



# **POLLUTION IS THE PROBLEM**

**Can we be the solution?**



# INTRODUCTION

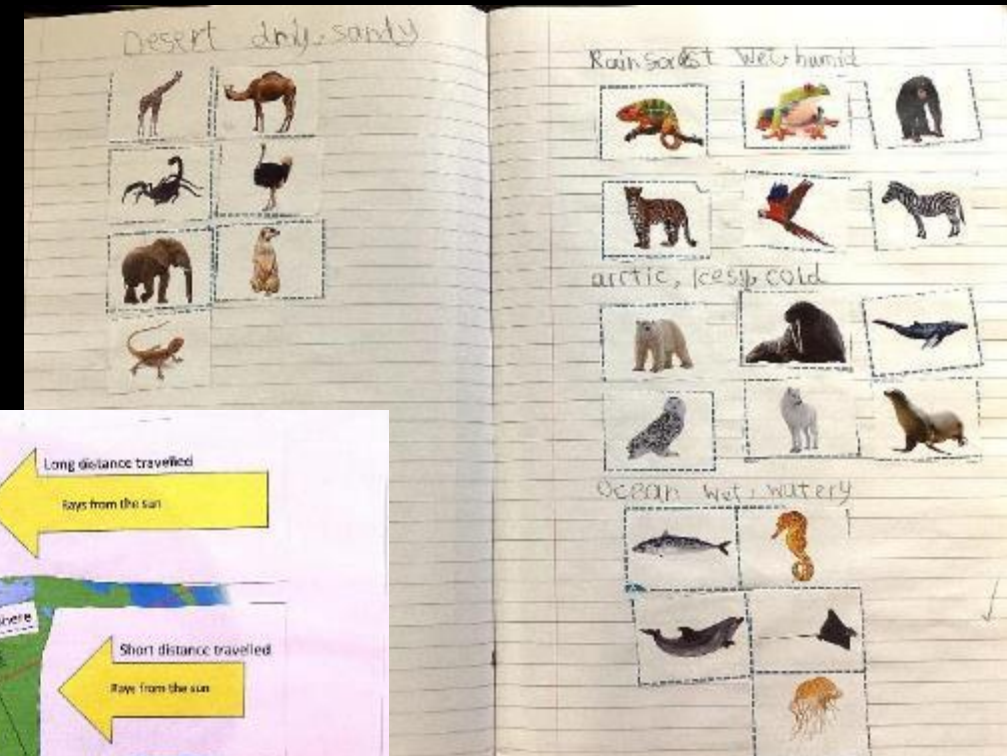
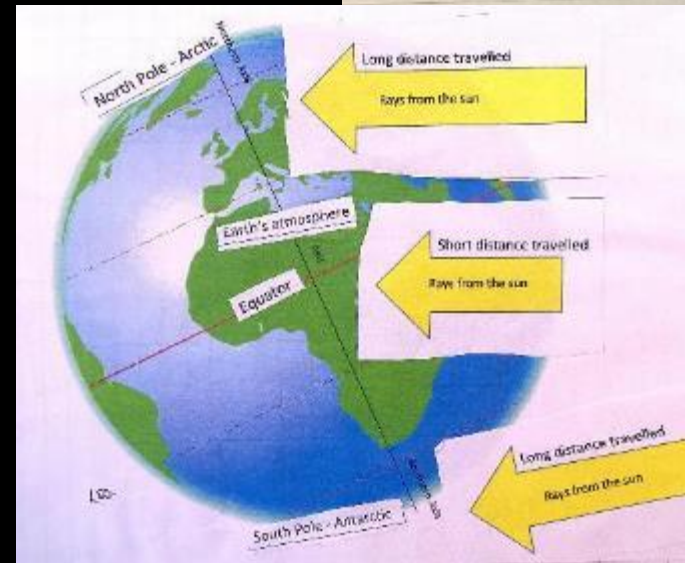
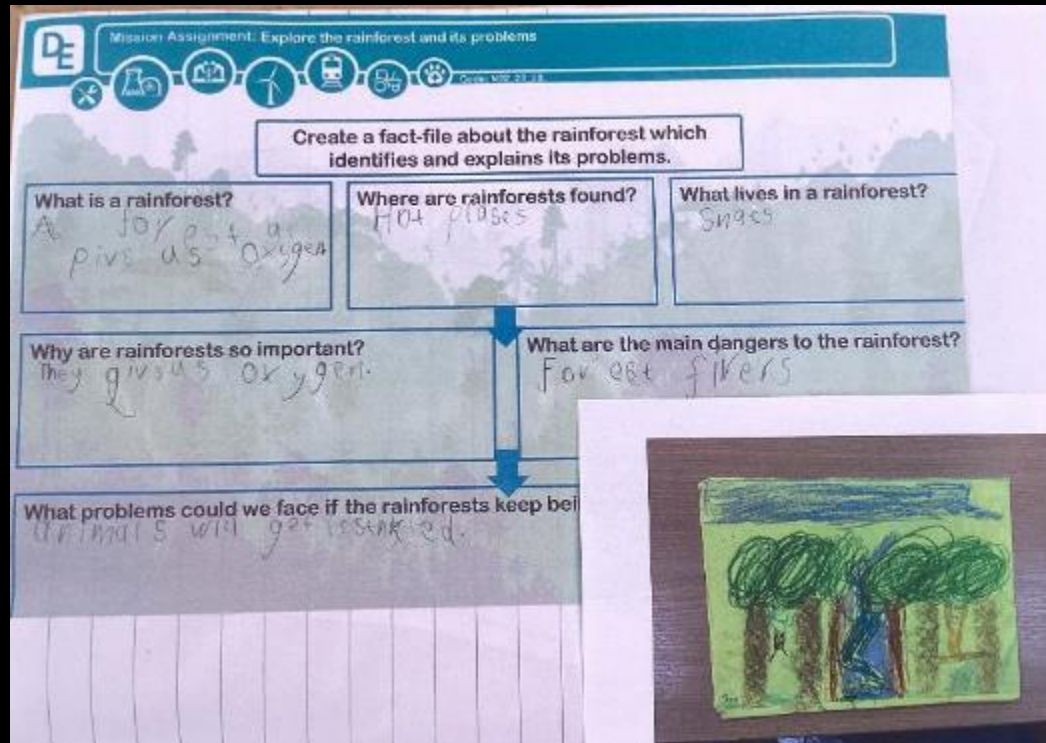
The children at our schools are very interested in the environment and finding out about how we can protect our world.

