

# Leintwardine Endowed CE Primary School Learning Journey Itinerary

'Letting Our Light Shine'

SUBJECT : Geography

YEAR : B

TERM : Summer 2

YEAR GROUPS : 5/6

**Key Question: How can we distribute natural resources in a sustainable way?**

Previous Knowledge – We would expect children to already be able to:

Show awareness that electricity is produced through the use of different resources and that some of these resources are better for the planet than others. They will understand that the UK imports and exports goods.

## END OF UNIT OBJECTIVES

Some children will not yet have met what is expected and will show that they are **emerging** because they can:

...name some natural resources.  
 ...understand that some natural resources are burned to produce electricity.  
 ...name a problem associated with burning natural resources to produce electricity.  
 ...name some clean and renewable natural resources.  
 ...know that there are advantages and disadvantages of renewable energy sources, being able to name one of each.  
 ...know that some products made into electricity are imported and exported.

Most children will show that they have reached the **expected** level because they can:

...describe some natural resources and land uses in Britain.  
 ...understand that some natural resources are burned to produce electricity.  
 ...describe some problems associated with burning natural resources to produce electricity.  
 ...name some clean and renewable natural resources and describe how they are used to produce electricity.  
 ...know some advantages and disadvantages of renewable energy sources.  
 ...give some reasons why some wood products are imported and exported.  
 ...know the principal natural resources used in the production of glass and concrete.  
 ...understand that some natural resources are found in abundance around the world.  
 ...distinguish between uses of natural resources, e.g. food, energy, construction or manufacturing.

Some children will have gone beyond the expected level and will show that they are **exceeding** because they can:

...describe some natural resources and land uses in Britain.  
 ...understand that some natural resources are burned to produce electricity, knowing the distribution of each natural resource towards the UK's total amount.  
 ...describe some problems associated with burning natural resources to produce electricity, general and specific to resource.  
 ...name some clean and renewable natural resources and describe how they are used to produce electricity.  
 ...explain the advantages and disadvantages of renewable energy sources.  
 ...explain why some wood products are imported and exported.  
 ...know the principal natural resources used in the production of glass and concrete.  
 ...understand that some natural resources are found in abundance around the world, naming them and explaining why they are found in abundance.  
 ...explain the different uses of natural resources, e.g. food, energy, construction or manufacturing.

## ASSESSMENT OPPORTUNITIES

Children's work will be assessed throughout the unit to check for understanding. At all times, children will be encouraged to ask questions to aid their understanding and avoid misconceptions.

### ENRICHMENT OPPORTUNITIES

Helping children to remember more

Exploring local area for existing natural resources as well as potential renewable energy sites.  
 Excursion to the school field.

### SUBJECT SPECIFIC VOCABULARY

Fossil fuels, national grid, renewable, wind, turbines, wind farms, solar, solar panels, hydroelectric, imports, exports, trade, abundant resources, extracted, geographical natural resources,

coal, natural gas, limestone, silica (sand) gypsum, iron ore, electricity, extracted, pollutants, renewable, non-renewable.

### CROSS-CURRICULAR LINKS

**Links that we can make to help children make sense of what we want them to know and be able to do.**  
 English – balanced argument  
 Maths – presenting data