

SHOULD WE KEEP OUR SCHOOL POND?

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COSMOS School team


Jason Anderson	Head Teacher
Faye Hill	Science lead, teacher (Y2), SENCO
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Emma Gordon	ECT Teacher (Y3)
Kirsty Robertson	Teacher (Y5/3)
Community	Parents, Governors,

Spring 2 Science	How climate change affects the biodiversity within my school	C	T
Step 1	I can develop lines of an investigation about climate change and biodiversity with my teacher		
Step 2	I can ask an expert questions about my local environment		
Step 3	School trip - I can identify animals within their natural habitat (a pond)		
Step 4	I can compare two ponds in two different locations		
Step 5	I can identify ways to increase biodiversity in our pond		
Step 6	I can explain what I found out about my local environment to others		

Dear Year 2,

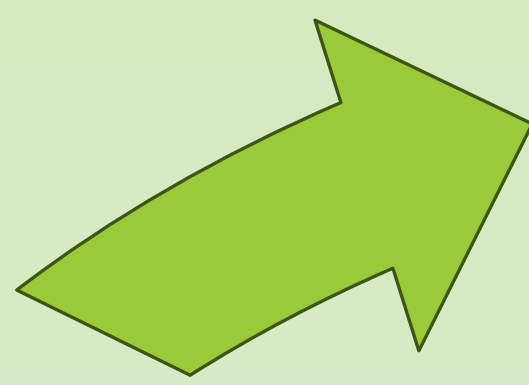
I am writing to tell you that Myself and Mrs Nicholas would like to develop the school grounds into a place for learning. We are so concerned about climate change affecting the biodiversity within our school grounds! We feel that the pond is unsafe! I would like to get rid of it as I do not feel it has any use here at RPS.

I have sent some pictures to Mrs Hill and Miss Yeo. Look at the pictures and let me know what you think. I really hope that you can help!



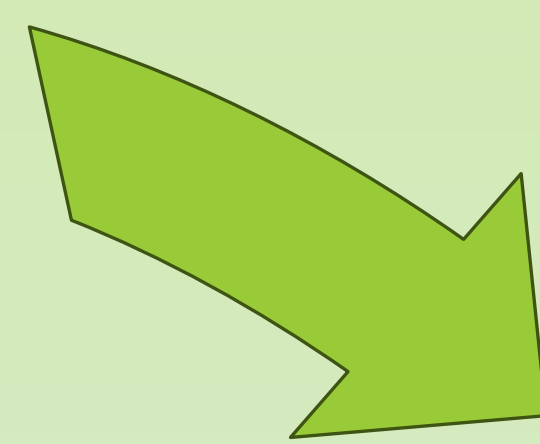
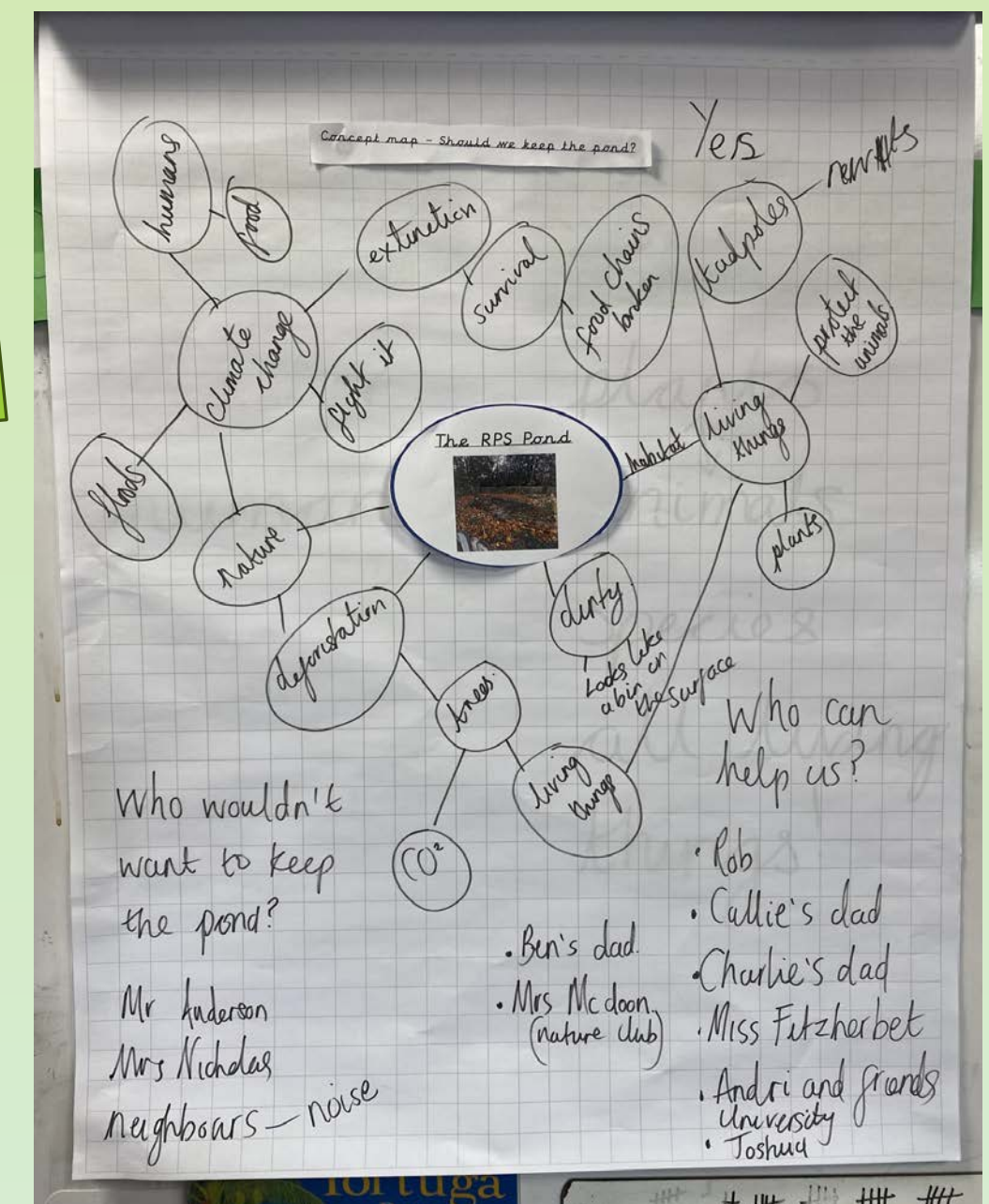
Yours faithfully
 Mr Anderson and Mrs Nicholas

