

Geography



The Inspire Multi Academy Trust (South West)



SUBJECT ON A PAGE

Geography

AT THE INSPIRE MULTI ACADEMY TRUST WE ENCOURAGE OUR CHILDREN TO UNDERSTAND THE WORLD AROUND THEM, THE CULTURE AND DIVERSITY IN WHICH THEY EXPERIENCE AND HOW THEY HAVE AN IMPACT ON GEOGRAPHY THEMSELVES.



Intent



Deliver a curriculum that inspires curiosity about our world and their role within. We want children to have empathy and understanding of their responsibilities in the world.



Building on and consolidating knowledge taught in a real life context through educational visits.



Instilling key skills that the children can apply and use to explore the world.



Understanding current affairs, using their geography knowledge to build the bigger picture.



Providing children with pertinent opportunities to learn and have in-depth conversations about the world.

Implementation

GEOGRAPHICAL SKILLS AND FIELDWORK

Geographical skills and fieldwork ensure that children understand geography by experiencing it for themselves with an open and critical mindset. Cross-curricular opportunities help to embed content taught while making links with other areas of the curriculum. Children are able to talk about skills and apply them, supporting their contextual understanding, making them efficient learners.

NAME AND LOCATE AREAS OF THE WORLD

From Key Stage 1 onwards, the children are given the opportunities to understand the world around them by learning about the seven continents, five oceans and significant places. Maps provide key opportunities to understand the relationship between areas of the world and the differences between them.

FASCINATION OF THE WORLD

Teachers encourage children to ask questions, supporting an open dialogue which embeds understanding and curiosity. Geographical fascination should be life long as the world is ever changing and adapting. Children explore the physical processes and the human interaction with the planet, discussing how we have altered its trajectory. Geography should be seen as a jigsaw puzzle, where pupils assemble concepts they have learned over time.

HUMAN AND PHYSICAL GEOGRAPHY

The children start with the physical geography, giving pupils an over view of the countries or cities to be learned about. Then, the children build on this with map world and building on the physical geography using a case study or example of the impact of politics or tourism.



GEOGRAPHICAL VOCABULARY




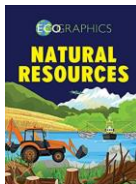


Key vocabulary is vital for children's progression across each unit. The children are encouraged to use High Quality Texts, which enable children to build on key concepts taught each year and be exposed to key words that they will encounter and apply to their own learning. Vocabulary is unpicked to support understanding and explain why these concepts are so crucial to their learning.

The Inspire Multi Academy Trust

Geography Progression

Term 1

Early Years: In Term 1, 'it starts with me' underpins their initial understanding about their place in the world. This includes: describing familiar routes, thinking about where their home and school is, building up to recognising simple features of a map.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
My School, My Community 	What a Wonderful World 	Villages, Towns & Cities 	Natural Resources 	The Mediterranean 	Local Fieldwork 
<p><u>Locational Knowledge</u></p> <p>Understand how some places are linked to other places e.g. roads, trains.</p>	<p><u>Locational Knowledge</u></p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.</p> <p>Name and locate the world's seven continents and five oceans.</p>	<p><u>Locational Knowledge</u></p> <p>Analyse, evidence and draw conclusions e.g. make comparisons between locations using arial photos/pictures.</p>	<p><u>Locational Knowledge</u></p> <p>Recognise the different shapes of continents.</p>	<p><u>Locational Knowledge</u></p> <p>Demonstrate knowledge of features about places around him/her and beyond the UK.</p> <p>Recognise the different shapes of the continents.</p> <p>Locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristic, countries and major cities.</p> <p>Recognise that people have differing quality of life living in different locations and environments.</p>	<p><u>Locational Knowledge</u></p> <p>Explore land-use patterns and how these have changed over time.</p>

