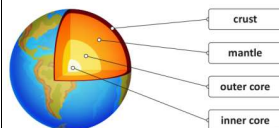




Year 3 Autumn Term

	AUTUMN 1 st Half			AUTUMN 2 nd Half		
Theme	Through the Ages (The Stone Age-Iron Age)			Tremors (Science – Rocks)		
British Key Question	How has modern Britain been shaped by our Prehistoric ancestors?			Why live in Natural Disaster Hotspots? Would you?		
Enhancements	Trip: Visit to Penlee Gallery			Trip: Launch at beach to search for rocks – have some rocks selectively hidden on location – this can be adapted for in school launch on field/in environmental area.		
Books	Stone Age Boy- Satoshi Kitamura			The Firework Maker's Daughter, Philip Pullman (novel study)		
Addressing Stereotypes	Satoshi Kitamura- Race/Ethnicity			Lila wants to become a firework-maker, like her father Lalchand, who thinks this is an unsuitable job for girls.		
British Values	Democracy – difference between then and now – why the change? Rule of Law – difference between then and now – why the change? Individual Liberty – difference between then and now – why the change? Mutual Respect & Tolerance – difference between then and now – why the change?			Democracy – Should I stay or go when a tremor strikes? Rule of Law – Why are evacuations enforced? Individual Liberty – Why are evacuations enforced? Mutual Respect & Tolerance – Is respecting authority a must?		
Geography (All NC subject content covered)	Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.			Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.		
Key Geographical Skills to be Taught	G-Y3K1.1 G-Y3K1.2 G-Y3K1.5	G-Y3H2.1	G-Y3S3.2 G-Y3S3.3	G-Y3K1.3 G-Y3K1.4 G-Y3K1.5 G-Y3K1.6	G-Y3H2.3	G-Y3S3.1 G-Y3S3.2 G-Y3S3.3 G-Y3S3.4 G-Y3S3.5
Key questions / knowledge and understanding to be explained Key Knowledge and facts to be recalled	<p>What is Stonehenge? Stonehenge is one of the most impressive prehistoric megalithic monuments in the world. Together with Avebury and Associated Sites, Stonehenge demonstrates Neolithic and Bronze Age ceremonial and mortuary practices resulting from around 2000 years of continuous use and monument building between circa 3700 and 1600 BC.</p> <p>Where is Stonehenge? Stonehenge, prehistoric stone circle monument, cemetery, and archaeological site is located on Salisbury Plain, about 8 miles (13 km) north of Salisbury in Wiltshire, England.</p> <p>Why was Stonehenge built? Why was the location important to Stone Age people?</p>			<p>What is the Earth made of? How does this affect the land and oceans? The Earth is made of different layers. The inner core is made mostly of solid iron and the outer core is made from liquid iron and nickel. The mantle is made from solid rock and liquid rock called magma. The crust is a thin layer of solid rock that is broken into pieces called tectonic plates. These pieces move very slowly across the mantle.</p> 		

Stonehenge was built during the end of the Stone Age and continued into the Bronze Age. Its use is shrouded in mystery due to its age but its sheer size suggests it was **very important to the people of this time**.

In 2010 archaeologists discovered a second stone circle located just over a mile away from the more famous landmark. Dubbed “Bluestonehenge” for the 25 Welsh bluestones that originally made up the site, this secondary monument provides more evidence that Stonehenge could have been part of a huge memorial complex where high-ranking individuals **took part in elaborate rituals and ceremonies honouring the dead**. Yet as no written records exist, this theory - like all those about Stonehenge’s purpose—**can only remain a matter of speculation**.

Another theory, which is still evidenced by people today, is that the **stones were aligned to match the changing of the seasons, with many still drawn to the site at key times of the year, such as the Summer Solstice**.

Where did the stones come from and how were they transported to Stonehenge?

Stonehenge uniquely uses both Wiltshire Sarsen sandstone and Pembroke Bluestone all the way from Wales!

The first task was to cut the boulders into shape. Archaeologists believe that the ancient Britons hammered wedges of wood into cracks in the stone.

When the wood was soaked in water, it expanded and split the stone. Next, the builders used chisels and hammers to shape them.

The stones were then transported to the building site. They were probably carried on rafts down rivers, then dragged overland by teams of men and oxen. It's believed that the stones were placed on giant wooden sledges and pulled along the ground using log rollers.

