

Enquiry: <i>How can we live more sustainably?</i>																		
What the pupils will know	Geographical techniques the pupils will learn and apply	End Points of Learning																
<div><ul style="list-style-type: none"><li>What a natural resource is.</li><li>The difference between renewable and non-renewable resources.</li><li>How electricity is generated.</li><li>The different sources of energy used to make electricity in the United Kingdom.</li><li>Why fossil fuels are no longer used to generate electricity in the United Kingdom.</li><li>How human created greenhouse gases contribute to global warming.</li><li>What sustainability and sustainable development mean.</li><li>How electricity is generated in a hydroelectric power station.</li><li>The benefits of using renewable sources of energy in poorer countries of the world such as Nepal.</li><li>How I could live in a more sustainable way both at home and at school.</li></ul></div> <div><p><b>National Curriculum Coverage</b></p><p>Pupils should be taught about:</p><p><b>Locational knowledge</b></p><ul style="list-style-type: none"><li>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.</li></ul><p><b>Human and physical geography</b></p><p>Describe and understand key aspects of:</p><ul style="list-style-type: none"><li>Physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li><li>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.</li></ul><p><b>Geographical skills and fieldwork</b></p><ul style="list-style-type: none"><li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li><li>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</li><li>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li></ul></div>	<div><p><b>Statistical representation:</b> Interpreting tabular data and constructing bar graphs and line graphs.</p><p><b>Mapwork - Interpreting and annotating thematic distribution maps:</b> Political, relief, population density, pictorial and distribution maps.</p><p><b>Imagery</b> Terrestrial, aerial and satellite photographs and GIS <i>Google Earth Pro</i></p></div> <div><p><b>Disciplinary thinking skills the pupils will use to understand what they know</b></p><table><tr><td>Describing</td><td>Giving an account of something</td></tr><tr><td>Selecting</td><td>Choosing the information most suitable and relevant</td></tr><tr><td>Sequencing</td><td>Arranging events or artefacts in their correct time order</td></tr><tr><td>Comparing and contrasting</td><td>Finding similarities and differences in how people lived at different times</td></tr><tr><td>Reasoning and speculating</td><td>Forming ideas about something without firm evidence</td></tr><tr><td>Synthesising</td><td>Combining a range of ideas and facts from different sources</td></tr><tr><td>Explaining</td><td>Showing understanding of how or why something happened</td></tr><tr><td>Empathising</td><td>Placing yourself in another’s position to better understand their actions.</td></tr></table></div> <div><p><b>SEND</b></p><p>In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in ‘bite size’ steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.</p></div>	Describing	Giving an account of something	Selecting	Choosing the information most suitable and relevant	Sequencing	Arranging events or artefacts in their correct time order	Comparing and contrasting	Finding similarities and differences in how people lived at different times	Reasoning and speculating	Forming ideas about something without firm evidence	Synthesising	Combining a range of ideas and facts from different sources	Explaining	Showing understanding of how or why something happened	Empathising	Placing yourself in another’s position to better understand their actions.	<div><p><b>Pupils making a good level of progress will:</b></p><ul style="list-style-type: none"><li><b>Describe and explain</b> what a natural resource is.</li><li><b>Identify, describe and explain</b> the difference between renewable and non-renewable resources.</li><li><b>Understand</b> how electricity is generated.</li><li><b>Identify and describe</b> the different sources of energy used to make electricity in the United Kingdom.</li><li><b>Explain</b> why fossil fuels are no longer used to generate electricity in the United Kingdom.</li><li><b>Understand</b> how human created greenhouse gases contribute to global warming.</li><li><b>Understand</b> what sustainability and sustainable development mean.</li><li><b>Describe</b> how electricity is generated in a hydroelectric power station.</li><li><b>Explain</b> some of the benefits of using renewable sources of energy in poorer countries of the world such as Nepal.</li><li><b>Describe and explain</b> some of the ways in which they might live in a more sustainable way both at home and at school.</li></ul></div> <div><p><b>Pupils working at greater depth will also:</b></p><p><b>Understand</b> that the concept of sustainability also includes physical and emotional wellbeing as well as conserving the natural environment.</p></div> <div><p><b>Prior Learning</b></p><p><b>Earlier in EYFS, Key Stage 1 and Lower Key Stage 2 pupils learned about:</b></p><ul style="list-style-type: none"><li>A wide range of different natural and human environments at different scales around the world.</li><li>The physical and human features of these environments.</li><li>That environments change as a result of both physical and human processes.</li><li>That environmental change can be both positive and negative.</li></ul></div>
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