





Geography Medium Term Planning




Year 4

Key Concept Overview





It is important to recap previous content and geographical ideas covered through the contexts for learning so that this knowledge can be built upon across the school. This document shows the learning journey through each key concept, showing where and when each has been previously considered. Where a concept is first visited, it will need to be introduced to explain what this key area of learning means in order for the children to see the

Key Concept	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 <p style="text-align: center;">Navigation</p>	<p>To be able to talk about where I live.</p> <p>To know that places can be represented on a map.</p> <p>To know the name of my street and of Bricknell Avenue.</p>	<p>To be able to create a simple map, use photographs and use the 4 main directions on a compass. To identify features of my school</p> <p>To be able to name the 4 countries of the United Kingdom and the waters which surround them.</p> <p>To know my own address.</p> <p>To locate Hull, London (as the capital) and the 4 countries on a UK map.</p> <p>To be able to use a globe to locate the north/south poles and equator.</p>	<p>To be able to look use photographs to find landmarks in my area and create basic maps using a key.</p> <p>To be able to use simple compass directions and directional language to find locations on a map.</p> <p>To be able to name the capital cities of the countries in the UK.</p> <p>To be able to name and locate the world's oceans and locate them on a map, globe and atlas.</p>	<p>To be able to use the 8 points on a compass to create maps and plan routes.</p> <p>To be able to use various sources to identify locations around the world.</p> <p>To be able to locate major countries and understand how they are separated by borders.</p> <p>To be able to find where the Arctic and Antarctic Circles would be on a map.</p>	<p>To be able to plan a journey from my city using the 8 points of a compass.</p> <p>To be able to use ordnance survey maps for Hull and identify key features.</p> <p>To be able to identify the Equator, Northern and Southern hemispheres on a globe.</p> <p>To be able to find the countries and main cities in the UK and to explain the difference between the British Isles, Great Britain and the UK.</p>	<p>To be able to use 4 figure grid reference to navigate ordnance survey maps.</p> <p>To be able to use digital mapping technology to find physical features of an area.</p> <p>To be able to understand scale factor.</p> <p>To be able to identify the position of the Northern and Southern Hemisphere, Equator, Tropic of Cancer and Capricorn.</p> <p>Using a map, I can locate the world's countries of Europe, North and South America.</p>	<p>To be able to use 6 figure grid reference to navigate ordnance survey maps.</p> <p>To be able to read and calculate distances from a scale factor.</p> <p>To be able to use longitude and latitude to help me understand time zones.</p> <p>To be able to recognise environmental regions including the key physical and human features of European and North and South American countries.</p> <p>To be able to locate countries using digital mapping.</p>
 <p style="text-align: center;">Fieldwork</p>	<p>To know how to work collaboratively.</p> <p>To be able to use evidence and photos from books.</p> <p>To be able to use my senses to explore the world.</p> <p>To be able to talk with and listen to others about what I have noticed.</p>	<p>To be able to use my own words to express my ideas and what I can observe (see).</p>	<p>To be able to look use photographs to find landmarks in my local area and create basic maps using a key.</p>	<p>To be able to follow a structure for presenting fieldwork investigations, present my findings using graphs/charts and explain them.</p>	<p>To be able to observe, measure, and record physical features around where I live.</p> <p>To be able to explain trends or patterns by making comparisons and considering cause and consequence.</p>	<p>To find out about human and physical features using different types of fieldwork to observe, measure and record.</p> <p>To be able to use observations and data from fieldwork to draw conclusions supported by what I know.</p>	<p>To be able to collect and measure information accurately (rainfall, temperature, wind speed) and to be able to present my findings with appropriate vocabulary, graphs and tables to help me to draw conclusions,</p>