The builders dug deep ditches for the stones. Then they pulled on ropes to raise them and packed the ditches with rocks to hold the stones in place.

How far away is Stonehenge?

Stonehenge is 170 miles from Perranporth, which is about 3 hours in a car!







What types of rock are there and how are they formed?

The Earth’s crust is made up of many kinds of **rocks that have formed over millions of years**. There are **three main types of rock**:

Igneous Rocks are made from cooled lava. They usually contain visible crystals.

Sedimentary Rocks are made from mud, sand and particles that have settled in water. They have been **squashed over a long time to form rock**.

Metamorphic Rocks are formed when existing rocks are heated by magma under the Earth’s crust or squashed by the movement of the tectonic plates. They are usually very hard.

Igneous rocks	Sedimentary rocks	Metamorphic rocks
 granite	 sandstone	 marble
 basalt	 limestone	 slate

NATURAL DISASTERS:

What is the ‘The Ring of Fire’, where is it and why is it important?

The Ring of Fire runs around the edge of the Pacific Ocean and is made up of fault lines in the Earth’s crust. Most of the World’s earthquakes and volcanic eruptions occur along the Ring of Fire. Identify and locate Mount Merapi (Firework Maker’s Daughter).



What are earthquakes and how do they affect humans?

An **earthquake happens when two tectonic plates move along a fault line**. The **earth shakes violently**, especially at the **centre of the earthquake, known as the epicentre**. **Strong earthquakes can cause a lot of damage**. Buildings and roads can be destroyed and people can be killed. Scientists use a **machine called a seismometer and a numbered scale called the Richter or Mercalli Scale to measure the strength of earthquakes**. Many countries, including New Zealand, Ecuador and Nepal, have been affected by strong earthquakes in recent years.

What are volcanoes and how do they affect humans?

When a **volcano erupts**, liquid magma collects in an underground magma chamber. The **magma pushes through a crack called a vent and bursts out on to the Earth’s surface**. **Lava, hot ash and mudslides from volcanic eruptions can cause severe damage**.



What are tsunamis and how do they affect humans?

Volcanic eruptions or earthquakes under the sea can cause large waves called tsunamis. **Tsunamis become larger and more powerful as they reach the shore and can cause a large amount of damage to buildings, belongings and people**. The 2004 Boxing Day tsunami in the Indian Ocean killed approximately 250,000 people in 13 countries and over two million people were left homeless.

Historical Natural Disasters – focus on Pompeii, but also referring to recent events – locate Pompeii on European map and Italian map, using symbols to identify other key cities/countries.

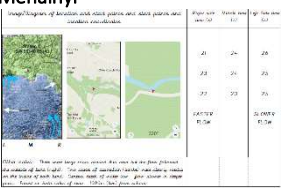
			<p>Mount Vesuvius in Italy erupted in AD 79 (not long after the Romans had started to inhabit Britain). The eruption covered the Roman town of Pompeii with volcanic ash. The town was rediscovered in the 16th century (over 1000 years later), but archaeologists did not start excavating the site until 1748 – they continue to do so today!</p>	
Vocabulary	Content Specific: <ul style="list-style-type: none"> ➤ United Kingdom, Wales, Scotland, England, Northern Ireland. ➤ Counties - Wiltshire, Cornwall, Devon, Somerset – South West ➤ Key cities in the UK – Truro, Salisbury, Plymouth, Bristol, London, Birmingham, Cardiff, Belfast, Edinburgh. ➤ Conservation – UNESCO World Heritage Site ➤ Stone Circle, Megalith (stone), Prehistoric, Pembroke Bluestone, Wiltshire Sarsen Sandstone. ➤ Oxen, rafts, rivers, log rollers 	Subject Specific: <ul style="list-style-type: none"> ➤ Countries/Counties, Cities ➤ Research, Investigate, sketch, diagram, map, symbols ➤ Who, what, where, when? 	Content Specific: <ul style="list-style-type: none"> ➤ Epicentre, Eruption Column, Ring of Fire, fault line, lava, magma, Pumice stone, Richter Scale, seismic, seismometer, Tectonic Plates, Vent, Volcanic Ash, Volcanic Eruption, Flood, Fossil, Geologist, Drought, Hurricane, Wild Fire, NATURAL DISASTER, Igneous Rock, Metamorphic Rock, volcanologist, Sedimentary Rock, Archaeologist, Pompeii, Italy 	Subject Specific: <ul style="list-style-type: none"> ➤ Volcanoes, earthquakes, eruption, magma, dormant, Climate, Climate Zone
Outdoor Learning	Environmental area as a base for recreating 'Stone Age, Bronze Age and Iron Age' drama and art. Create a class piece of art - https://www.english-heritage.org.uk/visit/places/uffington-castle-white-horse-and-dragon-hill/		Beach visit to explore rock types and how sand is formed.	