<p><u>Place Knowledge</u></p> <p>Recognise that places have meaning to people.</p>	<p><u>Place Knowledge</u></p> <p>Recognise that places have meaning to people.</p>	<p><u>Place Knowledge</u></p> <p>Recognise there are similarities and differences between places.</p> <p>Develop an awareness of how places relate to each other.</p>	<p><u>Place Knowledge</u></p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p>	<p><u>Place Knowledge</u></p> <p>Understand the geographical similarities and differences through the study of human and physical geography of a region in a European country.</p>	<p><u>Place Knowledge</u></p>
<p><u>Human and Physical Geography</u></p>	<p><u>Human and Physical Geography</u></p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the equator and the North and South Poles.</p>	<p><u>Human and Physical Geography</u></p> <p>Describe and understand key aspects of human geography, including types of settlements and land use, economic activity, including trade links and distribution of natural resources including energy, food, minerals and water.</p>	<p><u>Human and Physical Geography</u></p> <p>Describe and understand key aspects of human geography including the distribution of natural resources including energy, food, minerals and water.</p>	<p><u>Human and Physical Geography</u></p> <p>Describe and understand key aspects of physical geography, including: climate zones, rivers, and mountains.</p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use and economic activity, including trade links and the distribution of natural resources.</p>	<p><u>Human and Physical Geography</u></p>
<p><u>Geographical Skills and Fieldwork</u></p> <p>Ask simple geographical questions e.g. What is it like to live in this place?</p> <p>Use simple observational skills to study the geography of the school and its grounds.</p>	<p><u>Geographical Skills and Fieldwork</u></p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>Use simple compass directions (North, South,</p>	<p><u>Geographical Skills and Fieldwork</u></p> <p>Ask and respond to geographical question e.g. describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if... continues?</p>	<p><u>Geographical Skills and Fieldwork</u></p>	<p><u>Geographical Skills and Fieldwork</u></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations using arial</p>	<p><u>Geographical Skills and Fieldwork</u></p> <p>Make more detailed fieldwork sketches/diagrams.</p> <p>Draw accurate maps with more complex keys.</p> <p>Use and interpret maps, globes, atlases and digital /</p>

<p>Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes.</p> <p>Make simple maps and plans e.g. pictorial place in a story.</p>	<p>East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map.</p>	<p>Name and locate countries, counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts, rivers).</p>		<p>photos/pictures e.g. population, temperatures ect.</p>	<p>computer mapping to locate countries and key features.</p> <p>Use four figure grid references.</p> <p>Make plans and maps using symbols and keys.</p> <p>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.</p> <p>Use maps, charts etc. to support decision making about the location of places e.g. new bypass.</p> <p>Plan the steps and strategies for an enquiry.</p> <p>Explore features on OS maps using 6 figure grid references.</p> <p>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 his/her knowledge of the United Kingdom and the wider world.</p> <p>Measure straight line distances using the appropriate scale.</p>
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<p><u>Place</u></p> <p>Name, describe and compare familiar places.</p> <p>Link their homes with other places in their local community.</p>	<p><u>Place</u></p>	<p><u>Place</u></p>	<p><u>Place</u></p> <p>Understand why there are similarities and differences between places.</p>	<p><u>Place</u></p>	<p><u>Place</u></p>
<p><u>Space</u></p> <p>I can understand that the UK is split into countries.</p> <p>I identify key human and physical features in my local area.</p>	<p><u>Space</u></p> <p>I can understand that the world has seven continents and five oceans.</p> <p>I can use simple compass directions and locational directional language to describe the location of features on a map.</p>	<p><u>Space</u></p>	<p><u>Space</u></p>	<p><u>Space</u></p>	<p><u>Space</u></p>
<p><u>Environment</u></p>	<p><u>Environment</u></p>	<p><u>Environment</u></p>	<p><u>Environment</u></p>	<p><u>Environment</u></p>	<p><u>Environment</u></p>
<p><u>Scale</u></p> <p>I can understand how my local area fits within the United Kingdom.</p>	<p><u>Scale</u></p>	<p><u>Scale</u></p>	<p><u>Scale</u></p>	<p><u>Scale</u></p>	<p><u>Scale</u></p>
<p><u>Diversity</u></p>	<p><u>Diversity</u></p> <p>Recognise the similarities and differences between my country and other countries.</p>	<p><u>Diversity</u></p>	<p><u>Diversity</u></p> <p>Understand the similarities and differences between my region and those of others with natural resources.</p>	<p><u>Diversity</u></p>	<p><u>Diversity</u></p>


