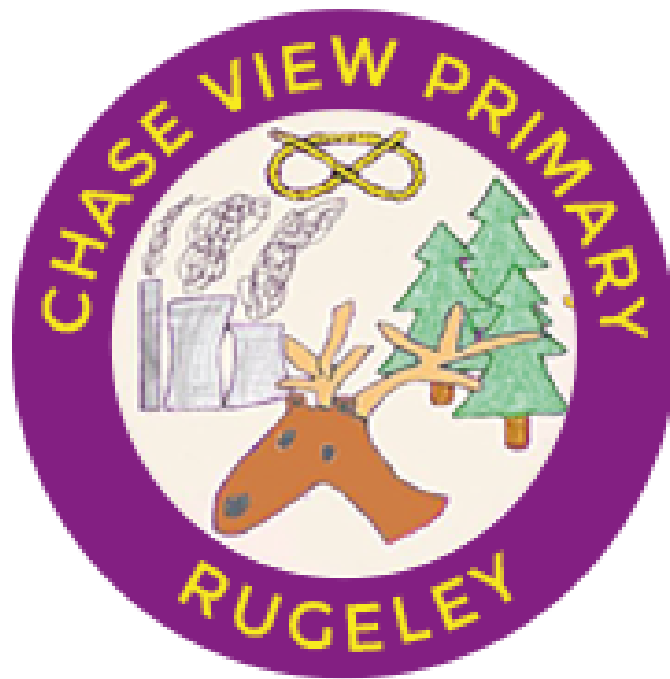


Geography

Autumn Term



Intent,
Implementation,
Impact

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Map Study and skills - HOW DO I USE A MAP TO DESCRIBE OUR LOCAL AREA?

1. What is shown on a map?

Intent	Children will know that a map is an aerial view that shows landmarks and landscape using colours, shapes and symbols. Children will be able to recognise landmarks from aerial photos and maps.
Implementation	Aerial photo match of landmarks in Rugeley. Place aerial photos on a blank outline of the school plan to create a map. Use map to check location of landmarks and develop symbols to replace the photographs.

2. Which countries make up the UK?

What are the UK's main cities?

Intent	Children will know where the UK is and name and locate all of its 4 countries and capital cities.
Implementation	Use globes and a range of maps to identify where the UK is. Name and locate all 4 countries and capital cities of the UK on a map and use the Leitner system to recall facts and knowledge weekly.

3. Where in the UK is Rugeley?

What is the quickest route to the town centre from school?

Intent	Children will identify Rugeley on a map, recognise landmarks and navigate.
Implementation	Locate and describe Rugeley's location on a map relative to other UK major cities using compass directions. Annotate an OS map of Rugeley with the quickest route from school to the train station. Use an OS map to describe landmarks and human features on their route before creating their own route map.

4. What does Rugeley look like from above?

What humans and physical features can we see?

Intent	Children will be able to use a map to describe human and physical features of Rugeley.
Implementation	Define and sort human and physical geographical features. Recognise landmarks and geographical features on an OS map of Rugeley from aerial photographs. Describe a locality using what they have learnt from an OS map of Rugeley.

5. Could Rugeley be improved? Can I observe and collect data?

Intent	Children will use fieldwork to study and gather data about Rugeley.
Implementation	Children to develop their own questions to investigate. Fieldwork (taking photographs and surveys) to study Rugeley and the school environment. Evaluate and communicate their findings to answer their original questions.

6. Can we draw a map of Birches Valley Visitors Centre and create a key?

Intent	Study an aerial view, OS map and visitor map of Birches Valley Visitor Centre to identify human and physical features. Locate photographs and aerial views on a plan of Birches Valley, justifying their decisions. Devise a simple map with symbols and a key of Birches Valley visitor centre.
Implementation	Children can devise a map of Birches Valley, representing geographical features, increasingly accurate space and scale.

7. How would we describe Rugeley and Cannock Chase?

Intent	Children will explain what makes a locality special by describing key geographical features of Rugeley.
Implementation	Describe and locate key human and physical features of Rugeley on a map. Describe why they are special.

	<p><u>HOW DO I USE A MAP TO DESCRIBE OUR LOCAL AREA?</u></p> <p>Produce a tourist information leaflet/video to explain why Rugeley is special.</p>
Impact	<p>Success Criteria:</p> <ul style="list-style-type: none"> to recognise, read and draw their own maps identify human and physical features develop an understanding of space and scale. developed locational knowledge about where they live, and where that is in the UK. to ask questions about their local area and understand how they could investigate issues. to compare places within their locality and describe them using human and physical features.