Year 3 Spring Term

	Spring 1 st Half			Spring 2 nd Half		
Theme	Predators			Cornwall - ShelterBox		
British Key Question	Are (Britain's) predators under threat?			What is charity and what can we do to help?		
Enhancements	Visit from animal expert – national marine aquarium, Falmouth			Visit from a ShelterBox/RNLI representative Beach and town safety audit		
Books	Classic Literature – The Lion, The Witch and The Wardrobe, CS Lewis.			Mousehole Cat and other Cornish myths and legends, including St Piran.		
Addressing Stereotypes	David Attenborough, Steve Backshall –are the female natural scientists?			Do disasters only happen in poor countries?		
British Values	Democracy – Is the lion the king of the jungle or should other animals have a say? Rule of Law – Should we test on animals? Individual liberty – Are zoos fair? Mutual Respect and Tolerance – Are dangerous dogs or owners to blame?			Democracy – Give to the UK or elsewhere, who decides? Rule of Law – Give to the UK or elsewhere, who decides? Individual Liberty – would you live near a natural disaster? Mutual Respect & Tolerance - Give to the UK or elsewhere, who decides?		
Geography (All NC subject content covered)	Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.			Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.		
Key Geographical Skills to be Taught	G-Y3K1.3 G-Y3K1.5 G-Y3K1.6	G-Y3H2.1	G-Y3S3.6	G-Y3K1.2 G-Y3K1.3 G-Y3K1.4 G-Y3K1.5 G-Y3K1.6	G-Y3H2.1 G-Y3H2.2 G-Y3H2.3 G-Y3H2.4 G-Y3H2.5	G-Y3S3.3 G-Y3S3.4 G-Y3S3.6 G-Y3S3.7 G-Y3S3.8 G-Y3S3.9 G-Y3S3.10 G-Y3S3.11 G-Y3S3.12
Key questions / knowledge and understanding to be explained Key Knowledge and facts to be recalled	<p>Predator adaptations – how they support their success in particular habitats:</p> <p>Identify habitat location of predator animals, including but not limited to: Cheetahs (Africa), Leopards (South America – Amazon), Great White Sharks (World Wide - water temperature between 12 and 24 °C), Eastern Diamondback Rattlesnake (North America), Sydney Funnel Web Spiders (Australasia), Komodo Dragon (Asia), Leopard Seal (Antarctica) and Buzzards, Barn Owls (Europe, United Kingdom).</p> <div> <p>Predator adaptations (Predators have many physical features that help them to hunt and kill other animals.)</p>  <p>Cheetahs have strong legs and slender bodies to sprint. They use the terrain, and animal and bird shadows as guides.</p> <p>Great white sharks have sharp teeth and strong jaws to capture their prey. They hunt in warm, shallow, as well as deep waters.</p> <p>Rattlesnakes have sharp fangs to capture and crush their prey. They are small mammals and other birds.</p> <p>Praying mantises are camouflage. They sit still and wait to ambush their prey. They catch insects, lizards and rodents.</p> <p>Leopards have brown and black spots so they can hide in grass and trees. They catch small mammals and birds.</p> <p>Barn owls use their excellent sense of hearing to find their prey. They hunt mice and shrews at night.</p> </div> 			<p>Where in the World have Shelterbox been and how have they helped? Research into locations, identify location on World, European map, compare and contrast the natural and human made landscape and features and specifically the area of the disaster.</p> <p>Why should we support Shelterbox instead of other charities? Having researched into areas ShelterBox have helped, create a list of these countries and pin locations on their maps.</p> <p>Cornish Disasters – are they comparable to those Shelterbox have helped? Focus on Bosccastle Flood (and others as they occur) – what is the name of the river that flooded and what landscape was affected – flood plain. Are people still living in this area? Why?</p> <p>Keeping safe – Living in Cornwall Vs the Ring of Fire</p>		

