

## Medium-term planning Spring 1: Who are the global caretakers? We are!

This unit of work focuses on the use of fossil fuels and its impact on global warming and climate change. Children are helped to understand how they can personally make a difference, through simple actions such as reducing, reusing and recycling.

W	Outcomes	Curriculum objectives	Geographical skills and understanding
1	<ul style="list-style-type: none"> <li>Knows that the earth's atmosphere acts like a blanket, protecting the planet and enabling life to exist on the Earth.</li> <li>Knows about the Earth's atmosphere, the gases in the atmosphere and its different layers.</li> <li>Knows what fossil fuels are, how they were formed and why they are 'non-renewable' sources of energy.</li> <li>Can understand the impact of burning fossil fuels, including how they produce 'greenhouse' gases and how they impact on the climate.</li> </ul>	<ul style="list-style-type: none"> <li>Human and physical geography: describe and understand key aspects of human geography, including: economic activity and the distribution of natural resources including energy and water.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to ask/initiate geographical questions and offer their own ideas.</li> <li>Use non-fiction books, stories, atlases, pictures/photographs, websites, satellite images and aerial photographs as sources of information.</li> <li>Investigate places and themes at more than one scale.</li> <li>Begin to collect/record evidence and, with support, analyse the evidence and draw conclusions.</li> </ul>
2	<ul style="list-style-type: none"> <li>Knows what the carbon cycle is and understands how people are changing the natural balance in the carbon cycle.</li> <li>Begins to form opinions about climate change and global warming.</li> </ul>	<ul style="list-style-type: none"> <li>Human and physical geography: describe and understand key aspects of human geography, including: economic activity and the distribution of natural resources including energy and water.</li> </ul>	<ul style="list-style-type: none"> <li>Use stories as sources of information.</li> <li>Begin to collect and record evidence, with some support.</li> <li>Analyse evidence and begin to draw conclusions. with some support.</li> </ul>
3	<ul style="list-style-type: none"> <li>Knows some of the signs of global climate change.</li> <li>Knows some of the ways in which climate change may affect people, landscapes and the environment.</li> </ul>	<ul style="list-style-type: none"> <li>Human and physical geography: describe and understand key aspects of human geography, including: economic activity and the distribution of natural resources including energy and water.</li> </ul>	<ul style="list-style-type: none"> <li>Use various sources of information.</li> <li>Begin to collect and record evidence, with some support.</li> <li>Analyse evidence and begin to draw conclusions.</li> </ul>
4	<ul style="list-style-type: none"> <li>Knows some of the signs of global climate change.</li> <li>Knows some of the ways in which climate change may affect people, landscapes and the environment.</li> </ul>	<ul style="list-style-type: none"> <li>Human and physical geography: describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts.</li> </ul>	<ul style="list-style-type: none"> <li>Use non-fiction books, websites, as sources of information.</li> <li>Use information to answer questions/discover patterns.</li> <li>Analyse evidence and begin to draw conclusions.</li> <li>Explore geographical issues through discussion or debate.</li> </ul>
5	<ul style="list-style-type: none"> <li>Can understand how reducing greenhouse gas emissions will contribute to solving global climate change.</li> <li>Knows about some clean-air technologies and renewable energy sources.</li> </ul>	<ul style="list-style-type: none"> <li>Human and physical geography: describe and understand key aspects of human geography, including: the distribution of natural resources including energy and water supplies.</li> </ul>	<ul style="list-style-type: none"> <li>Use various sources of information.</li> <li>Use web-based tools to find information and to share findings.</li> <li>Use information in a database to answer questions/discover patterns.</li> <li>Explore geographical issues through discussion/role play.</li> </ul>
6	<ul style="list-style-type: none"> <li>Can understand how they personally can make a difference, through simple actions such as reducing, reusing and recycling.</li> </ul>	<ul style="list-style-type: none"> <li>Human and physical geography: describe and understand key aspects of human geography, including: the distribution of natural resources including energy and water supplies.</li> </ul>	<ul style="list-style-type: none"> <li>Explore geographical issues through discussion/role play.</li> <li>As part of enquiry, devise a questionnaire/create a database.</li> <li>Identify and explain different views of people including themselves.</li> <li>Develop the use of vocabulary</li> <li>Present findings, share views through writing or presentation.</li> </ul>