

Overall outcome :

- a) A campaign for raising awareness of climate change.
- b) A Pledge Tree in the school

Texts:

This morning I met a whale- Michael Morpurgo (CLASS READ)
 Various non-fiction texts including Greta Thunberg’s speech and Martin Luther King’s

Areas of learning (theme/subject):

Geography, Science, Maths, DT, RE.

Key Vocabulary:

Flood plains, evaporation, condensation, floating, density, climate, mapping, defences, purification, migration, sustainability, adaptation, evacuate, contamination, casualty, economy, sustainable, delta, topography, pledge

Resources: Images (the man on the roof and a man on the roof of a car in Oxford), video of Greta Thunberg speech, materials for building models of solutions (bamboo, lolly sticks, tape, wooden rod, plastercine, blue tac, washing up bowls), paint, world map, clay.

Narrative Hook:

- **People** – The man on a tin roof surrounded by flood water.
- **Place** – Bangladesh
- **Problem** – How do we help him and his community to cope with perpetual flooding?
- **Possibilities** – Floating farms, stilt houses, looking more broadly at human adaptations to environments.

Yr 4 Summer - Inquiry Question

Can we future proof our planet?

Yr 4 theme: Taking a Stand

Significant individuals – Climate Innovators

David Attenborough, Al Gore
 Greta Thunberg

Content: What will we learn?

- The location of Bangladesh and its topography.
- The causes of flooding in Bangladesh.
- The impact of flooding on human life.
- Flood zones around the world.
- Flooding in Oxford and comparing this with Bangladesh.
- The water cycle
- The processes of evaporation and condensation and their role in the water cycle.
- Long term and short terms solutions to flooding and strategies to reduce the impact and improve the quality of life in flood prone areas, including innovative solutions such as floating farms and schools and raised houses.
- Links between flooding and climate change and what this means for the future of flood prone countries and cities, particularly Bangladesh.

Creativity: How will we show we understand in multiple ways?

- Creating survival guides to offer advice to those in flood prone areas.
- Designing houses and gardens which are able to withstand the impact of flooding.
- Creating clay maps of Bangladesh to show its topography.
- Writing and delivering speeches on climate change to inspire and persuade.
- Designing protest banners /sign painting

Coherence: How does this project link to other year groups and core subjects?

Connections to previous learning:

- Link to year 3 topic on India and the Ganges river.

Connections to future learning:

- Direct link to subsequent units around the notion of nature and man – creation of the natural world – examples of the natural world coming into conflict with mankind.

Connections to core learning:

- **Maths** – data handling, interpreting bar charts, time graphs and pictograms and using these graphs to present data and find patterns.
- **Literacy** – Writing to inform and persuade.
 - Reading for information.
- **ICT** – climate models.
- **RE-**
 - Did Jesus really perform miracles?
 - Does prayer change things?

Compassion: What opportunities are there to teach compassion?

Understanding and empathising with people impacted most drastically by climate change – developing a united sense of responsibility for the problem.

Empowering ourselves to feel actively engaged as agents of change for our future, impacting on adult decision making.

How do we respect the rights of others and balance those with our responsibilities?

Community: Where are the links to local expertise and resources?

- **Local experts** –
 - Anna Taylor (parent expert)
 - Local architect

- **Local trips**
 - Risk assessment trip.
 - The river – river safety and exploring the solutions of stopping the river from flooding.

Sharing outcomes with the local community – pledge tree with parents.