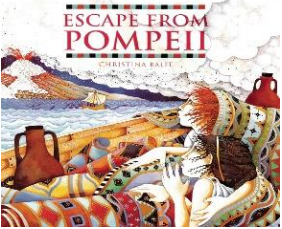
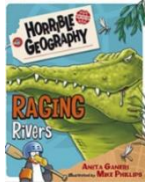
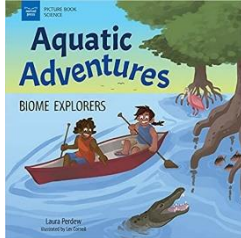
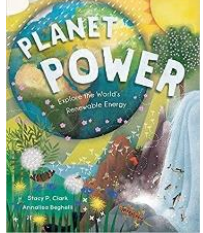
Term 2

Early Years: In Term 2, the children explore the natural world around them by recognising natural environments. Children observe these places using stories, maps and educational visits to support their understanding.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Term 3

Early Years: In Term 3, the children will be exploring and recognising environments in which they live in. They will recognise similarities and differences between life in this country and that of others.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To Plymouth and Beyond!</p>  <p>Ask simple geographical questions e.g. What is it like to live in this place? (Geographical skills and fieldwork)</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries (Geographical skills & field work)</p> <p>Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes. (Geographical skills and fieldwork)</p>	<p>Desert V Dartmoor</p>  <p>Ask simple geographical questions e.g. What is it like to live in this place? (Geographical skills and fieldwork)</p> <p>Understand how some places are linked to other places e.g. roads, trains. (Locational knowledge)</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. (Place knowledge)</p>	<p>Mountains, Volcanoes & Earthquakes</p>  <p>Ask and respond to geographical question e.g. describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if... continues? (Geographical skills and fieldwork)</p> <p>Use basic geographical vocabulary such as: cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office, erosion, contour, transportation and headland.</p>	<p>Rivers</p>  <p>Describe and understand key aspects physical geography, including vegetation belts and rivers. (Human and physical geography)</p> <p>Explain about key natural resources e.g. water in the locality. (Human and physical geography)</p> <p>Know how rivers erode, transport and deposit materials. (Human and physical geography)</p> <p>Know about the physical features of coasts and begin</p>	<p>Biomes</p>  <p>Understand and use a widening range of geographical terms e.g. climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes and water cycle. (Human and Physical)</p> <p>Explore weather patterns around parts of the world. (Human and physical geography)</p> <p>Know about the wider context of places. (Locational knowledge)</p> <p>Understand the weather patterns around the world</p>	<p>Energy & Sustainability</p>  <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. (Geographical skills and fieldwork)</p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. (Human and physical geography)</p>

<p>Name, describe and compare familiar places. (Place knowledge)</p> <p>Link their homes with other places in their local community. (Place knowledge)</p> <p>Understand how some places are linked to other places e.g. roads, trains. (Locational knowledge)</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom. (Locational knowledge)</p>	<p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. (Human and physical geography)</p> <p>Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. (Human and physical geography)</p>	<p>(Human and Physical Geography)</p> <p>Describe and understand key aspects of physical geography including mountains, volcanoes and earthquakes. (Human and physical geography)</p> <p>Use maps, atlases, globes to locate countries and describe features studied (Including the - Ring of Fire). (Geographical skills and fieldwork)</p> <p>Communicate findings in ways appropriate for the task or audience. (Geographical Skills and Fieldwork)</p>	<p>to understand erosion and deposition. (Human and physical geography)</p> <p>Understand and use a widening range of geographical terms e.g. climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes and water cycle. (Human and Physical)</p> <p>Identify the physical characteristics and key topographical features of countries within South America. (Location knowledge)</p>	<p>and relate these to climate zones. (Human and physical geography)</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere and Southern Hemisphere, The Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, The Prime/Greenwich and time zones. (Locational Knowledge)</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. (Locational knowledge)</p> <p>Use the eight points of a compass. (Geographical skills and fieldwork)</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. (Geographical Skills and Fieldwork)</p>	<p>Know about the wider context of places e.g. county, region and country. (Locational knowledge)</p> <p>Know and describe where a variety of places are in relation to physical and human features. (Locational knowledge)</p> <p>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. (Geographical skills and fieldwork)</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. (Locational knowledge)</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. (Place knowledge)</p>
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Term 4

Early Years: In Term 4, the children learn about earth and space, exploring the natural world around them.

