SCRIPT

Components of the Polish Landscape

N – teacher

S – student

T: In the previous classes, we talked, among other things, about the Vistula River and its tributaries. Point out on the map of Poland the Vistula River and the Oder River.

T: The Vistula River originated about 20 thousand years ago in the Pleistocene, when a large ice sheet, retreating through the area of ​​today's Mazovia, stopped. Climate warming caused huge masses of water from the south to flow through the Vistula valley, through present-day Germany to the North Sea. The Vistula valley had a width of 18-20 km. Only the melting of the Scandinavian ice sheet and the formation of the Baltic Sea redirected the proto-Vistula to a new catchment area (the Baltic Sea catchment area).

S: Does the valley belong to the concave landforms?

T: Yes, just like the valley, but it is wider.

What does the immediate environment of the place where you live look like?

S: In my area, there is a small river, a small hill, the buildings are low, there are many fields, meadows, and orchards.

T: Could you describe what type of landscape it is? Urban or rural?

S: Rather a rural landscape.

T: What is a landscape?

S: It seems to me that it is everything that surrounds us.

T: Yes, the landscape is the view of the surrounding area and includes many components, which we divide into:

• natural landscape components, created by the forces of nature, such as lakes, rocks, rivers, forests, swamps, weather;

• transformed (anthropogenic) landscape components - changed by humans, e.g. roads, fields, buildings, canals, artificial reservoirs, quarries, and others.

T: Remember what lowlands, uplands, and mountains are.

S: Lowlands are flat or slightly undulating areas with absolute heights of up to about 300 m above sea level, including also lake districts.

T: What are lake districts?

S: These are areas with a large accumulation of lakes. Highlands, on the other hand, are even more undulating areas with heights from 300 to 500 m above sea level.

Mountainous areas occur above 500 m above sea level and are the most undulating.

T: Point out on the map of Poland the mountainous, upland, and lowland areas.

T: Lowlands, uplands, mountains, lake districts, and basins are arranged on the map of Poland as almost parallel belts. They are called landscape belts. Their characteristic feature is the alternation of higher and lower areas.

Read the landscape belts of Poland from the map.

S: Starting from the north of the country:

- coastal lowlands,

- lake districts,

- central lowlands,

- uplands,

- basins,

- mountains.

T: Each belt has smaller units, i.e., geographical regions.

S: Does it mean that each belt is divided into smaller units?

T: Yes, the Baltic Coastal Plain is coastal lowlands with the Vistula Spit.

The lake district is divided into the Masurian Lake District, the Pomeranian Lake District, the Greater Poland Lake District.

The lowland belt is divided into the Masovian Lowland, the Podlasie Lowland, the Greater Poland Lowland, the Silesian Lowland.

The upland belt, in which we distinguish the Silesian Upland, the Kraków-Częstochowa Upland, the Lesser Poland Upland with the low Świętokrzyskie Mountains, the Lublin Upland with Roztocze, the basin belt - the Sandomierz Basin, the mountain belt - the Sudetes and the Carpathians.

S: There are so many geographical regions. How will I learn all this?!

T: You will learn. You will get to know these regions one by one, and before you know it, you will master the names of the regions by heart and be able to show them on the map.

Just one piece of advice - learning must be systematic.

S: Systematic learning....

T: Do you know that the names of regions often have historical origins? For example, names like Greater Poland, Lesser Poland, Silesia, Pomerania come from the tribes living there, such as Polans or Silesians.

Names of historical regions are still used today.

S: This lesson is difficult.

T: Not that difficult. In a moment, you will have fun creating a model of a city or village.

However, to do the task correctly, you need to familiarize yourself with important information.

S: Do I have to make a model of the city?

T: Or a model of the village.

I will explain how we describe landscapes. We start with:

A - vertical terrain features,

B - land surface coverage,

C - weather.

S: Does the weather affect the landscape?

T: Yes, and very much, but let's organize everything.

S: Alright, I'm listening.

