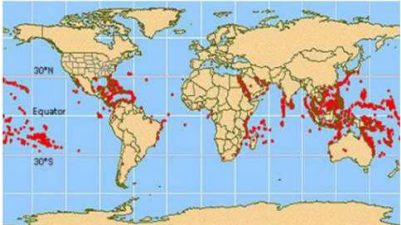




Helmshore School Sustainability Topics

Year	Planning and Key Skills	Link texts
EYFS	• <u>Communication</u> - Talk about the features of their immediate environment and other places - familiar places and those they have learnt about and the differences between environments. • <u>Mapping and geographical skills</u> - recognise, know about and describe features of different places including their immediate environment, other familiar places and places they have learnt about through non-fiction texts, stories, maps, visits, visitors etc. • <u>Field work</u> - look closely at similarities and differences between their immediate environment and different places have visited, learnt through books or websites. Talk about what features are the same and what are the differences. • <u>Enquiry</u> - Comment and ask questions about their immediate environment, other places which are familiar to them and places they have learnt about. <u>Sustainability/ biodiversity - EYFS - suggested activities -</u> • Nature walks • Gardening • Recycling • Designing and making • Read books on topics such as recycling, nature and being more environmental friendly. <u>Vocabulary</u> - nature, gardening, recycling, wildlife, local <u>Key enquiry questions examples -</u> Is there any waste plastic metal/ paper in our school environment? Where is it and can we recycle it? Which parts of our school grounds are most popular with birds? Make a map to show here they are found. How can we encourage more animals and birds to our school grounds? How many mini beasts can we find and where are they? Can we make more places for them to live? Use appropriate books to stimulate discussion on sustainability, nature and biodiversity. Why is it good to grow food locally?	Plants Feed Me by Lizzy Rockwell

Year 1	<u>Sustainability thread</u> - How can we make our school a better place for plants and animals? <u>Vocabulary</u> - town, city, village, factory, farm, houses, shop, river, soil, valley <u>From farm to plate The Regenerators What is organic farmers?</u> Inspiring children and teenagers to live a greener life an encourage others to look after the planet. By making small changes on our own, we can make a big difference together. Change Champs: Let's visit a farm [KS1] - Videos for teachers - Classroom resources - The Regenerators - BBC Bitesize Discuss organic farming - organic farming is all about working with nature to grow food in a way that is safe and sustainable. Organic farmers don't use man-made/ artificial chemicals. They use natural methods such as using nature to feed plants. <u>Study focus - our local environment</u> <u>Key skills -</u> Map work of the local area Nature walk around local area noting physical and human features What can we see? How many different aspects of nature can we see? Collect data field work - tally chart, clickers, take pictures, count flowers/ trees/ birds Map work - United Kingdom - Lesson 1 labelling parts of the UK - Local area show North West map - Lancashire - street map of the local area and look for green areas. Lesson 2 - Focus on school - field work - Tally chart - trees, bushes, flowers, birds. Lesson 3 - How can we make our environment a better place for plants and animals? - Improve our green spaces - collate ideas - bug hotel? Litter pick? Plant flowers? Grow vegetables? Grow sunflowers/ cress. Lesson 4 - Research other green areas in other countries - Green Roof in Leeds - Ashfield Primary Leeds. Reshaping urban living in Amsterdam. Leeds University Green Roof Installation - Sedum Supply Ltd Lesson 4 - creating a design for a new garden in school - investigating where would be a good place for a new garden and why - field work. Lesson 5 - design a map for the local school garden - including plants and animals. Lesson 6 - create bird feeders links to DT.	Adam's farm The Lorax Mia makes a Meadow - Rachel Lawston Our Wild Garden - Daniel Seton
--------	--	--