	<p>Focus on UK predators (and native species): apex predators include foxes, otters, owls and eagles – habitat destruction, numbers over the last decade, schemes to support animals, such as reintroduction of beavers - https://www.nhm.ac.uk/discover/news/2021/april/record-numbers-of-beavers-are-being-introduced-to-the-uk.html</p>		<p>On beach/Perranporth town visit, take fieldwork photos of signage and other attempts to keep public safe – lifeguard huts, lifeguard flags.</p> <p>Compare with a focused study of a town/city within the Ring of Fire – create a poster/flyer/leaflet sharing the messages of how to keep safe in each location and comparing the advice/dangers.</p> <p>Cornish Week – The legend of St Piran – why do we celebrate this? Cornish tradition and links to other national traditions.</p> <p>Cornwall independence – what do you think?</p>	
Vocabulary	<p>Content Specific:</p> <ul style="list-style-type: none"> ➤ Africa ➤ South America ➤ North America ➤ Australasia ➤ Asia ➤ Antarctica, ➤ Europe ➤ United Kingdom 	<p>Subject Specific:</p> <ul style="list-style-type: none"> ➤ Country ➤ Continent ➤ 	<p>Content Specific:</p> <ul style="list-style-type: none"> ➤ ShelterBox ➤ Shelter – home ➤ Needs v Wants ➤ Safety and Responsibility ➤ Charity ➤ Flood ➤ Natural disaster 	<p>Subject Specific:</p> <ul style="list-style-type: none"> ➤ World locations ➤ Local locations ➤ Cornwall and United Kingdom/England/Wales, NI, Scotland
Outdoor Learning				

Year 3 Summer Term

	Summer 1 st Half			Summer 2 nd Half		
Theme	Gods and Mortals			Flow		
British Key Question	What impact did the Ancient Greeks have on modern democracy?			Are rivers and the sea, the place to be?		
Enhancements	Athens Vs Sparta Battle as a launch Sports Day inspired Olympics			Local River Study – River Menalhyl, St Mawgan. Perranporth Beach visit – flood defence and plastic mini-project		
Books	Percy Jackson and the Lightning Thief Selection of Ancient Greek Myths and Legends – Pandora, Theseus, Trojan Horse.			Journey to the River Sea (novel study), Eva Ibbotson The River, Valerie Bloom		
Addressing Stereotypes	Universal suffrage/right to vote (his) Comparing the rights of men/women in Athens/Sparta/Modern Britain (his)			Maia, female (young girl) lead character in novel study text.		
British Values	Democracy – Were there equal rights for all? Rule of Law – Were slaves covered by the same laws as everyone else? Individual Liberty – Could a Spartan become a philosopher? Mutual Respect & Tolerance – What if a Spartan refuse to fight?			Democracy – Should you pay to fish in the river/slash? Rule of Law – Should we limit the number of people who visit a beach? Individual Liberty – Can water be stolen? Mutual Respect & Tolerance – Can you harm a river?		
Geography (All NC subject content covered)	Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.			Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.		
Key Geographical Skills to be Taught	G-Y3K1.5	G-Y3H2.2 G-Y3H2.4	G-Y3S3.6 G-Y3S3.7 G-Y3S3.8 G-Y3S3.9	G-Y3K1.2 G-Y3K1.3 G-Y3K1.5 G-Y3K1.6	G-Y3H2.1 G-Y3H2.4 G-Y3H2.5	G-Y3S3.1 G-Y3S3.2 G-Y3S3.3 G-Y3S3.4 G-Y3S3.5 G-Y3S3.6 G-Y3S3.7 G-Y3S3.8 G-Y3S3.9 G-Y3S3.10 G-Y3S3.11
Key questions / knowledge and understanding to be explained Key Knowledge and facts to be recalled	<p>Locate Greece on a World and European Map and label a map of Greece with key cities and locations. Greece is a country in south-eastern Europe. The country is situated on the Balkan peninsula. The country shares land borders with four countries: Albania, North Macedonia, Bulgaria and Turkey. Please note that the name Macedonia was disputed by Greece and the country to the north of Greece changed its name to North Macedonia in February 2019! Greece is a mountainous country. Mountains cover 80% of the country. The two major mountain ranges are the Pindus and the Taurus mountains.</p> <p>Locate England, Cornwall on same map (and United Kingdom map)</p>			<p>Local River Study: I can conduct a fieldwork study of a local river – River Menalhyl</p> <p>Children to partake in water and soil sampling at the river, take photographs of key features and identify uses during a fieldwork visit.</p> <p>This visit will support the children's learning of key concepts identified in the rest of this document.</p> 		

Cornwall (Cornish: Kernow) is a ceremonial county and unitary authority area of England within the United Kingdom. It is bordered to the north and west by the Celtic Sea, to the south by the English Channel, and to the east by the county of Devon, over the River Tamar.

