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| **Year 6 Unit 2 – The world’s natural resources- save or spend?** |
| **National Curriculum Objectives** | **Declarative Knowledge** | **Procedural Knowledge** |
| Pupils should be taught to:Locational knowledge* 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
* 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), and land-use patterns; and understand how some of these aspects have changed over time
* Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

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 the 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

Geographical skills and field work* Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
* 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
 | Lesson 1- Prior learning/locational knowledgeRevise- Know that the world is made up of 7 continents and 7 seas and what they areKnow where some of our food comes from around the world and whyKnow places in the world on the map and plot themKnow what is meant by globalization and fair tradeLesson2/3- What and where are the worlds natural resources?Know that a natural resource is what people can use that comes from the natural environment including water, wood, oil, natural gas)Know that the worlds natural resources are not evenly distributed across the worldKnow that the conservation of natural resources must include individuals, organisations, nations, education, governments and policiesKnow the global distribution of water security and water scarcity in the worldKnow the global distribution of fossil fuel energy sourcesKnow why energy is unevenly distributed across the worldKnow that coal and gas are burned to create electricityKnow why burning coal and gas to produce electricity may create problemsLesson 4- What is happening to some of the world’s natural resources?Know that there are threats to natural resources such as overpopulation, climate change, environmental pollutionKnow that having too little or too much natural resources can cause trouble and conflictKnow that to have an environmentally sustainable future natural resources need to be conservedLesson 5- What are the challenges of conserving the world’s natural resources?Know some of the alternatives to using natural resources to produce electricityKnow how different places in the world solve the challenges of a lack of natural resourcesKnow that many countries have developed their economies by using their natural resourcesLesson 6- Outcome lessons- What do you think we should all do with the world’s natural resources in this generation?*Presenting findings and reasoning* | To be able to use keys on OS maps to find out about what the place is likeTo be able to use 4 figure grid references to locate places and physical and human features on an OS mapTo be able to locate the highest points in the UKTo be able to describe key aspects of physical and human geography- economic activity, trade links, distribution of natural resources- energy, food, water and minerals |
| **Prior Learning** | **Key Questions** | **Future Learning** |
| * Different climates of the world- biomes (Y1)
* Location of places in the world- non-European (Egypt)
* Location of geographical regions, rivers, mountains, volcanic
* Compare and contrasting places using geographical knowledge of features
* Human and physical features of places
* Characteristics of regions on land maps
* Human economic activity and its effect on the world- (Amazon)
* Distribution of natural resources- food (Y6 Fair trade)
 | What are the world’s natural resources?Where are they located in the world?Is it fair that some places in the world have more natural resources than others?Why is it important to find alternative sources of energy to save the worlds natural resources?What is climate change?What can our generation do to make a difference in the world? | **In future years our children will:** |
| **Vocabulary** | **Revisited Learning:** |  |
| Natural, resources, distributed, overpopulation, pollution, conserve, renewable, non-renewable, generationclimate change | Art:* Revise drawing and painting
* Modern art
* Textiles:
* experiment with a range of media by overlapping and layering in order to create texture, effect and colour;
* add decoration to create effect;
 | RE:* Islam across the world

History:* Use of resources- shortage (WWII)
* Fishing industry- change and impact- fishing using a natural resource
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