Year 2	Contrasting place study not in UK – Australia Coral Reefs How does climate change affect coral reefs and what can we do to help reduce it? Prior learning Locational knowledge Name and locate the world's seven continents and five oceans Human and physical geography Use basic geographical vocabulary to refer to – Key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Key human features, including city, town, village, factory, farm, house, office, port, harbour and shop What is a Coral Reef and where are they located? Place study – small area in a contrasting non-European Country. A Coral Reef is a like an underwater city made of tiny animals called corals. These corals build their homes close together, creating a colourful and busy place where many sea creative live, like fish, crabs and starfish. Coral reefs are important because they provide food and shelter for these animals and help keep the ocean healthy. Famous coral reefs include – The Great Barrier Reef in Australia, The Red Sea Coral Reef between Africa and Asia. The Coral Triangle in Southeast Asia, including parts of Indonesia, Malaysia and the Philippines. The Caribbean Coral Reefs – Caribbean Sea. These reefs thrive in clear, sunny waters. Lesson 1 – what is a Coral Reef? Where are they located? Global Distribution of Coral Reefs – located near the equator – what does it tell us? Find and colour them on a map. 	The Great Barrier Reef Helen Scales A Coral Reef Story Jane Bumard Pedro loves saving the planet Jess French The last Seaweed Wenda Shurety
---------------	--	---

Lesson 2 - Where is the Great Barrier Reef? Maps zooming into Australia.



Lesson 3 - Study Focus - what are the problems facing the Great Barrier Reef?

New vocabulary - environment, coast, reef, coral, eco-system, bleaching, pollution, reduce, reuse, recycle

Watch videos of the problems of the Barrier reef - research the problems, write and draw the problems faced by the Great Barrier Reef.

Study Focus

What are the problems facing the Great Barrier Reef?

The Great Barrier Reef is like a giant underwater garden made of coral. It's home to many colourful fish, sea turtles, and other sea creatures. But this beautiful place is facing some problems:

- 1. Hot Water:** Oceans are getting warmer due to global warming. When the ocean gets too warm, the coral gets sick and loses its colour. This is called coral bleaching. Imagine if all the flowers in a garden turned white and stopped growing.
- 2. Dirty Water:** Sometimes, dirt and chemicals from farms and cities wash into the ocean. This makes the water dirty and can hurt the coral and fish. It's like if someone poured mud into a fish tank.
- 3. Hungry Starfish:** There are starfish called Crown-of-Thorns that eat coral. When there are too many of these starfish, they can eat a lot of coral and damage the reef.
- 4. Big Storms:** Strong storms, like cyclones, can break the coral and make it hard for sea creatures to live there. It's like a big wind knocking down trees in a forest.

People are working hard to protect the Great Barrier Reef, but we all need to help by keeping our oceans clean and fighting climate change.

Possible New Vocabulary
environment, coast, reef, coral,
eco-system, bleaching, pollution,
reduce, reuse, recycle.

Lesson 4 - Study focus - Study Port Douglas - where is Port Douglas? Physical and man-made features
Case Study - Port Douglas Queensland Australia

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Place Knowledge -

Locate on a map, learn about the key features and compare to our own area.

Lesson 5 - What can be done to help?

Port Douglas and the Daintree region have been focused on sustainability since 1983. Daintree is home to one of the oldest rainforests in the world – the Daintree Rainforest.

Below are some of the reasons why the area has become a leader in sustainability:

- 1. Eco-Friendly Tourism:** Port Douglas encourages visitors to enjoy nature responsibly. This means people can go on special tours that don't harm the environment, like reef-friendly diving and eco-tours.
- 2. Nature Reserves:** Places like Thala Beach Nature Reserve help protect the environment. They use sustainable practices to support local wildlife and plants, making sure the land stays healthy and beautiful.
- 3. Community Efforts:** The people in Port Douglas work together to keep their town clean and green. They have beach clean-ups, recycling programs, and teach everyone about how to take care of the environment.
- 4. Renewable Energy:** Port Douglas uses energy from the sun to power homes and businesses. This helps reduce pollution and keeps the air clean.

Lesson 6 - saving our ocean posters



links to DT - reuse plastic containers/ bottles to make planters

Year 3

Enquiry Question - Water Pollution in the Lake District - is it really a problem?