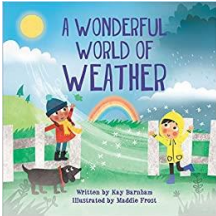
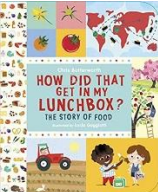
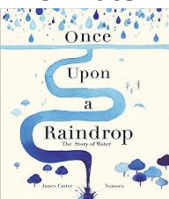

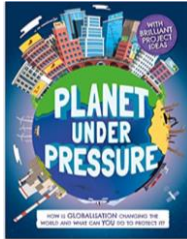
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Term 5

Early Years: In Term 5, the children explore the different countries of the world and they talk about their differences. They will recognise the similarities and differences of life in this country and that of others.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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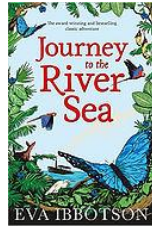
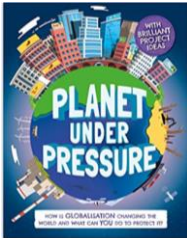
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p style="text-align: center;">Worldly Weather</p>  <p>Ask simple geographical questions e.g. What is it like to live in this place? (Geographical skills and fieldwork)</p> <p>Use basic geographical vocabulary to refer to key</p>	<p style="text-align: center;">One World, Our Food</p>  <p>Ask simple geographical questions e.g. What is it like to live in this place? (Geographical skills and fieldwork)</p> <p>Use basic geographical vocabulary to refer to key</p>	<p style="text-align: center;">Weather, Water & Climate</p>  <p>Ask and respond to geographical question e.g. describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if... continues?</p>		<p style="text-align: center;">Migration</p>  <p>Demonstrate knowledge of features about places around him/her and beyond the UK. (Locational knowledge)</p> <p>Recognise that different people hold different views about an issue and begin to understand some of the reasons why.</p>	<p style="text-align: center;">Globalisation</p>  <p>Know and describe where a variety of places are in relation to physical and human features. (Locational knowledge)</p> <p>Know location of: capital cities of countries of British</p>

<p>physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. (Human and Physical)</p> <p>Identify seasonal and daily weather patterns. (Human and physical geography)</p>	<p>human features, including city, town, village, factory, farm, house, office, port, harbour and shop. (Human and physical geography)</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, continents and oceans studied at this key stage. (Geographical skills & field work)</p>	<p>(Geographical skills and fieldwork)</p> <p>Understand and use a widening range of geographical terms e.g. meander, flood plain, location, industry, transport, settlement, water cycle. (Human and Physical)</p> <p>Describe and understand key aspects of physical geography including: the water cycle. (Human and physical geography)</p> <p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. (Human and physical geography)</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics and Cancer and Capricorn, Artic and Antarctic Circle. (Locational Knowledge)</p>		<p>(Geographical skills and fieldwork)</p> <p>Recognise that people have differing quality of life living in different locations and environments. (Locational knowledge)</p> <p>Know how the locality is set within a wider geographical context. (Locational knowledge)</p> <p>Describe how people have been affected by changes in the environment. (Human and physical geography)</p> <p>Know about the wider context of places region, country. (Place knowledge)</p> <p>Understand why there are similarities and differences between places. (Place knowledge)</p> <p>Identify the physical characteristics and key topographical features of the countries within North America. (Locational knowledge)</p>	<p>Isles and U.K., seas around U.K., European Union countries with high populations and large areas and the largest cities in each continent. (Locational knowledge)</p> <p>Know about the wider context of places e.g. county, region and country. (Locational knowledge)</p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. (Human and physical geography)</p> <p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary - urban, rural, land use, sustainability, tributary, trade links etc. (Geographical skills and fieldwork)</p>
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Term 6

