map?'

Possible ongoing work

Possibly reproduce (a section of?) the map and add co-ordinates for people to locate specific areas.

See other suggested Geography lessons linked to map work and the rainforest.