<p style="text-align: center;"><u>A physical geography study:</u> <u>Why is the Earth violent?</u></p>	
1. What is the Earth made of?	
Intent	Children will understand there are four layers of the Earth and be able to name them
Implementation	-Create a four layered model of the Earth from air-dry clay -Colour and label a cut-out section globe to show the layers inside the Earth
2. What are tectonic plates?	
Intent	Children will be able to recall the names and locations of the continents and compare them to tectonic plates Children will understand how the movement of Tectonic plates forms mountains, volcanoes and earthquakes
Implementation	Assemble a jigsaw of the Earth's tectonic plates
3. Why do earthquakes happen?	
Intent	Children will explain what causes earthquakes
Implementation	Write a paragraph on the movement of tectonic plates and how this causes earthquakes
4. Where do earthquakes happen?	
Intent	Children will evaluate the overlap between earthquake sites and tectonic plate boundaries
Implementation	-Locate sites of major earthquakes on a map -Compare this map to the map showing tectonic plates
5. Where do volcanoes occur?	
Intent	Children will evaluate the overlap between volcano sites and tectonic plate boundaries
Implementation	-Locate sites of major volcanic eruptions on a map -Compare this map to the map showing tectonic plates
6. How are volcanoes created?	
Intent	Children will explain what causes volcanoes and develop an understanding of the different volcano statuses - active, dormant, extinct
Implementation	-Write a paragraph on the movement of tectonic plates and how this causes volcanoes -Label a volcano diagram
Impact	<p><u>Why is the Earth violent?</u></p> <p>Success criteria:</p> <p>to describe and demonstrate their knowledge of the Earth and its layers.</p> <p>Describe how layers interact with the tectonic plates of the Earth's crust</p> <p>understand how this creates volcanoes, earthquakes and mountains.</p> <p>Some children will be able to go further and demonstrate:</p> <p>understanding of volcanoes and earthquakes, developing vocabulary referring to both.</p> <p>to answer how and why the Earth is violent.</p>

Y4 Geography

- How do I use an atlas to describe our country?

1 What is Geography and its relationship with the UK?	
Intent	Children will understand term relationship and explore the answer to the question.
Implementation	Children will annotate the Knowledge Organiser with previous knowledge Children will complete a pre-quiz
2 What is a county and how do I locate it on a map?	
Intent	Children will explore the difference between a Village, Town, City, Capital Cities and a County
Implementation	Use atlases, maps and Google Earth to identify Staffordshire. Identify towns in Staffordshire on a map. Write a description of what a county is. Identify other counties in Great Britain.
3 What is a city and how do I locate it on a map?	
Intent	Children will know what a city is
Implementation	Atlas and map work. Identify the nearest city to Rugeley. Map symbols and map recorded in book. Identify key cities in Great Britain.
4 What are the main physical features of the UK?	
Intent	Children will know the difference between physical and human features
Implementation	Children sort physical and human features of UK. Identify on a map, using symbols, where they are. Learn and record key facts e.g. the tallest mountain, the longest river.
5 What are the main human features of the UK?	
Intent	Children will know the difference between physical and human features
Implementation	Identify the locations of key human features of the UK. Identify them on a map and know some have symbols. Learn and record key facts e.g. longest bridge, largest cathedral.
Impact	Children will know the difference between a town, city and county. They will know how to locate them on a map. They will be able to name human and physical features of the UK. Children will complete a post-quiz



Year 1 Autumn 2 Geography: What is the United Kingdom?

1. What is Geography and its relationship with the UK?

Intent	Children will understand the term relationship and explore the answer to the question. To introduce children to an atlas, a map and a country
Implementation	Children will annotate the Knowledge Organiser for their previous. Children will complete a pre-quiz

2. Where is the UK on a map?

Intent	To locate the United Kingdom on a globe and a map of the world. Discuss which continent the UK is part of.
Implementation	Children to identify the UK on a map. Children to identify the continent to which we belong.

3. What are the four countries of the UK and what seas surround it?

Intent	Children to be able to name the countries and seas that make up the UK
Implementation	Children to locate and label the countries and seas of the United Kingdom on a map.