Early Years: In Term 6, the children explore the natural world around them, recognising various environments that are different.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			<p style="text-align: center;">The Amazon</p>  <p>Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions. Key physical and human characteristics. (Locational Knowledge)</p> <p>-Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features. (Geographical skills and fieldwork)</p> <p>-Recognise that people have differing quality of life living in different locations and environments. (Locational knowledge)</p>		<p style="text-align: center;">Globalisation</p>  <p>Know and describe where a variety of places are in relation to physical and human features. (Locational knowledge)</p> <p>Know about the wider context of places e.g. county, region and country. (Locational knowledge)</p> <p>Know location of: capital cities of countries of British Isles and U.K., seas around U.K., European Union countries with high populations and large areas and the largest cities in each continent.</p>

			<p>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>(Human and physical geography)</p>		<p>(Locational knowledge)</p> <p>Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features.</p> <p>(Geographical skills and fieldwork)</p> <p>Identify the position and significance of The Prime/Greenwich and time zones.</p> <p>(Locational Knowledge)</p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>(Human and physical geography)</p> <p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary - urban, rural, land use, sustainability, tributary, trade links etc. (Geographical skills and fieldwork)</p>
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Please turn over for an example planning unit for the Inspire Geography Curriculum

YEAR FOUR

TERM ONE

Natural Resources



GEOGRAPHICAL SKILLS & FIELDWORK



LOCATIONAL KNOWLEDGE

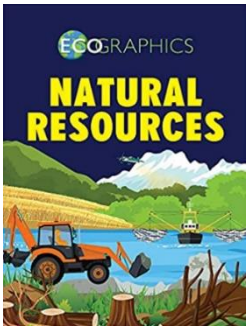


PLACE KNOWLEDGE



HUMAN & PHYSICAL GEOGRAPHY



<p>Enquiry Question</p>	<p><i>What does our planet provide for us?</i></p>		
<p>NC Objectives</p>	<p>-Describe and understand key aspects of human geography including the distribution of natural resources including energy, food, minerals and water. (Human and physical geography)</p> <p>-Understand why there are similarities and differences between places. (Place knowledge)</p> <p>-Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. (Place knowledge)</p> <p>-Recognise the different shapes of continents. (Locational knowledge)</p>		
<p>Curriculum Coherence</p>	<p>Prior Knowledge:</p> <p>-Children have learnt about the location and countries with South America.</p> <p>-Children have learnt about The Amazon Rainforest and will be able to build on this knowledge.</p>	<p>Future Learning:</p> <p>-More in-depth knowledge about climate change and global warming.</p> <p>-Energy & Sustainability in Year 6 in which they will learn further about fossil fuels.</p>	
	<p>Connecting Concepts and vocabulary:</p> <p>-Sustainability</p> <p>-Pollution</p> <p>-Climate</p> <p>-Natural Resources</p>	<p>High Quality Text:</p> 	<p>Misconceptions:</p> <p>Assessment:</p> <p>Big Fat Quiz of the Term</p> <p>Retrieval Practice</p> <p>Written Task</p>

**Knowledge
Sequence**

Lesson 1- What are the world's natural resources?

Children will think about their previous learning about the world's resources (Water in Year 3 and Food in Year 2). In this lesson, the children will explain what natural resources are and review the world's important natural resources. The children will examine which countries have the most natural resources. In this lesson, we will begin by studying the world's different natural resources, defining what they are and studying what they are used for. We will finish by analysing in which countries these resources can be found.

Children can use maps to recall continent knowledge when describing where they can find certain resources.

Lesson 2- How has the use of natural resources changed?

In this lesson, the children will set out how the world's population has changed over time. They will also explore how the use of natural resources has increased and examine this use has increased.