Enquiry question - Water pollution in the Lake District- Is it really a problem?

Possible Prior learning: Key Stage 1

Locational knowledge

- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom
- use basic geographical vocabulary to refer to:
- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language (for example, near and far; left and right), to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Case Studies - Lake District



Locational knowledge

- name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns, and understand how some of these aspects have changed over time

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography

- describe and understand key aspects of:
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Lesson 1 - locate and show photos of the Lake District - locate it on a map. Locational knowledge, place knowledge, compare and contrast physical and human features.

Lesson 2- Case Study Lake Windermere and how it is used.

What on Earth?

Water, explore,
create and
investigate! Isabel
Thomas

The tree and the river
Aaron Becker

Lesson 3 - Lake Windermere the problem

Lake Windermere - The Problem



Sewage dumped illegally in
Windermere over 3 years



Untreated sewage illegally
pumped into Windermere



Water firm behind spills says
fixes will take time

Lake Windermere's Health in Jeopardy as Sewage
Pollution Detected

Lake Windermere: Government vows to clean
up England's largest lake



Lesson 4 - Lake Windermere - the impact on people and places, wildlife, sports, recreation, economy

Lake Windermere - The Impact



Wildlife



Recreation



Economy



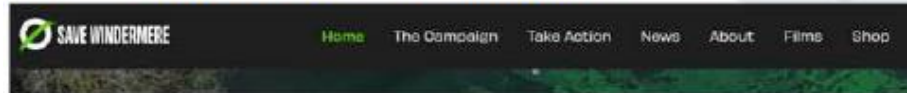
Possible New Vocabulary

algae, pollution, sewage,
waste water, chemicals,
untreated, recreation,
economy



Lesson 5- Lake Windermere The Solution

Lake Windermere – The Solution?



Lancaster school pupils speak out in campaign to save Lake Windermere from pollution

Pupils from a Lancaster school have spoken out passionately about their campaign to save Lake Windermere from pollution.

Schoolchildren from Moorside Primary visited the Beyond Radio studio to raise awareness of their campaign, which came about due to concerns that Lake Windermere is 'dying' due to excessive nutrients entering the water.

The Moorside pupils wrote to Cat Smith, Lancaster MP, who raised the issue in the House of Commons and visited the school herself last Friday to talk to the children, alongside Save Windermere campaigner Matt Staniek.

The school also received a video message from comedian Paul Whitehouse, who has joined other celebrities including singer and water quality campaigner Feargal Sharkey, actor Steve Coogan, and comedian and TV presenter Lee Mack in campaigning against sewage pollution discharges into the lake.

United Utilities and the Environment Agency (EA) have been widely criticised for their role in the damage to the popular Lake District tourist attraction – the water company for discharging sewage into the lake and the EA for not doing enough to prevent it.

According to the EA, there were record spills of raw sewage into the sea and rivers in England in 2023.

Rules allow a limited discharge of excess sewage during periods of excess rain, but there is also evidence of 'dry spills', which can damage the local environment and pose a health risk to swimmers.

"The children felt very passionately about what was happening so we thought we'd do this campaign and write to Cat Smith because the children have lots to say about it, and the children got really fired up," said Sue Cooper, a teacher at Moorside.

Treya, 10, said: "I'm worried that the algae caused by sewage dumping will completely obliterate Lake Windermere's biodiversity and ecosystem."

"I think the lake is very beautiful but I thought the blotches of green algae have been ruining it."

Hugh, 11, said: "We've watched videos on the pollution and we did a very big letter writing campaign to Cat Smith, and she brought it up in the House of Commons."

Vitali, 10, said: "There's a website www.savewindermere.com, and you can sign their petition. They are calling for an independent public inquiry."

Lesson 6 – Bring it back to our Local

Area – saving water/ pollution in local rivers. Letter writing to United Utilities.

Links to DT – design something that floats reusing plastic.