Key Concept Overview




Key Concept	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 <p>Economic Activity</p>					<p>To be able to describe how the land use in my local region and how the physical features of landscape has impacted this.</p> <p>To describe the key features of different settlements, compare them and explore how they have changed over time.</p> <p>To explain the importance of ports and how they impact trade around the world.</p>	<p>To be able to explain why most cities are situated by rivers.</p> <p>To be able to understand food miles and their impact on the environment.</p>	
 <p>Tectonic Activity</p>			<p>To be able to name and locate the continents on a map, globe and atlas.</p>	<p>To be able to understand the structure of the earth and tectonic plates.</p> <p>To be able to understand how volcanoes work and where some of the most famous ones are.</p> <p>To be able to describe and understand what happens during earthquakes.</p>			
 <p>Human Features</p>	<p>To be able to talk about how I travel to school and what I pass on my journey.</p> <p>To be able to point out interesting features on a walk.</p> <p>To know that people live in other parts of the city, country and world.</p> <p>To know that people have different jobs</p> <p>To know that there are lots of different people and respect the differences.</p> <p>To pick out some man-made features in the school grounds</p>	<p>To be able to describe some of the human features around me and explain whether I like it or not.</p>	<p>To be able to describe the physical features of a place.</p> <p>To be able to describe what a village, town, and a city may need and to say why.</p>	<p>To be able to compare how places within the UK are similar or not based on their human features.</p>	<p>To be able to compare the UK with a contrasting place in terms of their human features.</p>	<p>To be able to compare places in relation to their human features (including within an area European country).</p> <p>To be able to describe human features using digital mapping.</p>	<p>To be able to recognise key human characteristics of countries and major cities in Europe and North/South America and use this to make comparisons.</p>



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Key Concept	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 <p style="text-align: center;">Physical Features</p>	<p>To know that there are different countries and environments and how some of these may be different to ours.</p> <p>To pick out some natural features in the school grounds.</p>	<p>To be able to describe some of the physical features around me and explain whether I like it or not.</p> <p>To be able to name the waters which surround the UK.</p>	<p>To be able to describe the physical features of a place.</p> <p>To be able to compare where I live with another place outside of Europe.</p> <p>To be able to name and locate the world's oceans and locate them on a map, globe and atlas.</p>	<p>To be able to describe the features of mountains.</p> <p>To be able to compare how places within the UK are similar or not based on their physical features.</p>	<p>To be able to compare the UK with a contrasting place in terms of their physical features.</p>	<p>To be able to compare places in relation to their physical features (including within an area of European country).</p> <p>To be able to describe and explain rivers and how they have shaped the land alongside the water cycle and name some of the world's famous rivers.</p>	<p>To be able to recognise key physical features (including environmental regions of European and North and South American countries and use this understanding to draw comparisons).</p> <p>To be able to describe physical features using digital mapping.</p> <p>To be able to describe the key features of different climate zones, biomes and vegetation belts.</p>
 <p style="text-align: center;">Natural Resources</p>					<p>To be able to differentiate between renewable and non-renewable sources of energy.</p> <p>To be able to explain how energy use has changed over time.</p>	<p>To be able to understand food miles and their impact on the environment.</p>	
 <p style="text-align: center;">Sustainability</p>	<p>To know how to care for the natural environment.</p>	<p>To be able to explain how some of what humans do can affect the world and to think of some everyday actions to reduce waste and save energy.</p>	<p>To be able to describe some of the ways that the world's climate is changing and to understand what we can do daily to reduce our waste, save energy and create a more sustainable world.</p>	<p>To understand some of the effects of climate change and to understand what humans can do to prevent these changes.</p>	<p>To understand the responsibility that humans have over sustainable energy in the future.</p>	<p>To be able to explore strategies that humans can use to reduce our negative impact on the environment.</p>	<p>To understand the concept and impact of deforestation on a local and global scale.</p>
 <p style="text-align: center;">Climate and Landscape</p>	<p>To be able to talk about the different kinds of weather.</p> <p>To be able to talk about changes in the natural world throughout the year.</p>	<p>To be able to explain how the weather changes throughout the year and name the 4 seasons.</p>	<p>To be able to find hot and cold areas of the world.</p>				<p>To understand that climate is the usual condition of the weather, rainfall, humidity, and wind in a place.</p> <p>To know and understand the feature of the 6 main climates and landscapes.</p>

