**Trash Islands**

**Key Stage 2**

**NC references**

**KS2 Science**

**Working scientifically**

* reporting and presenting findings from enquiries…in oral and written forms such as displays and other presentations
* identifying scientific evidence that has been used to support or refute ideas or arguments

**Properties and changes of materials**

* compare and group together everyday materials on the basis of their properties

**Learning objectives**

To learn about and investigate the effects of plastic pollution.

To identify the size and location of the Pacific Trash Island

**Teaching ideas**

**Explore**

Show pictures of plastic pollution – what products can the children identify?

What effects could this pollution have?

**Question**

Encourage children to generate questions about the trash islands that they see.

**Learn**

Using facts (or children’s own research) about the Pacific Trash Island, ask children to identify the location and to present key details about the trash island. They may be able to sketch the island on a world map.

Facts:

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| --- | --- |
| The trash island is situated in the North Pacific. | The trash island is said to be as large as the US state of Texas. |
| Ocean currents, or gyres, have moved the plastic pollution into a huge pile or island that floats on the surface of the ocean. | Other trash islands are appearing and growing in other oceans, such as the Atlantic. |
| The trash island could double in size in the next ten years if practice for disposing of plastic do not change. | When plastic products end up in the ocean, the water and sunlight break the plastic into tiny little particles, called microplastics. |
| The majority of materials in the trash island are plastic or nylon fishing gear, including ‘ghost nets’. | The Great Pacific Garbage Patch was discovered by Charles Moore in 1997 when he sailed home to California after a yacht race. |
| The island is not stable; it is like a floating plastic soup. | A company called ‘Ocean Clean Up’ are trying to remove the plastic debris from the ocean. |

**Present**

Children could use research and the pictures they see to create posters about plastic pollution.

**Resources**

World map, clearly showing the Pacific Ocean

Images/ videos of the Pacific Trash Island (see the Kids Against Plastic website)

**Next steps**

Use images of plastic pollution and trash islands to inspire writing or presentations that encourage the school to reduce plastic use.

Use images of the trash island to inspire writing – write the ship’s log of Charles Moore to describe what he saw when he discovered the island.

Consider the effect of plastic pollution on marine animals and food chains.