Living things and their habitats, Y2 Y3 Y5



Step 1. Letter from the Headteacher

The children straight away knew they wanted to keep the pond based on their prior knowledge of living things within a pond. They also drew on their prior learning in geography, about how to look after the environment - living things. I drew a mind map using the children's ideas and we made connections between them. They also identified who could help and what problems we could face.

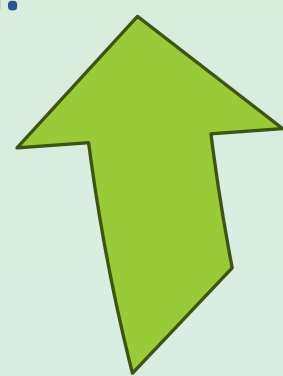


Step 2. Childrens' responses

One child said, 'Let's make it better, then Mr Anderson will not think it's unsafe anymore.' They explored the school pond to discover what already lived in and around it. They found many living things and became passionate about protecting them but also noticed that the pond was not looked after as there were old footballs and rubbish in it. It is locked up all of the time and not used by the children, but they were sure they wanted to look after it. A boy said, 'My dad is a pond expert he can help us.' We decided to invite other people outside of the school to come in and help us to understand what we need to do to improve the pond and the surrounding area.

Step 5. We made and presented Dioramas

In groups the children created Diorama boxes to represent our school pond. They presented these to the school Governors and Mr Anderson as an argument to keep our pond.



Step 4. We arranged a trip to Hilliers

We decided it would be a good idea to go and see another pond and compare it to our school pond. We went on a school trip to Sir Harold Hillier Gardens Education Service.