Autumn Term- As the Bomb Drops- 5 Lessons

Prior Learning	What are the countries which make up the UK? What physical features are there in Hull? What human features are there in Hull?			
Key Vocabulary	City, Countryside, evacuation, Residential, Industrial area, Coast, Europe, America, Commonwealth, United Kingdom, landscape, hills, coast, England, Northern Ireland, Scotland, Wales, Cardiff, Edinburgh, London, Belfast, Glasgow, Swansea, Liverpool, Birmingham			
Key Concept	Second order Concept	Lesson sequence	Suggested teaching sequence and Objectives	End point
 Navigation	<ul style="list-style-type: none"> Significance 	Lesson 1	<p><u>Overall Objective:</u> To be able to explain the difference between the British Isles, Great Britain and the United Kingdom.</p> <p><u>Learning Outcome:</u> I can explain the difference between the British Isles, Great Britain and the United Kingdom.</p> <p>Recap prior knowledge: their understanding of where the various countries that are involved, where Hull is, where capital cities are and what the waters are that surround us.</p> <p>Show highlighted images of difference between the three terms.</p>	<p><u>Big Question:</u> What are the different ways that these countries and islands can be grouped?</p> <p>Children to use a coloured key and map of the whole area, to label countries circle the various titles. Example is on the knowledge organiser.</p>
 Navigation	<ul style="list-style-type: none"> Significance 	Lesson 2	<p><u>Overall Objective:</u> To be able to name and locate all countries within the UK and their major cities.</p> <p><u>Learning Outcome:</u> I can name and locate all countries within the U.K. and their major cities.</p> <p>Recap last lesson and see if the children can locate the countries on a blank map.</p> <p>Children to use their directional language to describe the location of the following key cities, as well as knowing which country they are in. Should also be recapping which are capital cities. Use atlases and google maps.</p> <p>Liverpool, London, Hull, Londonderry, Edinburgh, Glasgow, Belfast, Cardiff, Swansea.</p>	<p><u>Big Question:</u> Where are the major cities in the UK?</p> <p>Children to locate and label this information on a map with a clear difference between major and capital cities.</p>

<u>Key Concept</u>	<u>Second order Concept</u>	<u>Lesson sequence</u>	<u>Suggested teaching sequence</u>	<u>End point</u>
 <p>Human Features</p>  <p>Economic Activity</p>	<ul style="list-style-type: none"> • Written and Oral Expression • Significance • Enquiry 	<p>Lesson 3</p>	<p><u>Mini Project- 3 lesson sequence</u></p> <p><u>Overall Objective:</u> To be able to describe the key human and physical characteristics of my local region including landscape, hills, coast and land use.</p> <p><u>Learning Outcome:</u> I can describe the key human characteristics of my local region including land use.</p> <p>The focus of this lesson and therefore progression from year 3 is in looking at Yorkshire as the region rather than just Hull. Children need to have characteristics to research using laptops/online and atlases. Attention should be drawn to Yorkshire being the largest county (this will be the first time that they hear the term 'county'), the amount of market towns, farming (land use), the population, types of transport (maybe how many train stations?), languages spoken, religions followed etc.</p>	<p><u>Big Question:</u> What are some of the human characteristics of Yorkshire?</p> <p>Children to have notes and information in this lesson which will be used to build with final lesson in the sequence.</p>
 <p>Physical Features</p>	<ul style="list-style-type: none"> • Significance • Written and Oral expression • Enquiry 	<p>Lesson 4</p>	<p><u>Overall Objective:</u> To be able to describe the key human and physical characteristics of my local region including landscape, hills, coast and land use.</p> <p><u>Learning Outcome:</u> I can describe the key physical characteristics of my local region including landscape, hills and coast.</p> <p>Continuing to explore Yorkshire, the children will now look at physical features. Focus should be on hills, Yorkshire Wolds, coastlines, rivers.</p>	<p><u>Big Question:</u> What are some of the physical characteristics of Yorkshire?</p> <p>Children to have notes and information in this lesson which will be used to build with final lesson in the sequence.</p>

<u>Key Concept</u>	<u>Second order Concept</u>	<u>Lesson sequence</u>	<u>Suggested teaching sequence</u>	<u>End point</u>
 <p>Physical Features</p>  <p>Human Features</p>	<ul style="list-style-type: none"> • Written and Oral expression • Enquiry 	<p>Lesson 5</p>	<p><u>Overall Objective:</u> To be able to describe the key human and physical characteristics of my local region including landscape, hills, coast and land use.</p> <p><u>Learning Outcome:</u> I can describe the key physical and human characteristics of my local region.</p> <p>Children should be using their knowledge from the previous two lessons to build a mini-project about both the human and physical characteristics of Yorkshire.</p> <p><u>Cross Curricular:</u> This could be presented electronically to consolidate their Computing work.</p>	<p><u>Big Question:</u> What can you tell me about the geographical features of Yorkshire?</p> <p>Children to create a presentation either in groups/alone and share this with others.</p>

Spring Term- The Romans- 7 Lessons

Prior Learning

Where are the hotter and colder parts of the world?
 What is the equator?
 Where are the north/south poles?
 What are some examples of 'human features' of a place?
 What are some examples of 'physical features' of a place?

