

Pioneer Federation
Medium term plan
Cycle 1, Term 6
Geography

Subject: How is climate change affecting the world we live in?			
Key Concepts/ Theme: Locational Knowledge, Human and Physical processes			
Prior Learning links: KS1 Cy 1 What are the countries of the UK? What makes them special? KS1 Cy 2 What is special about where I live? How has my environment changed? LKS2 Cy 1 How would you describe the geography of the UK? LKS2 Cy 2 How did the losing the railway affect our area?			
Vocabulary: impact, environment, ecosystem, climate change, sustainability			
School specific areas to cover (Add in any local areas of study, trips and people) Walk around the local area with a specific focus on age of houses and buildings. How old are they? Where are new houses being built? Where were the Victorian houses? How will buildings change and impact the area?			
CP		EH	SMV
1.	What do we already know about our environment? Reconnect; Explore key vocabulary/ topic cover for the unit. Where have they heard these before? In what context? LO: We are developing our knowledge about how to sustain our environment Activity: Create an information poster about ways you think that we can sustain the environment for the future.		
2.	What is an ecosystem? Reconnection: What does sustainability mean?		

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	<p>LO: We are learning more about ecosystems and how to sustain them.</p> <p>Task: Create a diagram/poster based on your ecosystem. Label and annotate what plants and creatures you would find there. What are the dangers and risks for the ecosystem?</p> <p>Suggest some ways that the ecosystem could be sustained/cared for in the future.</p> <ul style="list-style-type: none"> Go back to your work about a variety of ecosystems and draw and label the negative impact humans can have on ecosystems. Continue to suggest ways that the ecosystem could be sustained for the future.
3	<p>What is climate change?</p> <p>Reconnection: What is an ecosystem?</p> <p>LO: Let's learn more about how climate change impacts the environment.</p> <p>Activity Task: In small groups, divide up the roles and take notes on how your chosen person would feel about the 'big debate' questions. Hold the big debate as a group, giving each person a chance to share their views.</p>
4	<p>How can we create sustainable environments?</p> <p>Reconnection What can we do to prevent climate change?</p> <p>LO: We are learning to plan and create ecosystem dioramas.</p> <p>Task: Plan out your ecosystem diorama. What type of ecosystem will you create? How can you include examples of how you can sustain it for the future?</p> <p>Create your ecosystem diorama. After completion, evaluate the effectiveness of each others' work – what went well and suggest areas of improvement for the future...</p>
<p><u>End Points:</u></p> <ul style="list-style-type: none"> To know the human impact on the environment. To know how we can sustain our environments. To understand what climate change is, the impact it is having now and the predicted impact for the future. 	
<p><u>Evaluation:</u> What have the end of unit quizzes, pupil self-reflections and termly work told you about what the children can remember and recall? What are the gaps? Ensure that the areas that need further reinforcement are documented in the next subject unit MTP. Plan in time to revisit gaps within units, determined by the quizzes.</p>	