

**Lent 2**  
**Geography Yr6: Environmental Sustainability**

**Scripture Link:**

**National Curriculum Objective**

	Lesson 1	Lesson 2	Lesson 3
<b>Learning intention for each lesson</b>	Know what is meant by sustainability and some examples of different areas.	Know that land is used for different purposes (brown field, green field)	L3/4. Know that there are many considerations when building houses. (Visitor from planning/Environmental agency)
<b>Recall and Retrieval</b>	some land is protected and why (National Park).  what animals and plants need to survive.	sustainability means – is about making small changes we can make to help look after the planet.  making these changes it helps to protect animals, plants and our natural resources for the future.  some examples include: habitats, energy, climate change, plastic pollution, waste.  The difference between urban and rural (town, city, village).  Urban areas include residential, commercial, transport, recreational.  Rural land includes areas used for agriculture, farming and forestry.	a greenfield site refers to land that has yet to be developed  a brownfield site refers to land that has been previously built on  some land is kept for agriculture  some land is used for urban development  to change the use of land you need to submit a plan  there are advantages and disadvantages to changing land use and some can be controversial eg solar panels and wind farms
<b>Sequence of substantive knowledge throughout the lesson</b>	I will know;  That sustainability means – is about making small changes we can make to help look after the planet.  That by making these changes it helps to protect animals, plants and our natural resources for the future.	I will know:  That a greenfield site refers to land that has yet to be developed  That a brownfield site refers to land that has been previously built on  That some land is kept for agriculture	I will know:  Those factors such as; flooding, habitats, erosion, planning permissions, conservation areas can have an effect on a planning application.

	That some examples include: habitats, energy, climate change, plastic pollution, waste	That some land is used for urban development	
<b>Key Skills/disciplinary knowledge</b>	<p>Ask and investigate geographical questions, suggesting enquiries to test them, drawing appropriate conclusions.</p> <p>Observe and collect information and data from fieldwork, and a range of sources, choosing an appropriate method to record evidence and provide reasons for this.</p> <p>Analyse and communicate and explain geographical information from one source by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing at length, using appropriate geographical vocab.</p>	<p>Ask and investigate geographical questions, suggesting enquiries to test them, drawing appropriate conclusions.</p> <p>Observe and collect information and data from fieldwork, and a range of sources, choosing an appropriate method to record evidence and provide reasons for this.</p> <p>Analyse and communicate and explain geographical information from one source by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing at length, using appropriate geographical vocab.</p>	<p>Ask and investigate geographical questions, suggesting enquiries to test them, drawing appropriate conclusions.</p> <p>Observe and collect information and data from fieldwork, and a range of sources, choosing an appropriate method to record evidence and provide reasons for this.</p> <p>Analyse and communicate and explain geographical information from one source by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing at length, using appropriate geographical vocab.</p> <p>Compare their views with others and understand that some geographical knowledge is open to debate, challenge and discussion.</p> <p>Express their own views about the people, places and environments studied, giving reasons.</p>
<b>Key Vocabulary</b>	Sustainability, environment, change, planet, future, protect, resources, habitats, pollution, waste, climate,	Land, purpose, urban rural, agricultural, brownfield, greenfield, development	Planning, application, submit, agency, habitat, erosion, flooding, conservation, protect, demand, supply, effect, permission
<b>Main teaching activity</b> <i>If the school has another short term planning format, this does not need to be included.</i>			
<b>Scaffolding</b>			
<b>Challenge</b>			
<b>Diversity Links</b>			
<b>Catholic Social Teaching Principles</b>	<p>Distributive justice – Everyone should have access to their fair share of resources.</p> <p>Stewardship – Understanding sustainability.</p>	<p>Distributive justice – Everyone should have access to their fair share of resources.</p> <p>Stewardship – Understanding sustainability.</p>	<p>Distributive justice – Everyone should have access to their fair share of resources.</p> <p>Stewardship – Understanding sustainability.</p>

	Participation – Recognising the problems of our world and seeking solutions.	Participation – Recognising the problems of our world and seeking solutions.	Participation – Recognising the problems of our world and seeking solutions.
<b>British Values</b>			
<b>Wider links</b>			