Compare and contrast the two locations – climate and physical/natural features.

Cornwall

Cornwall has a population of 519,400 and covers an area of 3,563 km² (1,376 sq mi). The administrative centre, and only city in Cornwall, is Truro, although the town of Falmouth has the largest population for a civil parish and the conurbation of Camborne, Pool and Redruth has the highest total population.

The area is noted for its wild moorland landscapes, its long and varied coastline, its attractive villages, its many place-names derived from the Cornish language, and its very mild climate.

Cornish symbol – white cross on black background - relating to Tin Mining heritage.

Greece

Population: about 10.6 million people live in Greece (2020)

Capital: Athens with 3.2 million inhabitants

Name: Hellenic Republic; locally also referred to as Ellas or Ellada

Government: Parliamentary Republic

National Language: Greek

Religion: mainly Greek Orthodox over 80%

Literacy: 97% of the Greek population aged 15 and over can read and write

Currency: 1 Euro = 100 cents (before 2001: Greek drachma)

National Anthem: Hymn to Liberty (The Greek national anthem is the longest in the world and the original text of all anthems)

National Holiday: 25 March (Independence Day)

National Symbol: Greek cross (white on blue background) and the national colours: blue and white

Identify key exports from Greece to UK and vice versa.

Greece and the UK enjoy a close and long-standing relationship. Today, the two countries benefit from flourishing international trade. The total trade in goods and services (exports plus imports) between the UK and Greece was £6.6 billion in the year up to the end of June 2019 (ONS, 2019).

Greece exports to United Kingdom	Value	Year
Mineral fuels, oils, distillation products	\$239.77M	2019
Pharmaceutical products	\$198.33M	2019
Dairy products, eggs, honey, edible products	\$125.41M	2019
Vegetable, fruit, nut food preparations	\$101.77M	2019
Electrical, electronic equipment	\$77.62M	2019
Copper	\$75.69M	2019
Edible fruits, nuts, peel of citrus fruit; melons	\$58.54M	2019
Plastics	\$50.91M	2019
Aluminium	\$46.53M	2019
Miscellaneous edible preparations	\$42.29M	2019

In the year to June 2019, the top goods exported from the UK to Greece were medicinal and pharmaceutical products, clothing, cars, beverages and telecoms and sound equipment (ONS, 2019). In terms of services, the top services imported by Greece from the UK were transportation, financial services, travel, telecommunications, computer and information services and business services (ONS, 2019).

I know and can identify the key parts of a river:

Source: the place where a river starts

Tributary: a river or stream that flows into a larger river

River Channel: a route along which water travels

Floodplain: an area of flat land next to a river that floods when the river is too full

Riverbank: the land at the edge of a river

Mouth: the end of a river, where the water flows into a lake or ocean.

Flow

Parts of a river



I know and can identify physical features of rivers:

Meander: a bend in a river or stream. It is formed when fast flowing water erodes the riverbank and deposits silt and mud inside a bend.

Oxbow lake: a lake formed from what was once a meander. The bend is cut off when the river finds an easier, straighter course to travel.

Waterfall: water that falls from a higher to a lower level. Waterfalls form when water flows from hard rock to soft rock. The water erodes the soft rock at the bottom of the waterfall and leaves a ledge of hard rock over which the water flows.

V-shaped valley: A V-shaped valley is formed when a river erodes an area of soft rock. The steep sides are created when the edges of the river erode and collapse.

Interlocking spurs: interlocking spurs are ridges of hard rock. They are similar to V-shaped valleys but the river water has been forced to weave from side to side because the rock is hard to erode.

Meander

A meander is a bend in a river or stream. It is formed when fast flowing water erodes the riverbank and deposits silt and mud inside a bend.

