

Sequence of Learning						
Space and Scale	Place and Scale	Place	Place, Space and Scale	Space, Place and Scale	Scale	Scale
<p>What is climate change?</p> <p>What impact does this have on the Earth?</p>	<p>What causes climate change?</p>	<p>What is renewable energy?</p>	<p>Why is Immingham a prime location for renewable energy?</p>	<p>Has there always been a focus on renewable energy in our area?</p>	<p>What are the benefits of renewable energy?</p>	<p>Why might people oppose the development of renewable energy plants?</p>
<p>Re-cap Year 5 learning on rising global temperature, ozone layer and environmental change.</p>	<p>Re-cap Year 5 learning on co2 emissions and where they come from.</p>	<p>Introduce different forms of renewable energy focusing on wind farms and how a wind turbine generates energy, and Biomass and how this creates energy-</p>	<p>Look at requirements for a wind farm- How does our area fit this criteria? Biomass- location of the dock. The products to burn are imported through the dock.</p>	<p>Compare aerial photographs of the Humber region- how has this changed landscape wise.</p> <p>Find out how financial investment in renewable energy in our local area will change our area in coming years.</p>	<p>Generating energy that produces no greenhouse gas emissions from fossil fuels and reduces some types of air pollution</p> <p>Diversifying energy supply and reducing dependence on imported fuels</p> <p>Creating economic development and jobs in manufacturing, installation, and more</p>	<p>Visual pollution</p> <p>Environmental limitations</p> <p>Higher upfront cost-passed on to consumer</p> <p>Intermittency</p>
<p>Can I explain how human activity has caused the environment to change?</p>	<p>Can I explain how human activity has caused the environment to change?</p>	<p>Do I understand the term sustainable development? To use annotated diagrams.</p>	<p>Can I give extended description of the physical features of a place?</p>	<p>Do I understand the management of geographical challenges and understand the responses and actions undertaken by governments, organisations and individuals globally and locally? To use aerial photographs.</p>	<p>To know that local alterations to environments can have global consequences?</p>	<p>To know the factors influencing peoples perceptions of a place?</p>

<p><b><u>Vocabulary</u></b> co-ordinate, 4 figure and six figure grid references, ordnance survey, aerial photograph, industry, scale, port, fuel, power, energy, raw material, natural resources, environmental quality, pollution, community, conservation, population, land use, climate, settlement, biomass, biofuel</p>	<p><b><u>Intended outcomes:</u></b> Children will know:</p> <ul style="list-style-type: none"> <li>- Over time our global climate is changing and the global temperature has increased.</li> <li>- The ozone layer is a layer of gas surrounding the Earth's atmosphere that insulates Earth from the power of the Sun.</li> <li>- Co2 emissions are eroding the ozone layer therefore allowing more of the Sun's rays to reach Earth and increase our global temperature.</li> <li>- Co2 can be emitted from cattle, humans, machinery, production of energy, burning of fossil fuels and vehicles.</li> <li>- The increased global temperature is causing environmental change.</li> <li>- Forms of renewable energy include: Solar energy, Wind power, Tidal power and Bio fuel.</li> <li>- Renewable energy is a reduced carbon alternative to fossil fuels.</li> <li>- Renewable energy is sustainable as the source of energy will not run out like fossil fuels are.</li> <li>- Wind farms require large open spaces and planes which can have an average wind speed of over 25km/h.</li> <li>- <b>Orsted, a multi-national renewable energy company has invested £6 billion pound in our area.</b></li> <li>- In Hull, Siemens Gamesa and Associated British Ports (ABP) have invested £310 million jointly to make turbine blades for offshore wind.</li> <li>- In our area six wind farms are already operating, another is under construction and three more are planned.</li> </ul>	<p>Expert outcome:</p> <p>Debate- for or against renewable energy?</p>
<p><b><u>Resources/ actions</u></b></p> <ul style="list-style-type: none"> <li>-Digimaps</li> <li>- Ordnance survey maps</li> <li>- Inflatable globe</li> <li>- aerial photographs</li> <li>- <b>Speak to businesses, see if they will come in and discuss topic. ABP/ Phillips/ Orsted.</b></li> </ul>		
<p>Previous Learning: Throughout Year 2, 3, 4 and 5 children have engaged with learning about climate and climate zones. The children have also completed a project in Year 5 based on learning about what climate change is in order to prepare them for this project.</p> <p>Preparing for: Children need to have an awareness of how to be a good global citizen. Preparing them with knowledge about climate change will enable them to make educated choices about how to behave both ethically and responsibly as they prepare for adulthood.</p> <p>Bespoke to our school: The children are exposed to knowledge about local businesses that promote the use of renewable energy. Knowing about these opportunities should hopefully promote the world of work and inspire them to do well in the hope they can work for one of these companies.</p>		