Our learning theme last term was 'Ice Explorers' and as part of that we found out much more about the threats to the environment – natural and man-made – as well as what we can do to help.

This project includes work in English, maths, science, geography, PSHE and RE. We worked within our school and also with the Lindisfarne National Nature Reserve to take action!

# WHERE DID WE START?

The children had been learning about the Polar regions, animal adaptations, habitats and climate zones around the world.





# THE CHILDREN CARRIED OUT RESEARCH ABOUT ANIMALS

Monday 12th February 202  
Wolves

K52 English - Non Chronological Report

I can write a NCR using the features & information I have researched.

I can use fronted adverbials in 'opinion' sentences in my report.

PRODUCTION

1755

EDITING

2000

DESIGN

2000

REVISION

2000

Appearance

Wolves are <sup>which have</sup> ~~double coated~~ <sup>means</sup> they have long <sup>tough</sup> ~~soft~~ <sup>fur</sup> to keep them and water out. The ~~both~~ <sup>both</sup> coats ~~soft~~ <sup>are</sup> and keeps the wolf warm. In the summer they shed their coat in the summer so they don't get too warm. Wolves coats are a mix of grey, white, black and red. A wolf's weight is between 22 Kg to 50 Kg.

## Family

Wolves live in packs. In a pack there are ~~normally~~ <sup>usually</sup> six to ten wolves. In a pack, ~~Did you know~~ <sup>Did you know</sup> wolves live in packs so they ~~are~~ <sup>are</sup> able to hunt their prey.

Diet

Wolves diet is elk, deer and moose. Wolves would ~~eat~~ <sup>eat</sup> small birds and fish.

Did you know

Wolves hold to ~~Amurcat~~ <sup>Amurcat</sup> with elk. The ~~howl~~ <sup>howl</sup> can be heard six miles away. You will not know that a wolf howl can show the ~~of~~ <sup>of</sup> love. That's amazing. Care!

Habitat

Wolves live in a range of habitats. Wolves live in the forest, ~~over~~ <sup>over</sup> mountains, ~~craps~~ <sup>craps</sup>, ~~like~~ <sup>like</sup> tundra, ~~plains~~ <sup>plains</sup>, ~~grass~~ <sup>grass</sup> lands and wet lands.