4. What are the capital cities of the UK?

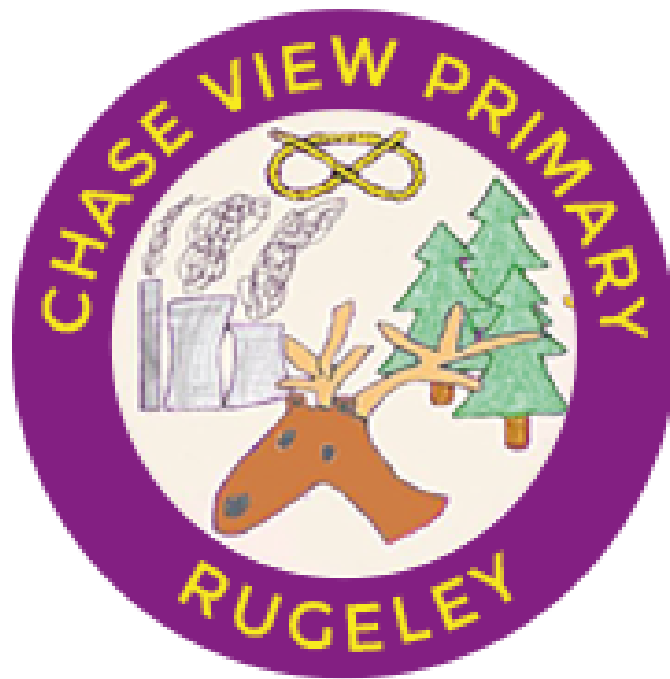
Intent	To name the capital cities of the UK
Implementation	Children to locate the capital cities on a map.

5. What are some of the characteristics of the countries of the UK?

Intent	To find out key characteristics about the countries of the UK.
Implementation	Children to research the countries of the UK to find key facts. What is the national flower, flag and important landmarks of each country
Impact	Children will be able to demonstrate their UK knowledge by locating the UK on a map. They will be able to name the four countries of the UK and the seas that surround it. They will be able to identify key facts about each country. Children will complete a post-quiz

Geography

Spring Term



Intent,
Implementation,
Impact

<p align="center"><u>Year 2-Spring 1</u> <u>London + Japan Human and Physical</u> - WHAT ARE THE GEOGRAPHICAL FEATURES OF LONDON AND JAPAN?</p>	
1. What is Geography and its relationship with London and Japan?	
Intent	Children will understand the term relationship and explore the answer to this question
Implementation	Children will annotate the Knowledge Organiser with knowledge they may know already. A pre-quiz will be completed
2. Where is the UK in relation to Japan? (Locate and name continents and oceans)	
Intent	Children will be able to look at a world map and identify the UK and Japan. They will be able to name and locate the world's continents and oceans.
Implementation	Identify and label the 5 oceans and 7 continents of the world. Use the Leitner system to recall facts and knowledge weekly.
3. What are the human and physical features of London?	
Intent	Children will be able to name some of London's landmarks and identify both human and physical features of London.
Implementation	Use travelling Ted to explore London. Use 'virtual tour' facility to look at London and its landmarks. Identify human and physical features of London. Create a 3D map of London and attach landmarks.
4. What makes London special?	
Intent	Children will be able to identify some features of a capital city and features pertaining to London specifically.
Implementation	Study features and give their own views on why these are important.
5. What are the human and physical features of Japan?	
Intent	Children will be able to name some of Japan's landmarks and identify both human and physical features of Japan.
Implementation	Children to produce a 'Snapshot of Japan' information sheet.
6. How does living in the countryside compare to life in a city in Japan?	
Intent	To identify the differences between countryside and city living.
Implementation	Use pictures of Rugeley/Cannock Chase and pictures of Tokyo to compare and contrast.
7. How do London and Japan (Tokyo) compare?	
Intent	Children will explain the geographical similarities and differences between London and Japan.
Implementation	Venn diagram to compare London and Tokyo.
Impact	Children will know the names and location of the 5 oceans and 7 continents. They will be able to recognise and identifying human and physical features and continue to develop their understanding of space and scale. They will identify some major changes of London over time. They will know some features of a capital city, some specific to London. They will have developed locational knowledge about where they live and contrast that to living in a city. They will know some geographical similarities and differences between London and Japan. Children will complete a post-quiz

Year 3 A geographical study:
What are the geographical features of Italy?

