|  |  |
| --- | --- |
| **Year 5**  **Fieldwork** | |
| **Links made with other subjects** | Maths: Statistics  Computing: Data and information  PSHE: Rights and Responsibilities (How do we make a difference?) |
| **The BIG Question** | How eco-friendly are we? |
| **The BIG Outcome** | Children to answer the BIG question using evidence / knowledge from their fieldwork unit. This could include a double page spread; an advertising campaign around school; a class assembly / persuasive piece of writing (if linked to current English unit). |
| **Geography objectives**  (link to NC) | * Name and locate counties and cities near me. * Know my geographical region. * Understand how some aspects of my local area have changed over time * Use maps, atlases, globes and digital/computer mapping to locate Idle. * Describe features studied: suburb, village, roads, housing. * Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of my local area. * Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. |
| **Prior knowledge**  What prior knowledge is needed for children to be successful in this unit? | *Children already know:*   * Y1 – Who are we and where are we? (UK knowledge) * Y1 – Town Mouse, Country mouse (and Seaside Mouse too!) – (Local comparison study) * Y1 – Fieldwork * Y2 – Where in the world are we? (Locational knowledge about our world) * Y2 – Fieldwork * Y3 – Fieldwork * Y4 – Why settle here? (Settlements) * Y4 – Fieldwork |
| **Future learning**  Consider the conceptual knowledge within a subject that pupils need for future learning not just the recall of facts but the importance of concepts | This unit gives prior knowledge to:   * Y6 - Rainforests |
| **Geographical strands** | Geographical Skills   * Notice environmental issues around me and make links to the wider world. * Make observations about threats to the environment around me. * To select, collect, record, analyse and present data to initiate change. * To present data using graphs and digital technologies.   Locational Knowledge  Place Knowledge   * To recognise human risks to the environment.   Environmental, human and physical geography   * To identify and prioritise human risks to the environment. * To know how I impact the wider environment. * To suggest and justify solutions/ actions that could reduce these risks. * To adopt responsibility to drive change |
| **Vocabulary/ Glossary** | Environment, responsibility, pollution, risk, threat, change, impact, analyse, change, recycle, reuse, reduce, data. |
| **Knowledge**  (see italics for knowledge to remember) | The knowledge that children will learn and remember:   1. Key risks to our world include: global warming, deforestation and the disposal of rubbish (plastics etc)  * Global warming is the warming of our planet because gases like CO2 are being trapped in our atmosphere. This happens because we burn fossil fuels to produce energy e.g. heat/ electricity. * Deforestation is the chopping down of forests around our world. This happens to create space for farming and to provide wood products: wood, paper etc. * The disposal of rubbish is an environmental issue because unless recycled, it goes into landfills. Also, plastics in the ocean is an issue due to the effect it has on wildlife.  1. Identify key areas that links to our school: paper use / recycling, use of electricity, disposal of rubbish. 2. Children identify things that would make us eco-friendly e.g. turning out the lights when we leave the room; recycling paper; installing solar powers to generate clean, renewable electricity. 3. Children conduct a survey of our school to identify how eco-friendly we are:  * Survey the sheets of paper disposed of (by the printer) * Survey the number of bags of rubbish disposed of (out of the kitchen, by the cleaners) * Survey how often wb screens are turned off at lunch times. * Note patterns over time.   4. Children present their findings in an age appropriate graph.  5. Children make suggestions to improve this: eg   * Turn of wbs * Re- use paper: scrap -How? Where?   6. Children drive change in school: posters, assembly, letters.  7. Children repeat surveys to identify their impact. |
| **SEND expectations** | 1. Key risks to our world include: global warming (caused by greenhouse gases), deforestation, disposal of rubbish (plastics etc) 2. Identify key areas that links to our school: paper use/ recycling, use of electricity, disposal of rubbish. 3. With support (peer or adult) conduct a survey of one aspect of our school. 4. Create a poster about an eco-issue in school. |