Threats to wolves

Humans have been ~~threats~~ <sup>threats</sup> to wolves. So wolves have been ~~challenged~~ <sup>challenged</sup> ~~species~~ <sup>species</sup> in some parts of history.

## Glossary

- Apex predator** - A predator with no predators.
- Amurcat** - It means walk to elcher.
- Habitat** - where it lives.
- Prey** - what it eats.
- Shed** - lose a coat of fur.
- Growl** - the wolf's fur.

Did you know

There is a wolf is a ~~wolf~~ <sup>wolf</sup> ~~predator~~ <sup>predator</sup>

# DYNAMIC EARTH

We visited Dynamic Earth in Edinburgh and the children found out about the different biomes on our planet and the older children (Key Stage 2) had a workshop all about Plastics in our Environment. They learned about how long they take to break down and how microplastics get into our food chain.





To see our video of the Key Stage 2 children on our visit to  
Dynamic Earth [click here](#)



come to dynamic earth.

At Dynamic Earth you can learn a lot of things. There's a big screen and you can see a lot of things.

There's a time machine and it's like a car.

The time machine has a special chair and you can sit in it.

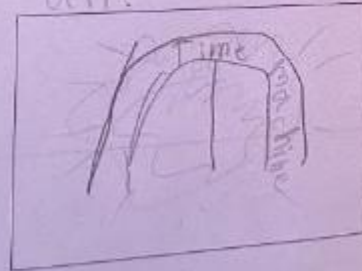


This is the time machine.



Come on it to the time machine! Come down in time to explore

When the world was created, evolution and The Big Bang! Come to Dynamic earth to experience this all!



Did you know? Micro plastic is becoming a part of the food chain.

first the micro plastic is drunk in the sea then plankton eats it then shrimp eat the plankton then cod eat

the shrimp then people eat fish and chips. Every one has plastic in them. If you come to Dynamic earth you can get good experience. you can watch a 3d movie.



My favorite bit of Dynamic Earth is The 3D flight to the rainforest. we went through the Arctic, in the Mediterranean Sea, past the dry hot desert and then finally we reached it in the rainforest but we crashed into trees.



In the rainforest we saw lots of animals like tigers, snakes, chimpanzees and crocodiles. The reason how we got through different areas was because we were in a time machine. We also learned about micro plastic and how we have plastic in our stomachs.


We went into a special room where we could touch an ice burg. we watched some penguins swim. The ice burg was real! We learned about Geology which is about rocks and how old they are. We could actually touch the rocks. I even saw real sandstone! There were lots of different types of stones.





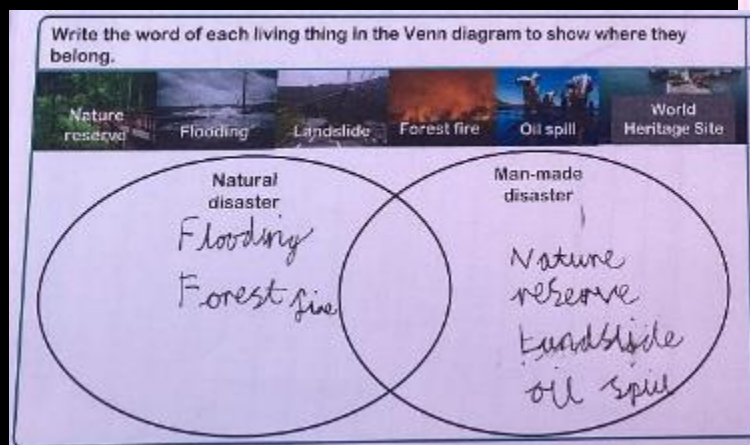
# BACK AT SCHOOL THE OLDER CHILDREN DID WORK IN SCIENCE ABOUT CONSERVATION AND POLLUTION

Discuss the impact of each type of water pollution in the table below	
Water pollution type	Impact
Sewage pollution	We would drink the water and fish would die and we would have germs and sewage in our stomachs. <small>Good.</small>
Chemical pollution	The chemicals would slip into the ocean and the fish would die and will rot in the ocean and the ocean will be <u>dirty</u> .
Oil pollution	The oil will go in the ocean and birds will get stuck in it.
Plastic pollution	Plastic will go into sea animals and we will eat them.