Oxbow lake

An oxbow lake is a lake that was once a meander in a river. The bend is cut off as the river finds an easier, straighter course to follow.

Waterfall

A waterfall is water that falls from a higher to a lower level. Waterfalls are formed when water flows from hard rock to soft rock. The water erodes the soft rock at the bottom of the waterfall and leaves a ledge of hard rock over which the water flows.

V-shaped valley

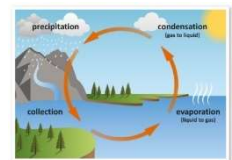
A V-shaped valley is a valley formed when a river erodes an area of soft rock. The steep sides are created when the edges of the river erode and collapse.

Interlocking spurs

Interlocking spurs are ridges of hard rock. They are similar to V-shaped valleys but the river water has been forced to weave from side to side because the rock is hard to erode.

I know and can explain the Water Cycle:

Water cannot be made. It is constantly recycled through a process called the water cycle. Water in seas, oceans, rivers and lakes is heated by the Sun and evaporates to form water vapour that rises into the air. The water vapour condenses as it cools and changes back into water, forming clouds. The clouds get blown over higher ground, where the water falls back to Earth as rain, snow, sleet or hail, called precipitation. The rainwater runs off the land into rivers and streams and travels back to the sea. The cycle then starts again.




I can locate and compare rivers from around the continents of the world:

Mini research project to identify and compare: source, mouth, length, key parts/features and use(s) of following rivers:

Nile (Africa), Amazon (South America), Yangtze (Asia), Mississippi (North America), Volga (Europe), Waikato (Australasia) – compare these larger rivers to our local river study at start of topic.

I know a range of ways rivers are used:

In the past, rivers provided food and fresh water for drinking and washing. Farmers grew crops near rivers because the water was fertile. The power of flowing water was also used by machines, such as water wheels, to make flour and wood pulp. Trade routes often used rivers to transport goods by boat.

			<p>Rivers also provided a defensive barrier against invaders. Today, rivers are used for leisure activities, such as fishing, canoeing, rowing and kayaking.</p> <p>I know why people choose to live near rivers despite flood risks: Humans have built settlements next to rivers since the Stone Age because rivers can provide all the basic needs for life. Many towns and cities started as small river settlements. London was built by Romans next to the River Thames. York was built where two rivers, the Ouse and Foss meet. The rivers provided protection, transport and fresh water. Despite flood risks, humans still choose to live near rivers and water today, due to the activities available and natural beauty rivers, lakes and oceans (Perranporth) provide.</p> <p>Floods and Floodplains A major disadvantage with living near a river or in a coastal location is that they can flood. A floodplain is an area of low lying, flat land next to a river. If there is a lot of water in the river or a spring tide, it may spill over the riverbank or beach and flood. Increasingly, flooding is becoming a more common occurrence across the United Kingdom and Cornwall - https://flood-warning-information.service.gov.uk/warnings, but coastal and river homes are still very popular.</p> <p>Water Pollution Water can become polluted by waste. Chemicals used by farmers on their crops and fields can be washed into rivers and streams. These chemicals help algae to grow, which can cover the surface and take oxygen from the water, leaving plants and animals with less than they need to survive.</p> <p>Plastic pollution is also an increasing problem in rivers and oceans around the world, including Perranporth. It has been increased since the Covid-19 pandemic, with mask wearing leading to many more single use masks being made and thrown away. Plastic is human made and doesn't break down (degrade) easily. This can cause animals to mistake it for food and get caught in it. Currents in rivers and oceans can allow plastic to travel thousands of miles from where it originates.</p>	
Vocabulary	Content Specific: <ul style="list-style-type: none">➤ United Kingdom➤ Cornwall➤ Greece➤ Greek islands	Subject Specific: <ul style="list-style-type: none">➤ Trade➤ Compare➤ Contrast➤ Map➤ Atlas➤ Country➤ Continent➤ Compass➤ North, South, East and West	Content Specific: <ul style="list-style-type: none">➤ Aquatic, collection, condensation, current, degrade, erosion, evaporation, fertile, flood, nutrient, pollution, precipitation, sediment, silt	Subject Specific: <ul style="list-style-type: none">➤
Outdoor Learning	Sparta v Athens battle launch and Olympic Sports Festival Legacy.		Local river study at topic launch, Perranporth Beach visit for flood defence research and plastic investigation.	