Year 4	What can we learn from the city of Freiburg about how to live in a more environmentally friendly way? Freiburg one of the most ECO friendly cities in Europe. Year 4 – Possible sustainability thread Question: What can we learn from the city of Freiburg about how to live in a more environmentally friendly way? Possible Prior Learning Key Stage 1 Locational knowledge • name and locate the world's seven continents and five oceans • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Place knowledge • understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Human and physical geography • use basic geographical vocabulary to refer to: • key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills and fieldwork • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage Lancashire	The Wonder Garden Jenny Broom Stuff Maddie Moate Old enough to save the planet Anna Taylor Future Hopes Lauren James
----------------------	---	--

Case Study - Freiburg, South Germany

One of the most eco-friendly cities in Europe

Freiburg is a city in the South of Germany. In the 1970's the local government set the aim of becoming more sustainable in all aspects of life.

There are a few reasons why Freiburg wanted to adopt sustainable lifestyles:

- Freiburg has the youngest population in Germany; 10% of the population is university aged (18 to 24 years old)
- Freiburg's old town is cobbled, which reduces the amount of car traffic in the city
- 9 month protests in 1975 showed how passionate the local residents are about protecting their environment.

The city is surrounded by the Black Forest – a famous picturesque forest in Germany

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country and a region within North or South America



Lancashire

Place knowledge -

Lesson 1 - place knowledge and map work locating Germany and location - Freiburg - research Freiburg.

Lesson 2 - The Black Forest - Wonder garden book.



Freiburg



Lesson 3 - 6 - Study focus - Investigate one area of its sustainability per lesson - renewable energy, green transportation, waste management, urban planning, economic initiatives.

Study Focus

Freiburg is renowned for its sustainability due to several key practices and initiatives:

- 1. Renewable Energy:** Freiburg aims to achieve 100% renewable energy by 2035 and carbon neutrality by 2050. The city is known as "Europe's Solar City" because of its extensive use of solar energy
- 2. Green Transportation:** The city promotes biking and walking, with pedestrian and cycling-only zones in the city center. Over one-third of residents do not own a car
- 3. Waste Management:** Freiburg has significantly reduced waste disposal by recycling and reusing materials. The city provides energy for 28,000 homes from burning waste and has established numerous community collection points for recycling
- 4. Urban Planning:** Freiburg involves local people in the planning process, ensuring affordable housing and creating green spaces. The city has planted 44,000 trees in parks and streets and maintains large forested areas
- 5. Economic Initiatives:** Freiburg has created many jobs in green industries, including solar panel manufacturing, contributing to its nickname "solar valley"

These practices make Freiburg a model for sustainable urban living.



Possible New Vocabulary
eco-friendly urban planning, green transportation, economic, initiatives, surplus energy, manufacturing, affordable



There are twice as many bikes as there are cars in Freiburg. This is because the streets aren't built wide enough to allow a large volume of traffic, as well as the expensive cost of parking in Freiburg.



Freiburg hosts a daily farmers market, where most crops are grown using organic farming practises. By buying local produce, residents are reducing their food miles and so minimising the carbon emissions produced transporting food across the world.



The local football stadium is powered by solar panels, as well as the town hall. Any surplus energy is transported to local offices and houses, so minimal energy is wasted.



Any building developments must be balanced with an environmental project. For example, when the city expanded its rail network, it also expanded the river to introduce more birds and wildlife back to the city.

Lancashire

Investigate each area and discuss how it helps and improve the environment - solar panels, solar valley, Football stadiums using solar panels.

Last lesson and links to DT - design and create a new football stadium for Manchester United using recyclable products incorporating solar panels.