Why is rubbish a danger to wildlife?


because lots of species of animals will eat the and get stuck and



Changes to the environment can be natural or caused by humans.

Use the word bank to sort each example into the correct part of the table

Natural	Human-made
<p>earthquakes</p> <p>wildfires</p> <p>storms</p>	<p>pollution</p> <p>urbanisation</p> <p>deforestation</p>



Why is rubbish a danger to wildlife?

It could trap them. And they could die.



Discuss the impact of each type of water pollution in the table below	
Water pollution type	Impact
Sewage pollution	When the sewage water goes to pond the fish and eat it so when we eat fish and chips we have sewage water in us/on us.
Chemical pollution	When the farmers are we watering their crops they have chemical in the water.
Oil pollution	When we are disposing oil it might sink in to the sea.
Plastic pollution	Plastic goes in to the sea and fish and more get stuck in it.

Discuss the impact of each type of water pollution in the table below	
Water pollution type	Impact
Sewage pollution	The sewage water goes into the sea. ✓
Chemical pollution	People who do not have traps drink the chemicals. ✓
Oil pollution	Oil spills into the sea and fish die. ✓
Plastic pollution	Fish can get trapped in the plastic bags. ✓

Discuss the impact of each type of water pollution in the table below	
Water pollution type	Impact
Sewage pollution	It is poison for all the fish. ✓
Chemical pollution	Water gets contaminated. ✓
Oil pollution	Kills birds and animals. ✓
Plastic pollution	It harms the animals. ✓

Discuss the impact of each type of water pollution in the table below	
Water pollution type	Impact
Sewage pollution	Dirty water people drink the water then get sick. ✓
Chemical pollution	rain washing chemicals in to the sea fish drink and get sick. ✓
Oil pollution	oil spills on to seaweed and birds get stuck. ✓
Plastic pollution	Plastic bags get eaten and the animals will die. ✓

Discuss the impact of each type of water pollution in the table below	
Water pollution type	Impact
Sewage pollution	dirty water gets into the rivers. ✓
Chemical pollution	It goes into rivers. ✓
Oil pollution	Kills birds and fish. ✓
Plastic pollution	single uses plastic is bad. ✓

Discuss the impact of each type of water pollution in the table below	
Water pollution type	Impact
Sewage pollution	Fish die. ✓
Chemical pollution	Water gets dirty. ✓
Oil pollution	can hurt birds. ✓
Plastic pollution	It can hurt the animals. ✓

Discuss the impact of each type of water pollution in the table below	
Water pollution type	Impact
Sewage pollution	the fish and other animals will drink it and die. ✓
Chemical pollution	the chemicals in the water will make the fish and other animals die. ✓
Oil pollution	it will kill some of the animals. ✓
Plastic pollution	animals will get stuck and die. ✓