Key Vocabulary

Location, community, villages, coast, rivers, northern hemisphere, southern hemisphere, equator, settlements, landscapes, continents, similar, different, port, trade, travel, fertile, settlement, human features, physical features,

Key Concept

Second order Concept

Lesson sequence

Suggested teaching sequence and Objectives

End point



Navigation

Lesson 1

Overall Objective: To be able to identify the equator and Northern and Southern Hemispheres on a globe.
Learning Outcome: I can identify the Equator and Northern and Southern hemispheres on a globe.
 Use globes in lesson. Refer back to compass directions. Spend some of the lesson identifying major countries and sort them by which hemisphere they are in. (Look back at major countries they explored in Year 3). Identify which countries lie along the equator. The children explored hot and cold parts of the world in Year 2 and know that the equator is the hottest part of the planet. Recap that the north pole and south pole are at the top/bottom of each hemisphere.

Big Question: Which major countries are in the northern hemisphere?
 Which major countries are in the southern hemisphere?
 Which countries lie along the equator?
 Children to sort countries according to that criteria either in their book or as a class book lesson.








Economic Activity

Lesson 2

Overall Objective: To be able to explain the importance of ports and the role that they play in trade and distributing resources around the world.
Learning Outcome: I can explain the importance of ports and the role they play in trade and distributing resources around the world.
 Look at a world map which identifies key ports around the world. Discuss what trade is as it's the first point in the curriculum that this is raised. If possible, bring in some fruit packages which state where they are grown and shipped from. Discuss how some trade is flown around the world now but that Hull itself has active ports.

Big Question: How are ports important in distributing resources around the world?
 Children could write this in BQ format explaining their understanding.

Key Concept	Second order Concept	Lesson sequence	Suggested teaching sequence	End point
 <p>Economic Activity</p>	<ul style="list-style-type: none"> Significance Enquiry 	Lesson 3	<p><u>Overall Objective:</u> To be able to explain how physical features of landscape influence where settlements have developed and how land is used.</p> <p><u>Learning Outcome:</u> I can explain how physical features of a landscape influence where settlements have developed and how the land is used (e.g. coasts, rivers).</p> <p>Historically, settlements would've been chosen for their land because flat and fertile land is the best for growing crops and farming. Explore this lesson alongside the children's understanding of the Romans coming and settling in Britain. Civilisations would be eating/using their own produce but then also selling and trading it. In terms of defending from armies, hills were useful for building castles/settling and it also kept civilisations away from flood risks. Areas near rivers and water would have fertile land and water could then be used for various things for living. Mention London looking central in England but that it is met with the River Thames. Boats have been a key transport type for a lot longer than planes so many settlements are in areas where boats can reach. Look at also what would make a place bad to settle on e.g. marsh land/moor land.</p> <p><u>Prior Knowledge recap opportunity:</u> Ports were and still are a key place for trade and moving produce. Also, recap the major cities identified in Autumn term and how they are often near the coast.</p>	<p><u>Big Question:</u> Which physical features of land influence whether it is suited to be a settlement and what it is used for?</p> <p>Children could produce an advert for 'The Perfect Settlement Site' and try to sell it to someone looking for new land to settle on. They could advertise features such as easy access by water, fertile land, hills/woodland for resources, areas of flatter land etc.</p>
 <p>Economic Activity</p>	<ul style="list-style-type: none"> Similarity and difference Enquiry 	Lesson 4	<p><u>Overall Objective:</u> To be able to describe and explain key features of different types of settlements and draw comparisons.</p> <p><u>Learning Outcome:</u> I can describe and explain the key features of different types of settlements and identify similarities and differences.</p> <p>Building on Year 2 human geography work on towns, cities, villages.</p> <p>Settlements - BBC Bitesize</p> <p>Look at the classifications and how we can group different places. Refer back to the major UK cities the children explored earlier in the year and discuss the features they would have</p> <p><u>Which am I?</u></p> <p>Children could have descriptions of different places and based on the info they have, they could classify it into the type of settlement that it is.</p>	<p><u>Big Question:</u> What are the features of different types of settlements?</p> <p>Children to complete 'Which am I?' classification task and need to write justified answers. E.g. I know that Hull is a city because...</p>

