

The Whole World in Our Hands [KS1, 30 mins]

Learning Objective:

To understand that human-made objects come from limited natural resources.

Key Environmental Concept: (Sustainable Living)

Everything we use on an everyday basis is drawn from the natural world. If we make too many things from natural materials, the Earth systems begin to break down.

Assessment Statements

By the end of this session:

- ⇒ all children will be able to begin to understand the difference between human-made objects and natural materials
- ⇒ most children will be able to link natural materials and their properties to a human-made object;
- ⇒ some children will be able to explain how to keep the Earth's balance by using fewer natural resources.

Key vocab: Natural materials, Human-made objects

Resources:

- Paper, rulers, pencils, clipboards
- Option: Teacher may wish to bring in additional natural materials in raw form to help children to connect with these materials (e.g. rock, sand, wood)

Session plan:

1. Introducing Natural and Human-made objects [5mins]
 - a) Teacher clarifies the difference between natural materials, which come from the Earth and human-made objects, which are produced from natural materials for us to use.
2. Natural materials and human-made objects in the classroom [15 mins]
 - a) Each pupil will create two columns (Human-made Objects, Natural Materials) on paper + clipboard with a ruler.
 - b) Children work in pairs to identify classroom objects. "Look at objects you can see around you and write them down in the objects column."
 - c) Teacher recaps the difference between objects and the natural material they have been made from.
 - d) Teacher models this activity by selecting a few items from the classroom and highlighting the difference between objects and the materials which the objects are made from.
 - e) Children try to work out which natural material the objects are made from and write them down in the 'natural materials' column.
 - f) "WHY are different objects made from different natural materials? Let's find out..."
3. Properties of different objects: [5 mins]
 - a) Watch this [1 minute video](#) about the properties of different materials.
 - b) Teachers lead a group response to [the sorting activity below the video](#).
 - c) Returning to classroom objects, teacher asks for suggestions about why particular materials have been chosen for particular objects.
4. Lesson Ending: Living sustainably [5 mins]
 - a) Teacher reminds children of the previous lesson's key learning of 'just right' and how using too many natural resources such as trees and oil can disrupt the Earth's natural balance.
 - b) Teacher encourages children to suggest ideas for how to keep this balance by using fewer resources.

KS1 Science Curriculum:
Pupils should be taught to:

- distinguish between an object and the material from which it is made
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- describe the simple physical properties of a variety of everyday materials
- compare and group together a variety of everyday materials on the basis of their simple physical properties.

Natural materials: things which come from the Earth
Human-made objects: things which humans make out of natural materials

Examples of natural resources in classroom objects:

- Wooden furniture made from trees
- Pencils made from mixing graphite (a rock) and clay
- Erasers/Rubbers come from rubber trees.
- Glass in windows comes from sand.
- Key fact: Plastic is made from oil, which is formed from the decomposition of living beings over thousands of years under the Earth's surface.

Taking it outside

Go outside and count up the number of human-made and natural objects you can see. Is the balance right? Would it be better if some of the human-made objects weren't there and why?