## All About Penguins Writing Activity

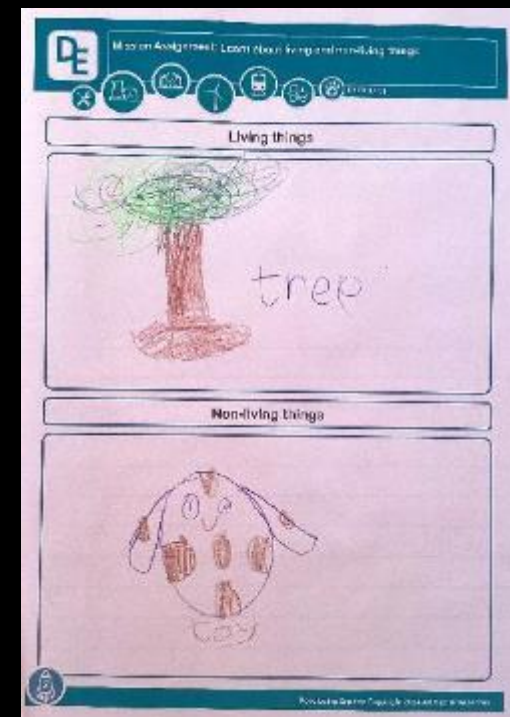
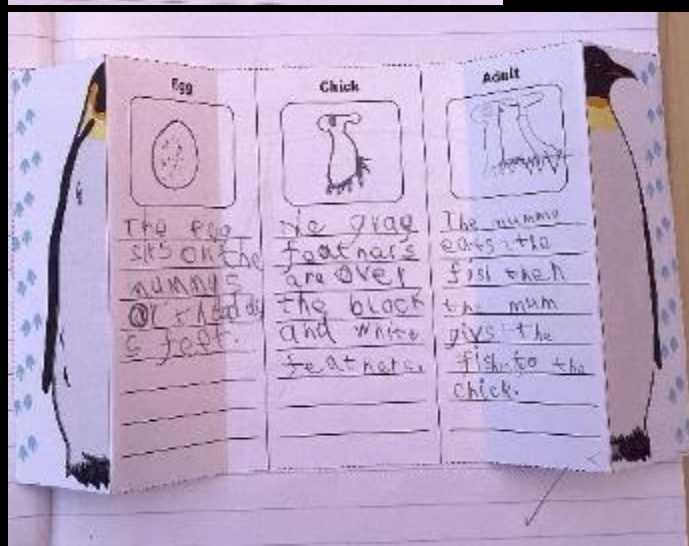
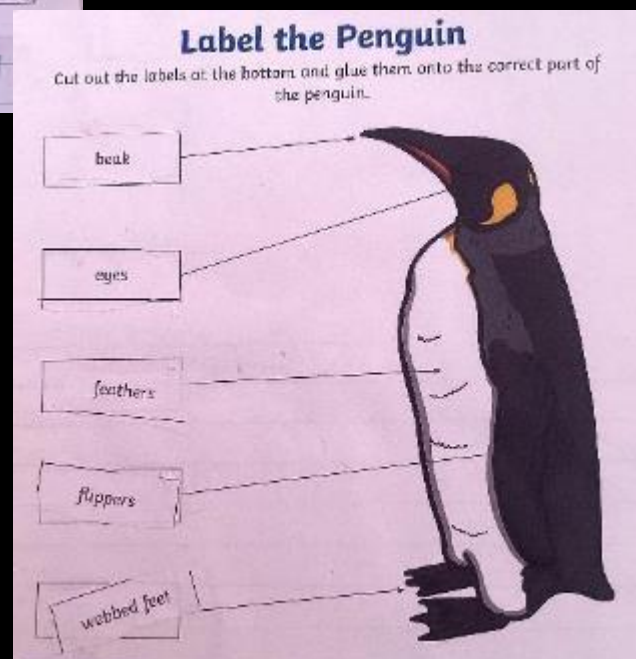
Write some sentences about this penguin picture.  
Use the boxes at the top to help you.



Penguins swim, dive  
and <sup>keep</sup> their eggs warm  
while the mums  
go to get the fish.  
Penguins live in Antarctica.

Super! I Theo wrote this independently using  
word bank to help with spellings.

# THE YOUNGER CHILDREN FOUND OUT ABOUT LIVING THINGS, HABITATS AND OUR ENVIRONMENT





## People and Their Environments

People all over the world live in different environments. The environment in which people live affects how they live their daily life.

Look carefully at each picture of a different environment and write a sentence to explain how it affects the people who live there.



The Environment  
people in the  
desert will wear  
white trousers  
and t-shirts.



people in the  
snow will wear  
heavy coats and  
hats.



people at the  
beach will wear  
shorts, swimwear  
and towels.

## People and Their Environments

People all over the world live in different environments. The environment in which people live affects how they live their daily life.

Look carefully at each picture of a different environment and write a sentence to explain how it affects the people who live there.



The weather is hot  
people have  
built a sand house.



The weather is  
cold. People wear  
heavy coats.

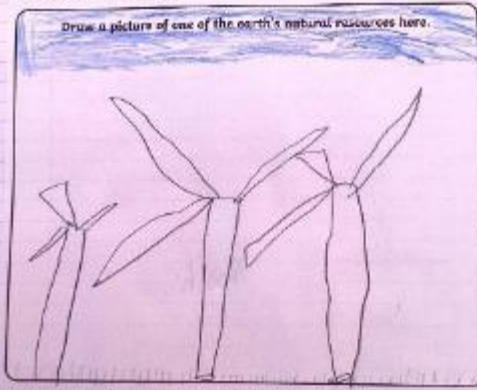


The weather is warm.  
People go swimming  
and sunbathing.

## How It Is Used

People use the earth's natural resources in lots of ways. We use them to help us live and enjoy our lives.

Draw a picture of one of the earth's natural resources here.



