

**Geography – Year 6 –Spring Term 1 -Protecting the environment: Are we damaging the world? - MTP**

**Big Finish**

The children are going to create their own campaign to raise awareness of conservation issues, e.g., the protection of a particular endangered animal or of a specific habitat. They will work in small groups to generate an idea, research it and then plan and present their ideas to others. The children are challenged to choose the most appropriate way to present their work: through leaflets, oral presentation, posters, videos, websites... the choices are endless!

Key vocabulary:					
Lesson 1) Sustainability, habitat destruction, endangered, extinction, conservation					
Lesson 2) Sustainability, recycle, environment					
Lesson 3) Renewable and non-renewable, wind power, biomass, wave energy, geothermal energy, hydroelectricity, tidal energy, solar energy, fossil fuels (oil, gas, coal)					
Lesson 4) Marine, ocean (and the names of the world’s oceans), endangered species					
Lesson 5) Sustainability, enquiry, biodiversity, recycle, waste					
Lesson 6) Sustainability, recycle, environment					
<b>Increased heatwaves, droughts and floods</b>					
National Curriculum	Week	NC - Coverage	Disciplinary Knowledge	Factual Knowledge	Activity Outline
<p><b>The national curriculum for Geography aims to ensure that all pupils:</b></p> <p style="text-align: center;"><b>Subject content Key stage 2</b></p> <p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p style="text-align: center;"><b>Locational knowledge</b></p> <p>Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical</p>	<p><b>1</b></p> <p><b>Are we damaging our world?</b></p>	<p>Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p>Locate the world’s countries, using maps</p> <p>Can children describe and understand <b>physical geography</b>, including climate zones</p>	<p>Ask and respond to geographical questions</p>	<p>I know that there are threats to the health of our planet. (Deforestation, pollution of the ocean)</p> <p>I know ways to help improve the health of our planet. (Reduce energy use and renewable energy sources).</p>	<p><b>To understand the threats to the health of our planet and some possible solutions</b></p> <p>In this lesson, children <i>look at a national or international environmental issue of interest. Children will need access to tablets, PCs or the school library, and time to research their chosen topic.</i></p> <p><u>Resources</u></p> <ul style="list-style-type: none"> <li>● Teaching slides</li> <li>● <i>State of the Planet</i>, 2009 – <a href="#">link</a></li> <li>● David Attenborough: Climate Change: The Facts, 2019 – <a href="#">link</a></li> <li>● WWF Living Planet Report – <a href="#">link</a></li> <li>● Class set of atlases</li> <li>● Pupil resource – World map</li> </ul>

<p>features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p> <p>Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers).</p>	<p>2</p> <p><b>Can we plan a campaign?</b></p>	<p>Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p>Locate the world's countries, using maps</p> <p>Can children describe and understand <b>physical geography</b>, including climate zones</p>	<p>Use and interpret maps, atlases</p> <p>Ask and respond to geographical questions</p> <p>Make comparisons to the UK climate and wildlife</p>	<p>I know how some environmental issues have been caused. (Deforestation, air pollution)</p>	<p><b>To be able to explain how a particular environmental issue has been caused and suggest some possible solutions</b></p> <p><i>This lesson looks at a national or international environmental issue of interest to the children. Children will need access to tablets, PCs or the school library, and time to research their chosen topic.</i></p> <p><u>Resources</u></p> <ul style="list-style-type: none"> <li>Teaching slides</li> <li>Tablets/PCs/library access for research</li> <li>Assessment guidance</li> </ul>
<p><b>Place knowledge</b></p> <p>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.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America.</p> <p><b>Human and Physical Geography</b></p> <p>Can children describe and understand <b>physical geography</b>, including climate zones, biomes and vegetation belts, volcanoes and earthquakes.</p> <p>Can children describe and understand <b>physical geography</b>, including rivers, mountains, and the water cycle.</p> <p><b>Human geography:</b> economic activity including trade links.</p> <p><b>Human geography:</b> including types of settlement and land use and the distribution of natural resources</p>	<p>3</p> <p><b>Where does our energy come from?</b></p>	<p><b>Human geography:</b> including types of settlement and land use and the distribution of natural resources including energy</p>	<p>Ask and respond to geographical questions e.g.</p> <p>Analyse secondary sources</p>	<p>I know that there are both renewable and non-renewable energy sources available. (Renewable - wind power, solar power and hydro energy Non-renewable: oil, natural gas, coal, and nuclear energy).</p>	<p><b>To understand the different types of energy available, and their advantages and disadvantages</b></p> <p><i>In this lesson, children consider the different sources of renewable and non-renewable energy sources.</i></p> <p><u>Resources</u></p> <ul style="list-style-type: none"> <li>Teaching slides</li> <li>Carbon cycle video – <a href="#">link</a></li> </ul>
<p><b>Human and Physical Geography</b></p> <p>Can children describe and understand <b>physical geography</b>, including climate zones, biomes and vegetation belts, volcanoes and earthquakes.</p> <p>Can children describe and understand <b>physical geography</b>, including rivers, mountains, and the water cycle.</p> <p><b>Human geography:</b> economic activity including trade links.</p> <p><b>Human geography:</b> including types of settlement and land use and the distribution of natural resources</p>	<p>4</p> <p><b>Why should we protect our oceans?</b></p>	<p>Can children describe and understand <b>physical geography</b></p>	<p>Ask and respond to questions that are more causal e.g. <b>What happened in the past to cause that? How is it likely to change in the future? What is the impact of these changes?</b></p> <p>Develop their views and attitudes to critically evaluate responses to environmental issues.</p>	<p>I know some of the threats to our oceans. (Pollution, by catch: marine creatures caught during commercial fishing).</p>	<p><b>To understand the importance of protecting the oceans</b></p> <p><i>This lesson explores why the world's seas and oceans are so important. Links are provided (see below) of short video clips of marine life, alternatively there is a link to astonishing photographs. Before the lesson, you should review the options available to support the interests of your class.</i></p> <p><u>Resources</u></p>