Key Concept	Second order Concept	Lesson sequence	Suggested teaching sequence	End point
 <p>Economic Activity</p>	<ul style="list-style-type: none"> Cause and consequence Continuity and change Enquiry 	Lesson 5	<p><u>Overall Objective:</u> To be able to explain how settlements have changed over time.</p> <p><u>Learning Outcome:</u> I understand how settlements have changed over time.</p> <p>Digimaps has the feature where you can slide the tab to take you across years so you can observe how the physical features of the land has changed.</p> <p>Use an older map of London (pre-WW2 if possible) and compare with a current map. Children to identify changes and where possible, explain why they think the changes have happened: E.g. many more schools- higher population. More buildings- houses needed to suit population and people travel out of the city more now than they did, rebuilding after the war. Advance in businesses around the world and London is the capital so this will be impacted.</p>	<p><u>Big Question:</u> How has London changed over time? Why do you think some of these changes have happened?</p>
 <p>Physical Features</p>  <p>Human Features</p>	<ul style="list-style-type: none"> Similarity and difference Enquiry Written and Oral expression 	Lesson 6, 7	<p><u>Overall Objective:</u> To be able to compare places based on their human and physical features.</p> <p><u>Learning Outcome:</u> I describe how some places are similar and dissimilar in relation to their human and physical features (U.K. and a contrasting region).</p> <p>There is the option to use two lessons for this in order for the children to conduct research surrounding each region and then to build comparisons.</p> <p>Recap what human/physical features means. Use atlases for comparisons including some human features such as population and other key info.</p> <p>Children completed this type of task in Year 3 whilst comparing two places in the UK so there should be clear progression as they are thinking beyond the UK.</p> <p>Ideas for comparisons, continent, population, languages spoken, amount of cities, amount of land, mountains, key human landmarks, island/not.</p>	<p><u>Big Question:</u> What comparisons can you make between Italy and England?</p> <p>Children to produce a table of information which shows similarities and differences but that also clearly shows the differentiation between human and physical content.</p>

Summer Term- A Voyage of Discovery- 7 Lessons

Prior Learning

- How can I begin to think about planning a journey?
- What are some examples of 'human features' of a place?
- What are some examples of 'physical features' of a place?
- What is energy?
- How can we help to protect our planet each day?
- What are the 4 main points of a compass?
- What are some of the major cities within the UK?

Key Vocabulary

Renewable, energy, non-renewable, responsibility, sustainability, climate change, north, north east, east, south east, south, south west, west, north west, county, maps, human features, physical features, trends, comparisons, town, city, journey

Key Concept

Second order Concept

Lesson sequence

Suggested teaching sequence and Objectives

End point



Navigation

- Significance
- Enquiry

Lesson 1

Overall Objective: To be able to use the 8 points of a compass to plan a journey from my town or city to another place in the UK.

Learning Outcome: I can use the 8 points of the compass to plan a journey from my town or city to another place in the UK.

Children to practise giving directional instructions (like computing algorithm) to each other to get someone from one part of the classroom to another.

This session will be referring back to the major UK cities from Autumn Term and they also need to know about main roads in the UK and that lots of cars use them for journeys further away.

Using Digimaps, provide the children with a map of the UK which includes only a -roads and motorways. Children will need to use their 8-point compass directional language to give instructions for someone to travel from Hull to another major city. E.g. Use the M62 West.

Big Question: How can I get from Hull to another major UK city?

Children need to write the steps used to travel from Hull to other major cities (as close as they can). Instructions should be short and simple using directional language and names of key roads.



Navigation



Fieldwork

- Significance
- Enquiry

Lesson 2



Overall Objective: To be able to use ordnance survey maps to explore the local area and identify key features.






Learning Outcome: I can use ordnance survey maps to explore the local area and identify key features.

This will be the first time that OS maps are used in the school so children need to spend some time looking at them and considering what people might use them for. Look at the OS maps in class and find Bricknell Ave. Identify key locations near us and go for a walk to identify them and match them with the symbol used. Staff to help children plan a short route so that they can plan what they would like to see based on the map.

Big Question: Which key features around our local area can you find and identify on the map?

