


Learning journey	Geography	Energy and Sustainability	Year 5 Spring	
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Building on prior learning	Theme overview	Preparing for future learning	Vocabulary	
<p>Before the start of the unit the children...</p> <p>The pupils know how to use an atlas and find key countries on a map.</p> <p>The pupils can use positional and directional vocabulary while using a variety of maps.</p> <p>The pupils have studied natural resources in Northern Chile</p> <p>The pupils have studied</p> <p>The pupils have identified what natural resources are and how they are used</p> <p>The pupils have compared renewable energy with non-renewable energy</p>	<p>The pupils will learn what sustainability is</p> <p>The pupils will identify different forms of energy</p> <p>The pupils will compare different forms of energy</p> <p>The pupils will study the sustainability of Curitiba</p> <p>The pupils will study the sustainability of Freiburg</p> <p>The pupils will explain how energy sustainability can be achieved</p>	<p>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</p> <p>They will learn about where and how slums develop and what life is like in the slums of Europe</p>	Sustainability (inc. unsustainable) 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

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)

Knowledge organisers

Keywords	
Sustainable	When something is good for people, the environment and the economy.
Unustainable	When something is not good for people, the environment and the economy.
Renewable energy	Energy sources that do not run out, such as solar and wind energy.
Non-renewable energy	Energy sources that will run out, such as fossil fuels and nuclear energy.
Fossil fuels	Coal, oil and gas. These fuels formed millions of years ago.
Pivotal	Of crucial importance
Development	The process of improvement.
Abode	Where someone lives.
Economic	Relating to money
Unprecedented	Never done before or known before.
Biodegradable	When something is able to break down in the soil.
Controversial	When something divides opinion and people have very different views about it.
Technology	Tools and techniques that help solve problems.
Waste to Energy	Generating energy by burning waste.

Renewable and Non-renewable Energy

All types of energy have advantages and disadvantages.
For example:
Solar energy
+ Little pollution; can be used in remote areas
- Very expensive; require a lot of daylight

Countries can ensure their energy security by moving more towards renewable energy.

Waste Process: WASTE → WASTE COLLECTION → WASTE PROCESS → TO PLANT

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			
<u>Key skill(s)/ knowledge to be assessed by the end of the unit</u>	<u>Lower attaining</u>	<u>Middle attaining</u>	<u>Higher attaining</u>
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