1. What is Geography and its relationship with Italy?

Intent	Children will understand the term relationship explore an answer to this question
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Implementation	Children will annotate the Knowledge Organiser with their prior knowledge Children will complete a pre-quiz
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2. Where is the continent Europe?

Intent	Children will recap locating the continent of Europe on a globe and map.
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Implementation	-Introduce the use of globes to locate the continent of Europe -Colour and label the continent of Europe on a global map
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3. Where is the country Italy?

Intent	Children will be able to locate the country of Italy on a global map and map of Europe
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Implementation	-Colour and label Italy on a global map -Colour and label Italy on a map of Europe
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4. What physical features of Italy can we identify?

Intent	Children will recap what a physical feature is and identify some of them in Italy
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Implementation	-Identify the major mountains, rivers, islands and seas of Italy
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5. What human features of Italy can we identify?

Intent	Children will recap what a human feature is and identify some of them in Italy
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Implementation	-Identify the capital, major cities, landmarks and culture of Italy
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6. What physical features of Rome can we identify?

Intent	Children will explain what a physical feature is and identify some of them in Rome
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Implementation	-Identify the major mountains, rivers and other physical features of Rome
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7. What human features of Rome can we identify?

Intent	Children will explain what a human feature is and identify some of them in Rome
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Implementation	-Identify the major landmarks, transport networks and other human features of Rome
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Impact	To locate the continent of Europe, the country of Italy and the city of Rome on a range of different maps To describe how different maps can show similar and contrasting features. Gain further understand of physical and human features. Develop vocabulary referring to the geographical features of Italy. Children will complete a post-quiz
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Years 5/6 Plan A - What information can we find from different maps?

1. What is Geography and its physical and human impact?

Intent	Children will understand the importance of maps and explore an answer to the question .
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Implementation	Children will annotate the Knowledge Organiser with prior knowledge Children will complete a pre-quiz.
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2. What types of maps are there and why are they used?

Intent	To understand what the main types of maps are - political, physical/topography, climate, road and ordinance survey - and which one is best to use to find different information.
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Implementation	Looking through information on the different types of maps and their uses and then labelling examples with the main features and uses.
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3. How do we locate key features on a map?

Intent	To understand the 8 points on a compass, how to use/follow co-ordinates and what information can found using the key.
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Implementation	Children to use a simple OS map to follow directions using co-ordinates, the key and compass directions to find certain places, routes or features.
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	Children to look at a range of different types of maps and answer key questions using the information given: political, climate and topography.
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4. What are biomes?

Intent	To be able to name and identify key features of the world's main biomes.
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Implementation	Match typical pictures of the varying biomes to their correct label and write/match a short description of what each biome is typically like, plus any key features.
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5. How do climates differ around the world?

Intent	To understand why climates are different around the world depending on their locality. To understand how the climate of the UK has changed over time.
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Implementation	Children to label key information for different climates zones and discuss what causes the different climate zones.
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	Timeline of different climates of the UK over time and to explain why fossil fuels are impacting upon the 'climate cycle'.
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6. How do we measure time around the world?

Intent	To understand that time is measured from the Greenwich Mean Line, London (using GMT) and depending on their location, how time changes around the world.
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Implementation	Children to use a map of the world with time zones marked and find countries/time zones given and work out their time zone or country within that time zone.
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Impact	To be able to use an OS map to find information using 4 and 6 figure co-ordinates, a key and symbols. To understand how different types of maps convey different information and to be able to read this data. To be able to name and recall key features of the different biomes of the world. To understand what climates are and how different climates are spread out over the world.
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	To understand why there are different time zones and how time is measured using <i>GMT</i> .
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Year 1 Spring 2 - Geography - How can we map our school?

1. What is Geography and its relationship with my school and mapping?

Intent	Children will understand the term relationship and will be able to explore an answer to the question. Children will be familiar with the Knowledge Organiser (KO)
Implementation	Children will annotate the KO with previous knowledge Children will complete a pre-quiz

2. How do I know where things are?

Intent	To use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map
Implementation	Children will create a 'Messy Map' (a 3D representation of a place/area using junk modelling materials) of the classroom Children will use a simple plan of the classroom to locate objects. They will use compass directions and directional language to plot a route around the classroom.