Year 5	Rainforest Summer 2 Sustainability - Enquiry discussion- Explain why the reduction in trees in the Amazon rainforest causes issues for the climate. Geography Key Stage 2 • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. • Describe and understand key aspects of physical geography, including, climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Use a world map to locate many of the world's rainforests. To understand what is meant by a biome (major ecological community extending over a large area and usually characterised by plants and animals which are adapted to that particular environment). To learn about the main biomes: tropical rainforest, desert, temperate forest (deciduous), grassland (temperate), savannah (tropical grassland), taiga forest (coniferous), tundra, marine and freshwater. Key knowledge • Pupils should know what a biome is; • Pupils should know where many of the world's rainforest are situated; • Pupils should know about the main features of a rainforest; • Pupils should use the terms: biome, emergent layer, canopy, understory and forest floor. What are biomes and can a rainforest be described as one? Where are the world's most famous rainforests situated? What are the main features associated with rainforests? Why is it important for us to protect the rainforests? Which creatures are endangered if we do nothing? Geography skills and fieldwork - • Know how to use graphs to record features such as temperature or rainfall across the world • Know how to use Google Earth to locate rainforests and other biomes • Carry out tests over time, evaluate changes and consolidate their understanding • Explain what a place is like and why • Create sketches to help with field work related to a mountainous area • Know features of own locality well enough to use as a comparative study anywhere in the world, taking account of positive and negative features Sustainability links - In Year 5, when planning about deforestation, students should develop skills in understanding the impact of deforestation, identifying the causes, and considering the potential benefits and costs of clearing forests. They should also be able to present different perspectives on the issue and use maps and globes to locate key areas affected by deforestation. Additionally, they should be able to use graphs to record data related to deforestation and biomes. Understanding Deforestation and its Impacts: define deforestation: Students should understand that deforestation means clearing forests, often for agriculture, timber, or infrastructure. identify the causes: They should learn about the various reasons why deforestation occurs, including agricultural expansion, logging, and infrastructure development. explore the impacts: Students should be aware of the environmental, social, and economic consequences of deforestation, such as habitat loss, climate change, and biodiversity loss. 2. Analyzing Different Perspectives: Recognize different stakeholder viewpoints: Students should understand that people have different opinions and interests regarding deforestation, including indigenous communities, logging companies, and environmental organizations.	Eco Cities by Nancy Dickmann This Book Will Help Cool the Climate <i>by Isabel Thomas</i> Hot Planet How Climate Change is Harming Our World (and what you can do to help) <i>by Anna Claybourne</i>
----------------------	---	---

	Debate the issue: They can engage in debates to consider the pros and cons of deforestation and the arguments for and against it. Develop arguments and evidence: Students should learn to support their viewpoints with evidence and reasoning. . Using Geographical Skills: Locate key areas: Students should be able to use maps and globes to identify regions experiencing deforestation, such as the Amazon rainforest, and understand their geographical location. Analyze geographical features: They should understand the relationship between deforestation and biomes, such as tropical rainforests, and the impact of deforestation on ecosystems. graphs and data: Students should be able to interpret graphs and charts that show data related to deforestation, such as deforestation rates and forest cover. 4. Communication and Expression: write setting descriptions: Students can practice writing descriptive texts about rainforests and other ecosystems impacted by deforestation. design posters and presentations: They can create visual aids to communicate their understanding of deforestation and its impacts. Express opinions and arguments: Students should be able to articulate their views on deforestation and support them with evidence.	
--	---	--

Year 6

Sustainable trade - Human and physical geography - fair trade where does our food come from?

Sustainable Trade

Prior learning

Human and Physical
geography
Food

Mapping

Sustainability

Future learning

Human and Physical
Geography

Trade and economics

Core vocabulary

Trade: The action of buying, selling, or exchanging goods and services.

Supply refers to the amount of a product or service that is available for consumers to purchase.

Demand is the desire and ability of consumers to purchase a product or service.

Import means bringing goods or services into a country from abroad for sale.

Export refers to sending goods or services to another country for sale. that they produce in excess or that are in high demand in other countries

Fair Trade: A movement that aims to help producers in developing countries achieve better trading conditions and promote sustainability.

Books



It looks at fair trade products, from bananas to footballs, and where and how they are made, bringing the processes to life with carefully selected case studies and quotes from farmers and producers who have been helped by the Fairtrade Foundation.