<p>including energy, food, minerals and water.</p> <p><b>Geographical skills and fieldwork</b></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four 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.</p> <p>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.</p> <p>Use the eight points of a compass, 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.</p>					<ul style="list-style-type: none"><li>● Teaching slides</li><li>● Marine life video clips – <a href="#">link</a></li><li>● Scenes above and below the water’s surface – <a href="#">link</a></li><li>● Marine species and their conservation status – <a href="#">link</a></li><li>● Coral reef extinction – <a href="#">link</a></li><li>● The importance of conserving sharks – <a href="#">link</a></li><li>● <a href="#">Marine Protected Areas video – link</a></li><li>● <a href="#">Infographics on MPAs – link</a></li><li>● Why are seas and oceans significant to humans? – <a href="#">link</a></li></ul> <p><a href="#">Tablets or PCs for research</a></p>
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	<p>5</p> <p><b>How can we be more sustainable in school?</b></p>	<p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods</p>	<p>Describe and understand key aspects of physical and human geography</p> <p>Develop their views and attitudes to critically evaluate responses to global issues and events.</p>	<p>I know some of the ways in which I could make my school more sustainable. (Turn lights off, recycling, investing in solar energy)</p>	<p><b>To carry out an enquiry into sustainability</b></p> <p><i>children will carry out an enquiry into sustainability issues connected to the school. They use appropriate evidence-gathering techniques to help inform their recommendations in a letter to the headteacher.</i></p> <p><u>Resources</u></p> <ul style="list-style-type: none"> <li>● Teaching slides</li> <li>● Clipboards and paper</li> <li>● Tablets/digital cameras to take photos</li> </ul>
	<p>6</p> <p><b>Can we plan a campaign?</b></p> <p><b><u>The Big Finish</u></b></p>	<p><b>Human geography:</b> including types of settlement and land use and the distribution of natural resources including energy, food, minerals and water.</p>	<p>Ask and respond to geographical questions:</p> <p>Describe and understand key aspects of the distribution of natural resources including energy, minerals and water</p>	<p>I know how this environmental issue has been caused. (Pollution, overfishing, deforestation, overuse of non-renewable: oil, natural gas, coal and nuclear energy).</p>	<p><b>To be able to explain how a particular environmental issue has been caused and suggest some possible solutions</b></p> <p><i>This lesson looks at a national or international environmental issue of interest to the children. Children will need access to tablets, PCs or the school library, and time to research their chosen topic.</i></p> <p><u>Resources</u></p> <ul style="list-style-type: none"> <li>● Teaching slides</li> <li>● Tablets/PCs/library access for research</li> <li>● Assessment guidance</li> </ul>