T: Vertical terrain formation:

A - formed by the forces of NATURE:

a) convex forms, e.g., mountain ranges, hills, individual mountains, uplands,

b) flat forms, e.g., lowlands, plains, plateaus,

c) concave forms, e.g., basins, valleys, ravines, hollows,

- formed or changed by HUMAN:

a) convex forms, e.g., mining heaps, flood embankments, road and railway embankments, mounds, and other artificial elevations,

b) flat forms, e.g., polders (reclaimed parts of the sea),

c) concave forms, e.g., mining excavations, roadside ditches,

Horizontal terrain formation:

- formed by the forces of NATURE:

islands, peninsulas, sandbars, isthmuses, estuaries, bays, straits

- formed or changed by HUMAN:

artificial islands, polders, artificial reservoirs, artificial canals, port basins

B - land surface coverage:

Living:

- formed by the forces of NATURE:

a) vegetation, e.g., forests, meadows, peat bogs, shrubs, bushes,

b) animals, e.g., birds (storks, herons, eagles), large mammals (deer, roe deer, wild boars, bison),

- formed or changed by HUMAN:

a) vegetation, e.g., crops of cereals, beets, potatoes, orchards, gardens, squares, city

parks, lawns,

b) animals, e.g., cattle, horses, sheep, goats,

Inanimate:

- formed by the forces of NATURE:

a) bare rocks, various rock forms,

b) surface waters, e.g., rivers, lakes, swamps and other wetlands, snow, ice, precipitation,

c) soils in a natural state,

- formed or changed by HUMAN:

a) residential, agricultural, industrial buildings (factories), communication (roads, railways, bridges),

b) surface waters, e.g., artificial reservoirs and canals, port basins and others,

c) plowed, fertilized soils

C - weather and landscape:

current weather has a big impact on how a given landscape looks; the weather changes throughout the year - and this affects vegetation, their colors change.

T: Please prepare materials for making a model: bristol board or cardboard, colored papers, glue, scissors, crayons, markers, various-sized cardboard boxes.

S: I have prepared the necessary materials and I'm getting to work.

T: What should you remember when making a model of a city?

S: I remember that the urban landscape is strongly transformed into a natural landscape. Man

created a dense network of streets, built many houses, streets, sidewalks. There is a lot of traffic in the city (people and vehicles), the surface of the terrain is rather flat, and there is air pollution.

T: Yes, when creating a city, you should take into account the mentioned features.

And if you wanted to present a rural landscape? What characterizes this landscape?

S: The rural terrain is slightly undulating, there are large open spaces, low and scattered buildings, many arable fields, orchards, meadows, pastures, plantations, and the areas are less populated.

T: Very good. Now you have time to make a model.

S: Can there be a forest in the vicinity of the city?

T: Of course, there can be forested areas.

S: People will have a beautiful place for walks and mushroom picking in the fall.

T: The model is finished, all elements of the urban landscape have been taken into account.

Think about how we can take care of our health?

S: How to take care of health? I think walking, cycling, rollerblading will certainly help maintain good physical condition.

T: In addition to daily physical activity, what else influences our health?

S: It seems to me that what we eat is important.

T: Alright, well-prepared meals, i.e., what the body needs to function well.

T: What do we need to provide our body with? Sweets?

S: Sweets are delicious, but the body awaits the right portion of vegetables and fruits.

T: Look at these colorful plates. Vegetables and fruits come in different colors, and each color has its health significance for the body.

S: I didn't know that the colors of vegetables and fruits are so important.

T: They are very important, so meals should be colorful.

What, besides daily physical activity and a proper diet, is equally necessary for our health?

S: I probably don't know.

T: Do you know what preventive examinations are?

S: What does the term "prevention" mean?

T: Prevention is taking actions aimed at preventing diseases.

S: So in my forest on the model, people can run and walk to prevent various diseases?

T: Exactly. You can run in the park, on the pitch - movement is very important for health.

We talked about colorful vegetables and fruits. Where do you think color also plays a huge role?

S: The chameleon changes its color.

T: Yes, animals also use the color of their bodies, fur, or feathers to blend in with the environment. Animals can blend into the surroundings, for example, a forest, where the fawn color of the fur, spotting, brown-black feathers, or green-brown scales of reptiles and the skin of amphibians allow for effective camouflage. Forest insects often have the same color as the plants they inhabit (e.g., Burnet moths or mantises).

S: I once raised a stick insect, and when it hid among the branches, it was hard to find.

T: To consolidate the knowledge, you will watch a film about the landscapes of Poland.

\_

• Task and independent work (attachments).

• Additional information:

1. What is a tree, and what is a shrub?

2. Forest animals of Poland - adaptive features

3. Structure of a feather

4. Healthy eating - eat colorfully - independent work