

***Our Intent is: To support our children to engage in enquiry about, "How the Earth's features are shaped and changed over time?" and understand their place in Forton and connection to the wider world.***



**Forton Primary School  
Geography**

**Pendle Class  
Summer 1 & 2  
Year A**

**Etymology** – renewable - "capable of being renewed," 1727, of a lease, etc., from renew (v.) + -able. In reference to energy sources, "not depletable by utilization,



**If the World Were a Village**

by David J. Smith and Shelagh Armstrong

**Key Concept: Enough For Everyone**

**Key Question:** What are the needs of a settlement and the wider world?

**Unit Overview:**

What do we need?

**N.C. LINKS: Geographical skills and fieldwork**

Pupils should be taught to:

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

**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

**Vocabulary:**

- Conserve
- Consume

**Geographical Enquiry:**

Aerial map, ordnance survey maps, google map, political map, topographic map,

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<p>Types of Power Station</p> <p>Renewable Energy</p> <p>Conserving Resources</p> <p>Where Our Food Comes From</p>	<ul style="list-style-type: none"> <li>• Fertile land</li> <li>• Food miles</li> <li>• Import</li> <li>• Non-renewable energy</li> <li>• Produced</li> <li>• Renewable energy</li> <li>• Solar energy</li> </ul>	<p>physical map, economic/ resource map, scale, key, symbols, location, compass, direction, bearing, north, south, east, west, northeast (NE), southeast (SE), southwest (SW), northwest (NW), six figure grid reference, grid box, equator, northern and southern hemispheres, Tropics of Cancer/ Capricorn, Arctic/ Antarctic Circle, longitude and latitude, degrees, colour layering, contour, contour interval, cross section height above sea level, distance, kilometres (km)</p>
<p><b>New Knowledge Progression:</b></p> <ul style="list-style-type: none"> <li>• To understand what settlers need when they decide on an area to settle.</li> <li>• To understand the need for electricity and where it comes from.</li> <li>• To understand the difference between renewable and non-renewable sources of energy.</li> <li>• To understand where our food comes from and the implication of food miles and locally sourced food.</li> </ul>	<p><b>Building on Prior learning when A follows B:</b></p> <ul style="list-style-type: none"> <li>• To understand the distribution of natural resources in the context of importing and exporting.</li> <li>• To understand trade links.</li> <li>• To explain the trade links between El Salvador.</li> <li>• To understand what fair trade means and its importance.</li> <li>• To understand how trading has changed over time and why.</li> </ul>	

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- To understand the need to save water, energy and food supplies.
- To understand that the availability of natural sources varies in different countries and the impact that this may have.

### **Key Skills (Disciplinary)**

- ▶ Name and locate an extensive range of places in the world including globally and topically significant features and events.
- ▶ Use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments.
- ▶ Demonstrate understanding of how and why some features or places are similar or different and how and why they change. Recognise patterns in human and physical features and understand some of the conditions, processes or changes which influence these patterns.
- ▶ Explain some links and interactions between people, places and environments.
- ▶ Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here?
- ▶ Communicate geographical information using a wide range of methods including writing at increasing length.

### **Sequence of Lessons:**

1. **What do we need?** – To explain what settlers need.
2. **Where does our power come from?** – To explain how energy is generated and distributed. To explain where electricity is generated in the UK.
3. **Renewable or Non-Renewable?** – To explain about renewable sources of electricity.
4. **Where our food comes from** – To explain where our food comes from. To use digital maps to calculate food miles.
5. **What do we need?** – To understand the importance of conserving food, water and energy supplies.
6. **Is there enough for everyone?** – To understand that access to natural resources varies in different countries and the impact that this has.

### **Enhancements:**

### **End of Unit Outcome:**

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- Monitoring household and school electricity usage for one week. Identify unusual trends or patterns in the data.
- Goods and services diary.

Debate within groups, answering the question, is there enough for everyone?

**Oral Assessment:**

**What do settlers need?**

**Where does our power come from?**

**What are Renewable or Non-Renewable sources of electricity?**

**Where our food comes from?**

**What do we need to survive?**

**Is there enough for everyone?**