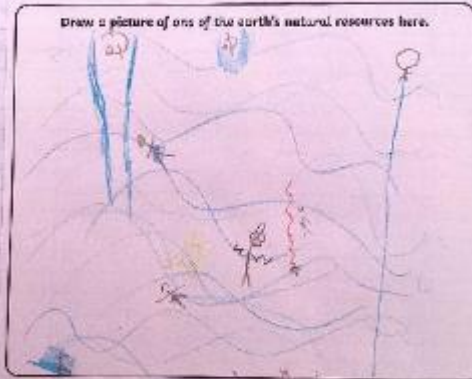
How is the natural resource you have drawn used by people?

Makes wind and electricity  
to warm up like switches and  
heaters also electric blanket.

## How It Is Used

People use the earth's natural resources in lots of ways. We use them to help us live and enjoy our lives.

Draw a picture of one of the earth's natural resources here.



How is the natural resource you have drawn used by people?

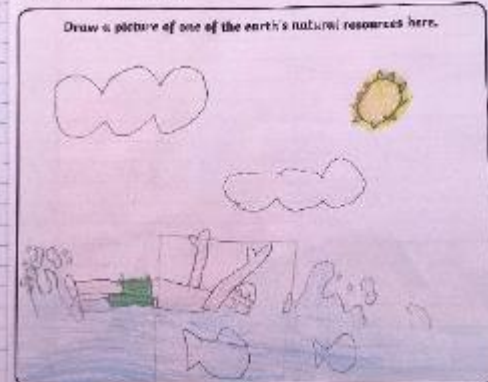
people drink water  
have fun and swim

# THEY LEARNED ABOUT OUR NATURAL RESOURCES AND HOW THEY ARE USED.

## How It Is Used

People use the earth's natural resources in lots of ways. We use them to help us live and enjoy our lives.

Draw a picture of one of the earth's natural resources here.



How is the natural resource you have drawn used by people?

This man is swimming in the water  
the water is as blue as the  
sky and very bright.  
you can use water for drinking.

## HOW IT IS USED

People use the earth's natural resources in lots of ways. We use them to help us live and enjoy our lives.

Draw a picture of one of the earth's natural resources here.



How is the natural resource you have drawn used by people?

It was give us oxygen to keep us and to  
build things houses



# THE CHILDREN DISCUSSED CLIMATE CHANGE AND DESIGNED CONSERVATION AREAS



Use this sheet to help you design your conservation area

1. What does your conservation area aim to protect?  
For example, will it look after one endangered species or will it protect a whole area which many species live in?  
*Seals and other animals in the ocean*
2. Where is your conservation area?  
*Scotland near the Loch Ness*
3. What plants and animals live there?  
*birds and other and trees, animals*
4. How will you protect the wildlife in your conservation area?  
*no more people can go to catch them that they get upset what to do*

Use this sheet to help you design your conservation area

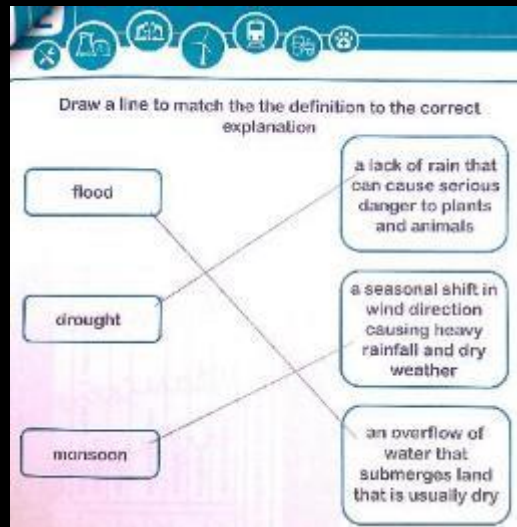
1. What does your conservation area aim to protect?  
For example, will it look after one endangered species or will it protect a whole area which many species live in?  
*I would protect the ocean and the sea life of endangered animals are in the ocean because of plastic.*
2. Where is your conservation area?  
*In the Pacific Ocean, Oceania*
3. What plants and animals live there?  
*Sharks, Whales, Seals, coral reefs and turtles*
4. How will you protect the wildlife in your conservation area?  
*I would put signs and flags saying 'protected area please only look not touch'. I would put a sign on the animals with a number inside the sign so I can see what is happening. Great idea!*

