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| Year 7: Poetree  Spring Term 2 (6 Weeks):  **Why are we studying this unit of work?**  This unit develops a student’s self-regulation, literacy skills and raising awareness of the current environmental issues that are faced by this generation and future generations. This topic will allow students to explore challenges, make connections and provide them with a time of self-reflection on how they can improve their environmental knowledge. This topic will also allow students to understand the small steps that they can take to make a large impact.  **How does this unit build on students’ prior learning?** This unit builds on student’s poetry creation skills learnt in English, and applying to other scenarios, taking inspiration from the local nature and surroundings. This topic will also provide cross curricular opportunities with Geography and Science and build on student’s subject knowledge of climate change.  **How does this unit provide a foundation for future learning?** This unit provides opportunities a chance to be reflective and develop their own ability to reflect on their surroundings, providing life long skills that will help students to become regulated learners. This topic also allows students to become more aware of the current climate and environmental challenges which students will develop in their school career in Outdoor Learning, Geography and Science. This topic allows students to reflect on their own environmental journey.  **SMSC & Careers**: Skills – teamwork, staying positive, listening, aiming high, Career links – Author, Illustrator,  **Summative assessment:** Regular Feedback given, Creative Writing and extended pieces will be teacher marked.  End points: By the end of the Scheme of work pupils should:   * Lower ability: Students will be able to: Participate in Shinrin Yoku, able to describe what some of the environmental challenges of the world. Students will also be able to use their senses to describe what life would be like without nature. Students will also be able to describe what some of the aims of Generation Green are. * Middle ability: In addition to the above, students will be able to: Explain the challenges faced by the world making reference to local and global challenges. Students will also be able to use their senses to create a piece of poetry or short story to raise environmental awareness to people of their age. Students will also be able to describe all 5 aims of Generation Green. * Higher ability: In addition to the above, students will be able to; Evaluate the challenges faced by the world making explicit reference to local and global challenges. Students will also create a poem based on these to raise awareness of the environmental challenges making reference to strategies to reduce these challenges. Students will also be able to explain the 5 aims of Generation Green. | | | | | |
| Time | Non negotiables | | | Adapt to the needs/size of the class | |
| Key Idea | Content | Key Vocabulary / Case Study | Suggested approaches to learning and resources | Assessment/homework |
| 1 | What is Shinrin Yoku? | **Know more**: What is Shinrin Yoku?  **Do more:** Participate in mindfulness activities.  **Go Further:** Aim high to participate on mindfulness activities. |  | Connect:   1. What is a habitat survey? 2. What should be included in a biodiversity report? 3. Give 2 safety considerations when carrying out a habitat survey.   Content:   * Group Discussion: Ask students to think about the last time they had chance to reflect and think. * Ask students to go and stand alone and ‘think’ What are your life goals? What are your biggest barriers to those goals. * Introduce Shinrin Yoku – Forest Bathing (*Slow down. Move through the forest slowly so you can see and feel more.* * *Take long breaths deep into the abdomen. Extending the exhalation of air to twice the length of the inhalation sends a message to the body that it can relax.* * *Stop, stand or sit, smell what’s around you, what can you smell?)*   **Checkpoint:** What is Shinrin Yoku?  **Concentration**: Give each student 3 post it notes each:   1. What is your biggest life goal? 2. What is your biggest fear? 3. What is your biggest environmental concern?   Students to keep their goal but they will cast their fears into the fire as a symbol of change and positivity.  Consolidation: What is the world’s biggest challenge?  **Challenge:**  **Support:** |  |
| 2 | What is Generation Green? | **Know more**: What is Generation Green?  **Do more:** Explain the importance of Generation Green for the future of the World.  **Go further**:  Aim high to participate in Generation Green Activities. |  | Connect:   1. What is Shinrin Yoku? 2. What strategies can be used to support mindfulness? 3. What makes a good map?   Content: PICK BIGGEST  There are 5 aspects to Generation Green:   1. Physical contact with the natural world. 2. Finding an emotional bond with and love for nature. 3. Taking time to appreciate the beauty of nature. 4. Thinking about the meaning and signs of nature. 5. Showing compassion and care for nature.   Students to complete carousel activity to complete 1 task for each section of Generation Green.  Checkpoint: What are the 5 sections of Generation Green.  Concentration: Students to answer: *“Their future, their problem?” Why should young people care about their environmental future?*  Consolidation: Green Pen Improvements.  **Challenge:**  **Support:** |  |
| 3 | What would life be like without Nature? | **Know more**: What would life be like without nature?  **Do more:** Create a piece of nature art to highlight a world without nature.  **Go further**:  Work as a team to produce nature art. |  | Connect:   1. What is Generation Green? 2. Give two aims of Generation Green 3. What should be included in a map?   Content:   * Class Discussion: What would life be like if there was no nature? * Class read ‘Hole in the Blanket’ – What is the message from the story?.   Checkpoint: What would life be like without nature?  Concentration: Nature art task: Create a piece of art using natural resources to represent life without nature.  Consolidation: Give one small change you could do to help nature thrive?  **Challenge:**  **Support:** |  |
| 4 | What are the risks to our world?  CLASSROOM BASED | **Know more**: What are the risks to our world?  **Do more:** Explain the risks that are affecting our world.  **Go further**:  Staying positive in discussing world challenges. |  | Connect:   1. What was the message from hole in the blanket story? 2. Describe one change that would help nature to thrive. 3. What should be included in a biodiversity report?   Content:   * Students to create a mind map into the biggest risks that threaten Sunderland, UK and the Wider world. * Students to create a graph to show the relationship between risk and importance. * Carousel activity – Gather information on the world’s biggest challenges.   Checkpoint: What are the challenges faced by the next generation?  Concentration: Explain the environmental challenges that are faced in Sunderland, UK and Wider World.  Consolidation: Whiteboards – What are the solutions to these problems?  **Challenge:**  **Support:** | TEACHER ASSESSED |
| 5/6 | Poetree: Nature poetry in action. (Lesson 1 outside, Lesson 2 classroom) | **Know more**: What is nature poetry?  **Do more: P**roduce a piece of poetry or creative writing to highlight the need for environmental change.  **Go further**:  Aim high to produce a piece of creative writing. |  | Connect:   1. Give 2 environmental challenges faced by the next generation 2. What is Shinrin Yoku? 3. Why is a scale bar important on a map?   Content:   * Class Discussion: *What is your biggest concern about the environment? What can be done to reduce that? What can the you do to raise awareness?* * Students to find space completely separate, in silence first 5 minutes they are to practice Shinrin Yoku. * Students then to have worksheet of the 5 senses – what can they use to create a poem or short story on the environmental challenges faced.   Lesson 2:   * <https://www.youtube.com/watch?v=mkjwxmcdb0E> – I am home Reece Wetherspoon * <https://www.youtube.com/watch?v=AEq15X1zjEE> – What is the message from this video? * What should be included in a poem/short story? * SMART WRITER   Checkpoint: What should be included in a good poem or short story?  Concentration: Create a poem or short story to highlight the environmental challenges faced and raise awareness for young people to become ‘Generation Green’.  Consolidation: Presentations.  **Challenge:**  **Support:** |  |