Children should be given the opportunity to understand how the world's population has changed over time, explore how the use of natural resources has increased and examine why the use of natural resources has increased. Children can use timelines (History link) when exploring how population has changed over time (*Think Industrial Revolution onwards*).

<https://classroom.thenational.academy/lessons/how-has-the-use-of-natural-resources-changed-65j36d>

Lesson 3- What natural resources can be found in Chile and the UK?

In this lesson, the children will review where Chile and the UK are located. They will investigate which natural resources these two locations have and compare. They will also understand how coal, oil and gas form and explain how to access fossil fuels.

Children will need to be given the opportunity to show explain **where** Chile is on a map, using place and locational language.

Throughout the lesson, it will be important to touch on where Chile is located, investigate which natural resources Chile has and to explore why Chile mines copper.

<https://classroom.thenational.academy/lessons/what-resources-does-the-uk-have-c4rkjc>

Lesson 4- How does resource exploitation cause problems?

In this lesson, the children will examine how fossil fuels cause problems for the environment. The children will also explore why mining is very dangerous and they will also have the opportunity to review examples of dangerous mines. Children will need to examine how using fossil fuels causes problems for the environment, explore why mining is very dangerous and review examples of dangerous mines.

Here, there will be an opportunity for the children to be able to discuss **their own** impact on the world and how they use natural resources in their lives. The children can reflect on their personal responsibilities within the world and discuss how they can have a positive impact.

Lesson 5- What is the circular economy?

In this lesson, the children will describe how humans throw away a lot of materials. They will explain the difference between linear economy and circular economy. The children will examine how the circular economy will benefit the people and the place.

In the lesson, please provide the opportunities for the children to describe how humans throw away a lot of materials, explain the difference between a linear economy and a circular economy and examine how the circular economy will benefit people and the place.

Resources Links

[Unit - Oak National Academy \(thenational.academy\)](https://www.thenational.academy)

Key Vocabulary

<i>natural resources</i>	Materials in the natural environment.	<i>Chile</i>	A country in South America.
<i>exhaustible</i>	They will eventually run out.	<i>consumption</i>	Using up a resource.
<i>fossil fuels</i>	A natural fuel such as gas or coal.	<i>extraction</i>	The action of extracting something, especially using effort or force.
<i>population</i>	The amount of people that live in a particular place.	<i>exploitation</i>	The action of making use of and benefiting from resources.

<p>Phosphorite</p> <p>fertilizer</p>	<p>Timber</p> <p>construction/fuel</p>	<p>Soil</p> <p>agriculture (farming)</p>
<p>Uranium</p> <p>energy</p>	<p>Water</p> <p>Sustaining life</p>	

<p>Air</p> <p>breathing and photosynthesis</p>	<p>Cobalt</p> <p>engines</p>	<p>Coltan</p> <p>electronic devices</p>
<p>Fossil Fuels Coal, oil and gas.</p> <p>energy</p>	<p>Iron</p> <p>stainless steel</p>	

The UK's Natural Resources

<p>Fossil Fuels</p> <p>gas oil coal</p>	<p>Agriculture</p>	<p>Fishing</p> <p>haddock hake cod crabs</p>
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Chile's Natural Resources

<p>Mining</p> <p>copper silver gold iron</p>	<p>34% of world's copper</p>	<p>Fishing</p> <p>sardines hake anchovy mackerel</p>
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Natural resources are the raw materials which are used to produce and manufacture all the products that we use.
Natural resources are very valuable as they are an important source of income from many countries.



Geography 4.1 - Natural Resources



End of Term Big Quiz

1. How many of the layers of the Earth can you name?	2. Which countries make up the UK?	3. What do you know about Chile's natural resources?
4. What does the term 'renewable energy' mean?	5. Explain in your own words what a city is.	6. Name at least two continents.
7. What is the mid-point around the Earth called?	8. List three fossil fuels.	9. How are volcanoes made?
10 Name the tallest mountain on Earth.	11. What type of farm is milk produced in?	12. Name as many natural resources as you can.

This term (Worth 1 Point)	Year 3 (Worth 2 Points)	Further back (Worth 3 Points)
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Your mission is to score 10 points!