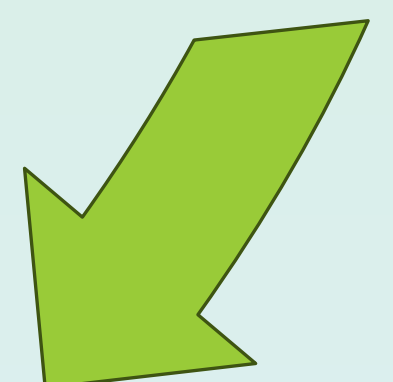
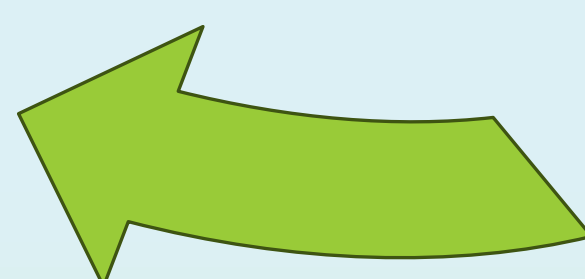
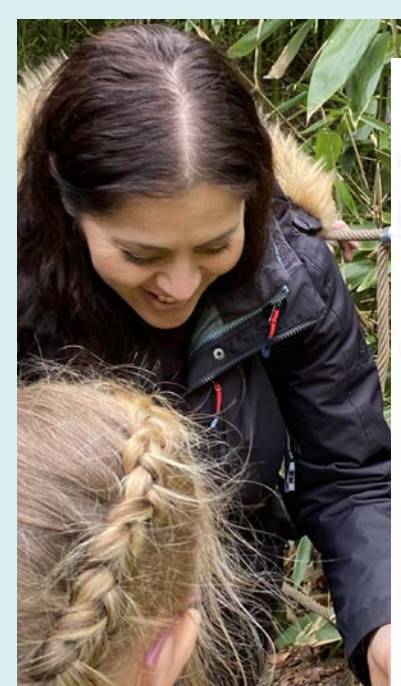
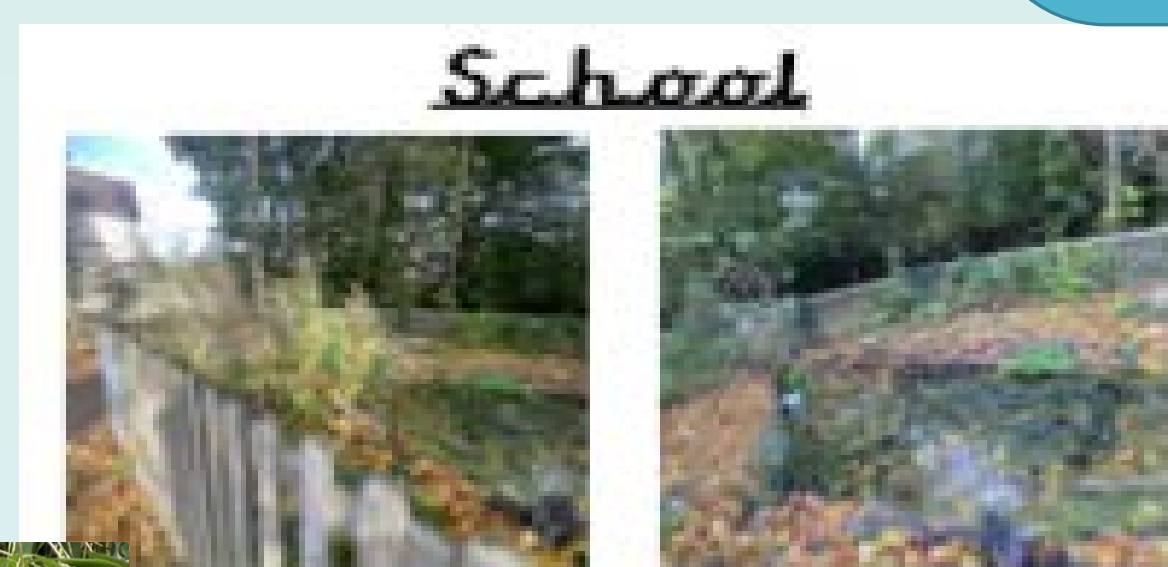
Challenges:

- Time
- Workload
- Change
- Fixed Mindsets



Success:

- Children's interest and curiosity
- Potential development of school grounds
- Opening lines of communication within the community



Step 3. Questions and answers

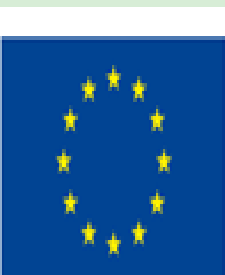
How can we get more biodiversity in and around the pond?

What can we do to look after so it is better for the little animals?

How can we clean it?

A pupil's dad and Rob gave us lots of ideas. They suggested:

- Plants – layered for specific pond life.
- Flowing water
- Different types of natural materials around the pond for different micro habitats



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