Children to use clipboards and to find a place, write what it is, and draw the symbol used on the map

Key Concept	Second order Concept	Lesson sequence	Suggested teaching sequence	End point
 <p>Fieldwork</p>	<ul style="list-style-type: none"> Significance Enquiry 	Lesson 3	<p>This lesson could include gathering data about temperature over time so it would be beneficial to have at least a week between this and lesson 4 which follow the same BQ.</p> <p><u>Overall Objective:</u> To be able to use different types of fieldwork to observe, measure and record both human and physical features in the local area.</p> <p><u>Learning Outcome:</u> I use different types of fieldwork to observe, measure and record the human and physical features in the local area.</p> <p>It would be great to start the session off by discussing any human or physical features that the children can think of that they themselves could monitor/observe. If they come up with any that are beyond what is mentioned below, please consider how they could be explored and let the children lead with this.</p> <p>HUMAN- Children to complete a travel survey to see how many different types of vehicles go past Bricknell. If each class goes out at a different point of the day (where possible) this would be useful for next lesson.</p> <p>PHYSICAL- Set up a thermometer outside of the school building and collect the temperature each day. Ensure that all children have exposure to doing this and can understand how the thermometer works.</p>	<p><u>Big Question:</u> What can you tell me about our local environment?</p> <p>Children should present any numerical data as a tally/total table or as a table which shows the temperature progression.</p>
 <p>Fieldwork</p>	<ul style="list-style-type: none"> Significance Enquiry Cause and consequence 	Lesson 4	<p><u>Overall objective:</u> To be able to explain trends or patterns observed by making comparisons or by noting cause and consequence.</p> <p><u>Learning Outcome:</u> I can explain trends or patterns observed by making comparisons or by noting cause and consequence.</p> <p>Children need to spend some time analysing the information that they have been gathering and trying to make justifications as to why their results worked out that way. For example: if they notice that there were more cars at one point of the day than another, they should consider why this would be the case. Using their previously developed knowledge about weather, than they understand why the temperature is above/below average UK temperature this week depending on the season perhaps?</p>	<p><u>Big Question:</u> What can you tell me about our local environment?</p> <p>Children should be able to write conclusive sentences about what they can notice about the data.</p>

Key Concept	Second order Concept	Lesson sequence	Suggested teaching sequence	End point
 <p>Natural Resources</p>	<ul style="list-style-type: none"> Responsibility Similarity and difference 	Lesson 5	<p><u>Overall Objective:</u> To be able to describe the difference between renewable and non-renewable sources of energy.</p> <p><u>Learning Outcome:</u> I understand the difference between renewable and non-renewable sources of energy.</p> <p>Be aware that this is the first time that children have come across this key concept so terms like 'energy' and 'renewable' need to be explored well. This could link to energy in science to give them some understanding to build on.</p> <p>Fossil fuels and renewable energy - BBC Bitesize</p>	<p><u>Big Question:</u> What are the differences between renewable and non-renewable energy?</p> <p>Children to create symbols (could use Natural Resources symbol as a starting point) to show different types of energy. The children should group them into renewable/non-renewable and explain how they know.</p>
 <p>Natural Resources</p>  <p>Sustainability</p>	<ul style="list-style-type: none"> Similarity and difference Responsibility Continuity and Change 	Lesson 6	<p><u>Overall Objective:</u> To be able to explain how energy use in settlements has changed over time and the responsibility that humans have for sustainable energy in the future.</p> <p><u>Learning Outcome:</u> I understand how energy use in settlements has changed over time.</p> <p>Recap understanding of settlements and early settlements. Explore the use of watermills and windmills as well as the use of animals for farming and travel.</p> <p>Can children find the modern alternatives of these?</p> <p>Fuel for travel, electricity from power grid, Wind farms, technology (now moving towards electrical engines), tidal energy, solar energy.</p> <p>Natural resources - BBC Bitesize</p>	<p><u>Big Question:</u> How has energy use in settlements changed over time?</p> <p>Children need to have a comparison between the two and to take an early form of energy use and then link it with it's modern day alternative. This could be demonstrated with drawings and captions.</p>
 <p>Natural Resources</p>  <p>Sustainability</p>	<ul style="list-style-type: none"> Responsibility 	Lesson 7	<p><u>Overall Objective:</u> To be able to explain how energy use in settlements has changed over time and the responsibility that humans have for sustainable energy in the future.</p> <p><u>Learning Outcome:</u> I understand the responsibilities humans have for sustainable energy in the future.</p> <p>Sustainability and plastics - BBC Bitesize</p> <p>Children need to find out more about the key word 'sustainable'. Then, looking back at last lesson, the children should consider which (both old and new) forms of energy are sustainable.</p> <p>Children need to spread the message about sustainability and the moving towards use of renewable energy. They need to choose a method of sharing this information with others.</p>	<p><u>Big Question:</u> How can humans lead us to have a sustainable future?</p> <p>Children need to think of ways of spreading the message. Some could ask for an emailed poster to be sent home to families, or for one to be tweeted or perhaps a PPT being made for the website. They might choose to write a short story, write a song or maybe a poem?</p>