Use this sheet to help you design your conservation area

1. What does your conservation area aim to protect?  
For example, will it look after one endangered species or will it protect a whole area which many species live in?  
*A lake and it will protect a lot of different animals*
2. Where is your conservation area?  
*England, Mountains and the*
3. What plants and animals live there?  
*Deer, rabbits, horses, sheep, snakes, monkey and other things*
4. How will you protect the wildlife in your conservation area?  
*Stop people from taking animals and save animals from getting stuck, wherever*

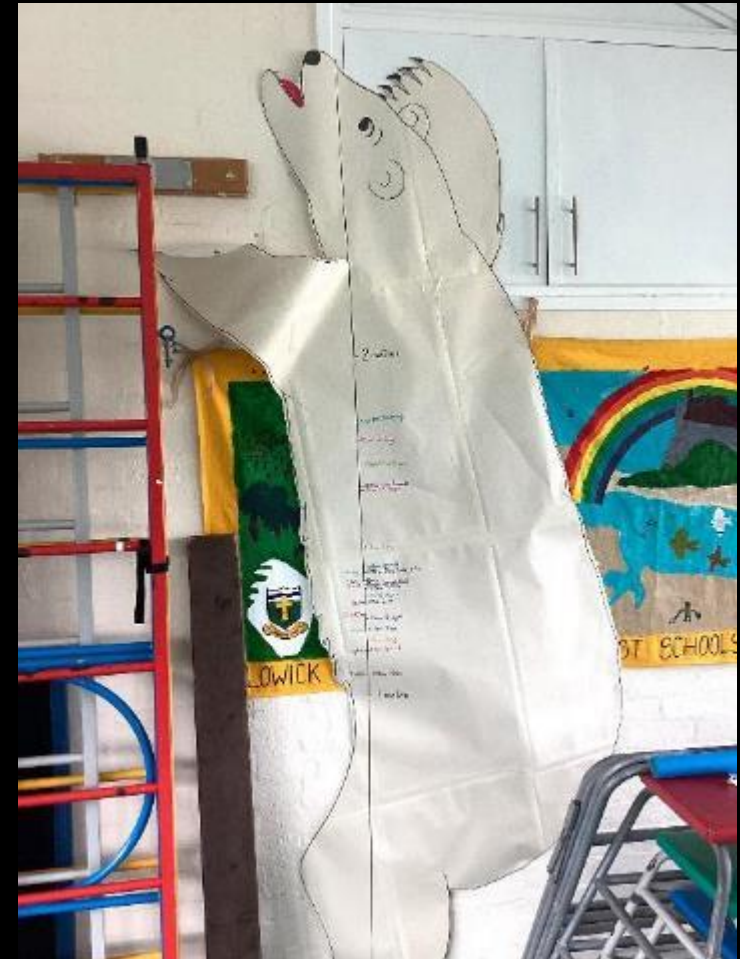
Use this sheet to help you design your conservation area

1. What does your conservation area aim to protect?  
For example, will it look after one endangered species or will it protect a whole area which many species live in?  
*it will protect 1 endangered species and other that are endangered*
2. Where is your conservation area?  
*the Amazon R. in forest Amazon*





# WE HAD A POLAR BEAR 'STEAM' DAY





[illegible][illegible]

We learned that polar bears travel long distances and their habitats are under threat.



THE CHILDREN CREATED AN INFORMATION  
VIDEO ABOUT POLAR BEARS  
(PLEASE [CLICK HERE](#) TO WATCH OUR VIDEO)





# WE TOOK PART IN THE BIG PLASTIC COUNT

As part of action by Greenpeace the children and staff counted how much plastic they threw away over a week – tallying the amounts in different categories.

We learned what happens to the plastic we throw away – some of it ends up in the sea. This matched what we had been told at Dynamic Earth.



# NOW WE HAVE THE KNOWLEDGE – POLLUTION IS A PROBLEM! **WHAT CAN WE DO?**



We recycle in school.  
We have a crisp  
monster to help us to  
remember to recycle  
our crisp packets.

We have a toy swap  
box so the children  
can re-use toys they  
no longer play with.



# LET'S BE THE SOLUTION!

We joined up with the Lindisfarne National Nature Reserve and took part in a beach clean on the North Shore of Holy Island. The children worked outside for a morning. We collected nearly 25kg of rubbish – much of it plastic.







To see our video of our beach clean please [click here](#)



# **POLLUTION IS THE PROBLEM**

**Can we be the solution?**