

LOVE WHERE YOU LIVE!

In this lesson pupils talk about their favourite local landmarks and imagine what would happen if everyone dumped their rubbish there and no one cleaned it up. They will be encouraged to think about how these places could be improved if money was saved by everyone putting their litter in the bin.

Learning Outcomes

- To identify local landmarks and places of beauty
- To identify how they could be improved
- To understand that the Government and Local Councils would have more money to spend in the community if everyone put their litter in the bin

Preparation

Research the estimated cost that is spent on cleaning up litter in your local area. For example, in Newcastle approximately £4 million pounds a year is spent on cleaning streets and local communal areas.

Interactive Whiteboard ideas

Photographs of UK or local landmarks. If you can find some that show landmarks surrounded by litter it will help to promote discussion.

Lesson

Play *Bin It! to the BEAT*. Remind pupils that the song lyrics help people remember the key theme - **You can keep your environment clean by holding on to your rubbish until you locate a bin.**

Ask pupils to guess how much is spent in their local area every year on cleaning up litter and write the answers on the board. Reveal the approximate amount to the class. Does it surprise them?

Discuss with the class that if everyone stopped dropping litter there would be more money to spend on improving the local community.



Get pupils to talk about their favourite places in the local area and explain what they like about it. Repeat this by asking about somewhere that they don't like or that is dirty. How could these areas be improved?

Pupils then choose one locality that they would like to see improved by people taking responsibility for their area and keeping it clean.

Hand out the activity sheet and ask pupils to write an explanation that shows why their selected area is important, how they would improve it and who would benefit from this. It needs to be as detailed as possible and focus on all the benefits and positives.

Plenary

Ask pupils to share their plans with the rest of the class. Encourage pupils to ask questions about the plans and discuss how it could work.

LOVE WHERE YOU LIVE!



My favourite place in the local area is _____

because _____

It is an important place (who uses it, how it benefits the community) _____

It could be improved by _____

This is important because _____

Curriculum mapping

England

English

KS2 Speaking and Listening

- 1a. use vocabulary and syntax that enables them to communicate more complex meanings
- 1c. choose material that is relevant to the topic and to the listeners
- 9a. listen to recordings [for example radio, television, film]

EN3 Writing

- 1a. choose form and content to suit a particular purpose
- 2a. plan – note and develop initial ideas
- 2f. discuss and evaluate their own and others' writing
- 9a. listen to recordings [for example radio, television, film]
- 9b. to inform and explain, focusing on the subject matter and how to convey it in sufficient detail for the reader
- 9c. to persuade, focusing on how arguments and evidence are built up and language used to convince the reader
- 11. the range of readers for writing should include, teachers, the class, other children, adults, the wider community and imagined readers

KS2 Citizenship

Scotland

Social studies

People, place and environment

First

- I can consider ways of looking after my school or community and can encourage others to care for their environment

Second

- I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally-responsible way.

Literacy

Listening and talking

Early

- I list or watch, for useful or interesting information and I use this to make choices or learn new things

First

- As I listen or watch, I can identify and discuss the purpose, key words and main ideas of the text, and use this information for a specific purpose

Second

- As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes

Writing

First

- I am learning to use my notes and other types of writing to help me understand information and ideas, explore problems, generate and develop ideas or create new text
- I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features

Second

- I can use my notes and other types of writing to help me understand information and ideas, explore problems, make decisions, generate and develop ideas or create new text
- By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience
- I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader

Wales

Literacy

Listening

- listen carefully to presentations and show understanding of main points
- after listening, respond, giving views on what the speaker has said

Collaboration and discussion

- contribute to group discussion and help everyone take part

Writing

Meaning, purpose, readers

- write with a clear purpose, showing consideration for the reader, *e.g.* by choosing appropriate vocabulary and presentational devices
- use techniques in planning writing, *e.g.* mindmapping, sequencing, placemat activities

Personal and social education

Sustainable development and global citizenship

- Take an active interest in varied aspects of life in school and the wider environment
- How the environment can be affected by the decisions we make individually and collectively

Northern Ireland

TALKING AND LISTENING

- know, understand and use the conventions of group discussion
- prepare and give a short oral presentation to a familiar group, showing an awareness of audience and including the use of multimedia presentations
- identify and ask appropriate questions to seek information, views and feelings

WRITING

- write for a variety of purposes and audiences, selecting, planning and using appropriate style and form
- use the skills of planning, revising and redrafting to improve their writing, including that which they have composed digitally
- express thoughts, feelings and opinions in imaginative and factual writing

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING

- human rights and social responsibility
- playing an active and meaningful part in the life of the community and being concerned about the wider environment