Lancashire
County

Sustainable Trade

Sustainable trade refers to the exchange of goods and services that generate social, economic, and environmental benefits, aligning with the principles of sustainable development. Here are some key aspects of sustainable trade:



Fairtrade and sustainability - Fairtrade

Fair trade first

The oceans and plastic
pollution

Flotsam David Wilsner

Lesson 1 - what is fair trade?



Lesson 2 - bananas

Example 1 - Fairtrade

One example of sustainable trade is the Fairtrade certification system.

Fairtrade products - chocolate, bananas, coffee, and tea

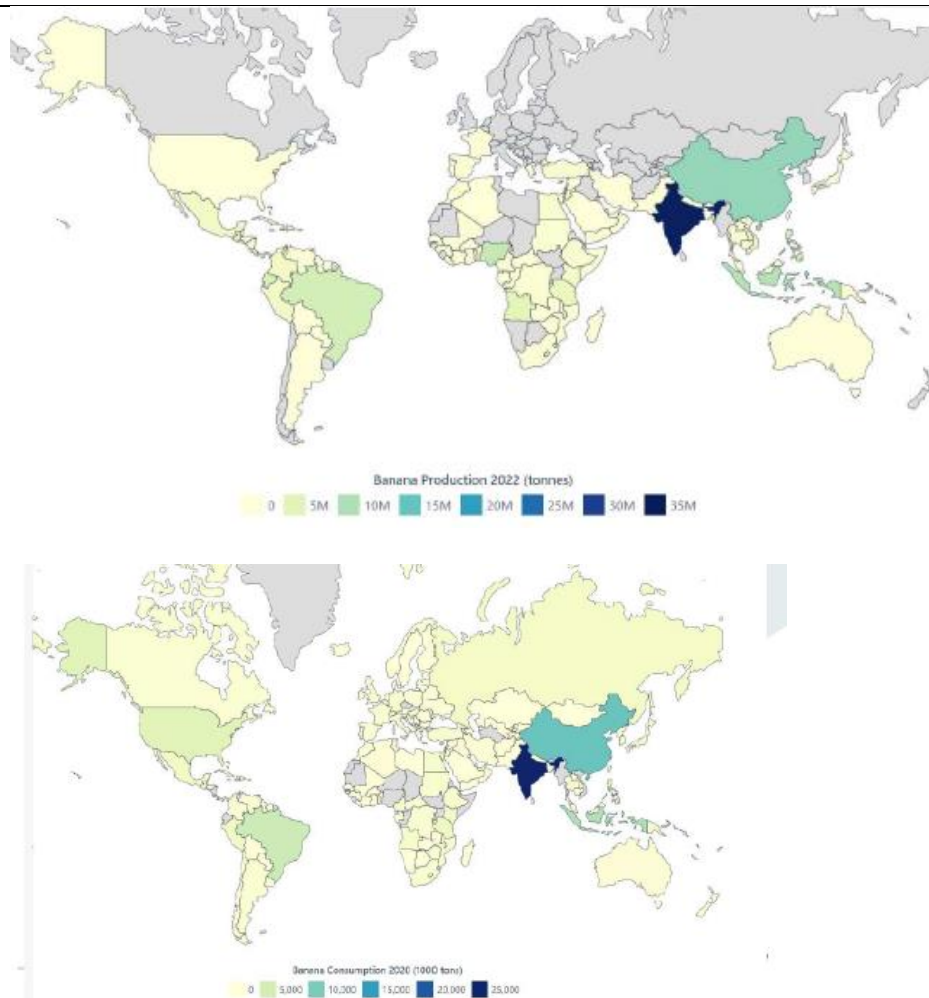
Fairtrade aims to ensure that producers in developing countries receive fair prices for their goods, work in safe conditions, and follow environmentally sustainable practices.

Bananas

"Every Fairtrade banana purchased in the UK makes a significant difference to the lives of the 36,000 Fairtrade farmers and workers who produce them."