**Lent 2**  
**Geography Yr6: Environmental Sustainability**

	Lesson 4	Lesson 5	Lesson 6
<b>Learning intention for each lesson</b>	Know that there are many considerations when building houses. (Visitor from planning/Environmental agency)	Gather and prepare information about sustainability and the housing crisis.	Debate – different groups/different scenarios.
<b>Recall and Retrieval</b>	<p>those factors such as; flooding, habitats, erosion, planning permissions, conservation areas can have an effect on a planning application.</p> <p>a greenfield site refers to land that has yet to be developed</p> <p>a brownfield site refers to land that has been previously built on</p> <p>some land is kept for agriculture</p> <p>some land is used for urban development</p> <p>to change the use of land you need to submit a plan</p> <p>there are advantages and disadvantages to changing land use and some can be controversial eg solar panels and wind farms</p>	those factors such as; flooding, habitats, erosion, planning permissions, conservation areas can have an effect on a planning application.	<p>how to use different sources to gather information</p> <p>how to take notes</p> <p>how to sequence information effectively.</p>
<b>Sequence of substantive knowledge throughout the lesson</b>	<p>I will know:</p> <p>Those factors such as; flooding, habitats, erosion, planning permissions, conservation areas can have an effect on a planning application.</p>	<p>I will know:</p> <p>How to use different sources to gather information</p> <p>How to take notes</p> <p>How to sequence information effectively.</p>	
<b>Key Skills/disciplinary knowledge</b>	Ask and investigate geographical questions, suggesting enquiries to test them, drawing appropriate conclusions.	Ask and investigate geographical questions, suggesting enquiries to test them, drawing appropriate conclusions.	Ask and investigate geographical questions, suggesting enquiries to test them, drawing appropriate conclusions.

	<p>Observe and collect information and data from fieldwork, and a range of sources, choosing an appropriate method to record evidence and provide reasons for this.</p> <p>Analyse and communicate and explain geographical information from one source by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing at length, using appropriate geographical vocab.</p> <p>Compare their views with others and understand that some geographical knowledge is open to debate, challenge and discussion.</p> <p>Express their own views about the people, places and environments studied, giving reasons.</p>	<p>Observe and collect information and data from fieldwork, and a range of sources, choosing an appropriate method to record evidence and provide reasons for this.</p> <p>Analyse and communicate and explain geographical information from one source by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing at length, using appropriate geographical vocab.</p> <p>Choose an appropriate method to communicate information and give reasons for this.</p> <p>Compare their views with others and understand that some geographical knowledge is open to debate, challenge and discussion.</p> <p>Express their own views about the people, places and environments studied, giving reasons.</p>	<p>Observe and collect information and data from fieldwork, and a range of sources, choosing an appropriate method to record evidence and provide reasons for this.</p> <p>Analyse and communicate and explain geographical information from one source by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing at length, using appropriate geographical vocab.</p> <p>Choose an appropriate method to communicate information and give reasons for this.</p> <p>Compare their views with others and understand that some geographical knowledge is open to debate, challenge and discussion.</p> <p>Express their own views about the people, places and environments studied, giving reasons.</p>
<b>Key Vocabulary</b>	Planning, application, submit, agency, habitat, erosion, flooding, conservation, protect, demand, supply, effect, permission	Sustainability, housing, supply, demand, sources,	Arguments, evidence, for, against, advantages, disadvantages,
<b>Main teaching activity</b> <i>If the school has another short term planning format, this does not need to be included.</i>			
<b>Scaffolding</b>			
<b>Challenge</b>			
<b>Diversity Links</b>	<p>Distributive justice – Everyone should have access to their fair share of resources.</p> <p>Stewardship – Understanding sustainability.</p> <p>Participation – Recognising the problems of our world and seeking solutions.</p>	<p>Distributive justice – Everyone should have access to their fair share of resources.</p> <p>Stewardship – Understanding sustainability.</p> <p>Participation – Recognising the problems of our world and seeking solutions.</p>	<p>Distributive justice – Everyone should have access to their fair share of resources.</p> <p>Stewardship – Understanding sustainability.</p> <p>Participation – Recognising the problems of our world and seeking solutions.</p>

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