Learning journey	Geography	Energy and Sustainability	Year 5 Spring	

Building on prior learning	Theme overview	Preparing for future learning	Vocabulary	
Before the start of the unit the children… **The pupils know** how to use an atlas and find key countries on a map. **The pupils can use** positional and directional vocabulary while using a variety of maps. **The pupils have studied** natural resources in Northern Chile **The pupils have studied** **The pupils have identified** what natural resources are and how they are used **The pupils have compared** renewable energy with non-renewable energy	**The pupils will learn** what sustainability is **The pupils will identify** different forms of energy **The pupils will compare** different forms of energy **The pupils will study** the sustainability of Curitiba **The pupils will study** the sustainability of Freiburg **The pupils will explain** how energy sustainability can be achieved	**In Spring 1** the pupils will go on to study **Slums in Europe** where they will need to use their energy and sustainability knowledge to help them identify the effectiveness and sustainability of slums **They will learn about** where and how slums develop and what life is like in the slums of Europe	Sustainability (inc. unsustain-able) Economy Development Progress Renewable energy Renewable energy Non-renewable energy Fossil fuels Biomass Hydropower	Mean Range Percentage Solar Turbine Favelas (slums) Innovative Pedestrian Biogas Emissions Energy security

NC coverage and HWJS skills development

National curriculum coverage for Geography

Pupils should extend their knowledge and understanding beyond the local area to include the Europe and South America. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

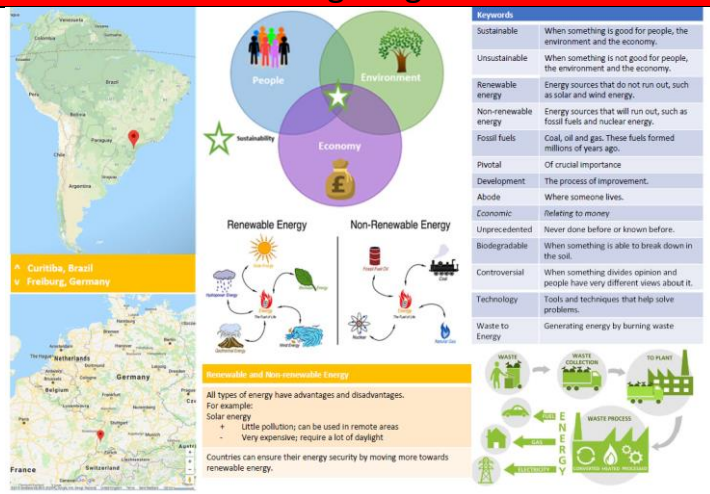
locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

- describe and understand key aspects of types of settlement and land use, economic activity including trade links, and the distribution of natural resources
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

HWJS skills development

- Identify renewable and non-renewable resources and countries that use a high percentage of either
- Compare different sustainable techniques from European countries and the UK
- Describe the advantages and disadvantages of fossil fuels
- Explain why sustainability is important for the world's future
- Evaluate the importance of renewable energy

Knowledge organisers



Connections / deepening understanding

English – Energy and sustainability explanation texts
DT – Frame structures – Wind turbines

RADE

Article 6 - (life, survival and development)
Article 12 - (respect for the views of the child)
Article 13 - (freedom of expression)
Article 17 - (access to information from the media)
Article 28 - (right to education)

Assessment

The pupils will be assessed through ongoing assessment using the atlas game and 'Where am I?' starter.

By the end of the unit will know what sustainability is and be able to identify different forms of energy. They will be able to explain how energy sustainability can be achieved.

	Article 29 - (goals of education)		
Assessment recording for the unit - checking the level of pitch of the work			
Key skill(s)/ knowledge to be assessed by the end of the unit	**Lower attaining**	**Middle attaining**	**Higher attaining**
Key skills: **Identify the different forms of energy**	**The pupils can** identify non-renewable and renewable resources	**The pupils can** identify non-renewable and renewable resources and describe their uses	**The pupils can** identify non-renewable and renewable resources and describe their uses towards a sustainable future
Key knowledge : **Know** what sustainability is	**The pupils can** identify sustainable features	**The pupils can** identify sustainable features within city case studies	**The pupils can** identify sustainable features within cities and suggest ways to improve sustainability in other areas

NB: The assessments are completed for two reasons – to enable the class teacher and in turn the subject leader to evaluate the pitch of the learning within the unit in order to consider any necessary updates and for the class teacher to report to parents on the attainment of pupils in the end of year reports