Buying Fairtrade bananas means that producers receive a minimum price, receive an additional premium to invest back in their community and environment, while also benefitting from improved workplace conditions and protection.

Lesson 2 - map work - where are bananas grown? And why? Place knowledge



Use maps to locate lines of cancer/ Capricorn to locate banana growth and production. - Enquiry based.
 Lesson 3- is the banana trade fair? Debating, advantages/ disadvantages - critical thinking

DT link - food technology - banana bread

Lesson 4 - 7 - Marine litter and sea based litter - how can we protect our oceans?

Marine Litter

Prior learning

Aims

Sustainability

Recycling

Human and physical

geography- water

Mapping

Future learning

Sustainability

Mapping

1.**Marine:** Related to the sea or ocean.

2.**Pollution:** The introduction of harmful substances into the environment.

3.**Microplastics:** Tiny plastic particles less than 5mm in size.

4.**Recycling:** The process of converting waste into reusable materials.

5.**Biodegradable:** Capable of being broken down by natural processes.

6.**Ecosystem:** A community of living organisms and their environment.

7.**Conservation:** The protection and preservation of natural resources.

8.**Sustainability:** Using resources in a way that does not deplete them for future generations.

Geography/Science



Types of marine litter

Land-based litter such as improper waste management, industrial and agricultural waste.

Sea-based litter e.g. fishing, shipping and aquaculture

Microplastics e.g. from cosmetics and cleaning products and also from the breakdown of secondary sources such as plastic bottles

- Every year 19-23 million tonnes of plastic waste leaks into aquatic ecosystems, polluting lakes, rivers and seas. (UNEP)

- Emissions of plastic waste into aquatic ecosystems are projected to nearly triple by 2040 without meaningful action. (UNEP)

Lancashire

Case study - The Great Pacific Garbage Patch - map work, locational and place knowledge

Example - The Great Pacific Garbage Patch:

The Great Pacific Garbage Patch is a collection of marine debris in the North Pacific. Marine debris is litter that ends up in the ocean, seas, and other large bodies of water.

Located between Hawaii and California, this is the largest accumulation of ocean plastic in the world. It is estimated to contain 1.8 trillion pieces of plastic.



Great Pacific Garbage Patch

[Great Pacific Garbage Patch](#)

PHOTOGRAPH

Great Pacific Garbage Patch

The Great Pacific Garbage Patch is a collection of marine debris in the North Pacific Ocean. Also known as the Pacific trash vortex, the garbage patch is actually two distinct collections of debris bounded by the massive North Pacific Subtropical Gyre.

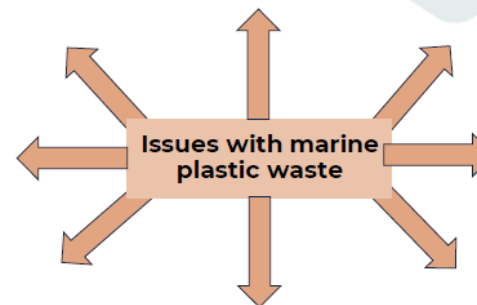
MAP BY NOAA

National Geographic



Lesson 5 - issues with marine plastic waste, show real life images

Issues with marine plastic waste



Issues with marine plastic waste

1.Harm to Marine Life:

2.Disrupts Ecosystems

3.Pollutant Transport: Plastics can absorb and transport harmful pollutants through ocean

4.Economic Impact: Marine plastic pollution affects industries such as fishing, tourism, and shipping. It can damage fishing gear, reduce fish stocks, and litter beaches, making them less attractive to tourists

5.Human Health Risks i.e. Microplastics have been found in seafood, posing potential health risks to humans who consume contaminated fish and shellfish.

6. Recreational/Physical Impact: Plastic litter on beaches and in coastal areas detracts from the natural beauty.

Lancaster
County

CASE STUDY - Handerson Island



What is Henderson Island like this?

