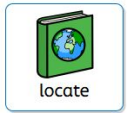
Why do oceans matter?

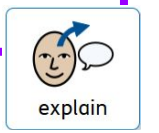
How do we use our oceans?
B - I can point to or name one or two important features like mountains, rivers, or seas: say where some things come from
W- I can use simple maps to find some countries and describe some ways people use these countries, such as what they grow, make, or sell and notice that goods can travel from one place to another
A -I can locate some key physical features in countries studied on a map; describe and understand economic activity, including trade links
G- I can interpret and compare maps and data to explain global trading routes



Let's say...
"Hello everyone, my name is Mia and I'm a marine scientist who studies the Great Barrier Reef. I've been working here for many years, and I'm worried. Some of the coral is turning white and dying because the water is getting too warm. Tourists love visiting the reef and boats sometimes damage the coral too. Local fishermen rely on the reef for their food and income and if it disappears, they will struggle. I need your help to think about what we can do to protect the reef, while still letting people enjoy it. What ideas do you have?

What is the Great Barrier Reef?
B - I can make observations about the features of places
W - I can locate some important environmental regions on a map and use simple maps, atlases, or globes to describe physical and human features in countries studied
A- I can identify significant environmental regions on a map; use atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied
G - I can compare environmental regions across countries using maps, atlases, globes, and digital sources; explain how physical and human features interact

Why are our oceans suffering?
B - I can notice changes in a place, like new buildings or plants and say if people have helped or hurt the environment
W - I can notice and describe some changes in a place over time, such as new buildings, roads, or changes in the land; give simple examples of how people can help or harm the environment e.g. polluting rivers
A - I can explain why a locality has changed over time, giving examples of both physical and human features; describe and explain how humans can impact the environment both positively and negatively, using examples.
G - I can evaluate how human actions have positively and negatively affected the environment, including strategies to manage or protect it.



What can we do to help our oceans?
B -I can talk about ways people look after the environment
W - I can understand some of the causes of climate change.
A -I can give examples of alternative viewpoints and solutions used in regards to an environmental issue and explain how this links to climate change.
G- I can analyse different viewpoints and solutions to environmental issues, explain the pros and cons of each and link these to climate change

How littered is our marine environment? - data collection
B - I can draw a simple sketch map; collect data in a simple tally
W - I can make a sketch map with labels and a key and start to collect information about a place
A - I can make sketch maps of areas studied including labels and keys where necessary; select appropriate methods for data collection and begin to use standard field sampling techniques appropriately
G - I can make detailed and accurate sketch maps with clear labels and keys, choose the best methods for collecting data and use standard field sampling techniques

How littered is our marine environment? - findings
B - I can talk about what I have found out
W - I can present data; suggest different ways a locality can be changed and improved
A - I can decide how to present data; draw conclusions about an enquiry using findings from fieldwork to support reasonings and evaluate evidence collected and suggest ways to improve this.
G - I can select the best way to present data, analyse my findings to draw detailed conclusions, evaluate the evidence and suggest improvements for future investigations

Class assembly