3. What are the key human features of where I live?

Intent	To identify key human features of the school grounds and it's vicinity
Implementation	Children to go on a walk around the school grounds to identify features that are human. Use a plan of the school to identify human features.

4. What are physical features of where I live?

Intent	To identify key physical features of the school grounds and it's vicinity
Implementation	Children to go on a walk around the school grounds to identify features that are physical Children take photos at various points around the school using cameras or tablet devices to support their fieldwork. Use a plan of the school to identify physical features.

5. What is an aerial photograph? What features can we see?

Intent	To introduce children to an aerial photograph
Implementation	Children will study an aerial photograph of the school and surrounding estate. They will identify and list both physical and human features.

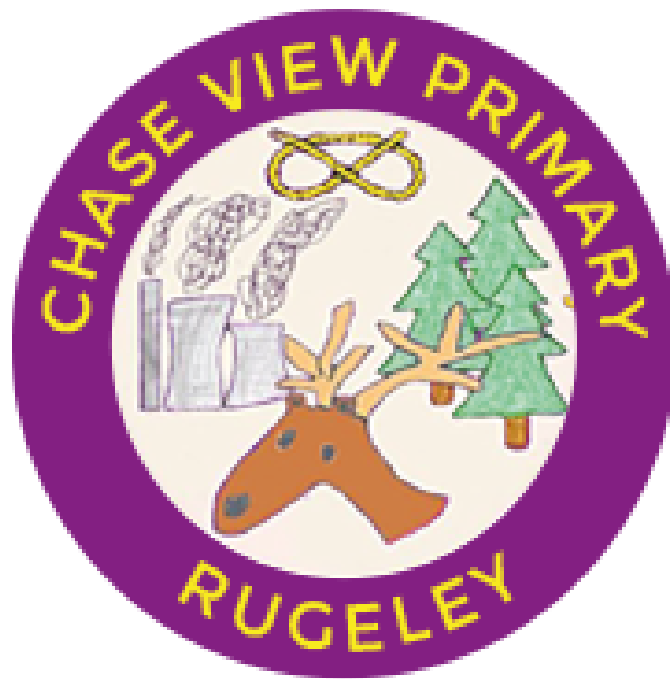
6. Can we draw a simple map of our school and locate it's physical and human features?

Intent	To draw a simple map and make a simple key
Implementation	Introduce the OS map symbols and what they represent. Using a map of the local area, children will identify symbols and list them. Children will draw an aerial plan of their school and add appropriate symbols and a key.
Impact	Children will know that their address pinpoints where exactly they live They will know the four basic compass points and will be able to use some directional language. Children will be able to identify and locate human and physical features in the immediate locality on an aerial photograph and from direct observation. Children will be able to draw a simple map or plan and add their own simple key. Children will complete a post-quiz



Geography

Summer Term



Intent,
Implementation,
Impact

<p align="center"><u>Year 2 – Summer 1</u> <u>Geography – Hot and cold countries Australia and Iceland</u> <u>- WHY ARE SOME COUNTRIES HOT AND SOME COLD?</u></p>	
1. What is Geography and its relationship with Hot and Cold countries?	
Intent	Children will understand the term relationship and explore the answer to this question.
Implementation	Use the Knowledge Organiser and annotate what they know and understand from previous activities Children will complete a pre-quiz
2. Where is the equator, north pole and south pole?	
Intent	Children will be able to look at a world map and identify the equator, north pole and south pole.
Implementation	Locate and label the divisions of the earth.
3. What do we notice about the countries that are close to the equator?	
Intent	Identify differences in climate depending on proximity to the equator.
Implementation	Research and compare climates of: Greenland, UK, The Alps, New York, Spain, Egypt, Jamaica, India, Australia, Brazil, Iceland. Record as a temperature chart.
4. What is it like to live in Australia?	
Intent	To know facts about the climate, human features, physical features, wildlife, food, school, landmarks, culture and things to do in Australia.
Implementation	Write a detailed postcard as if sending from Australia.
5. How do the weather patterns at the poles compare to those countries near the equator?	
Intent	Children will be able to identify differences in the weather patterns of the poles and those countries near the equator.
Implementation	Research countries near the equator, regions typically having alternating rainy and dry seasons. Research polar regions experiencing seasonal variation although generally colder than other places on earth. Daylight changes dramatically between summer and winter. Identify 4 climate zones of the world.
6. How do people live in Iceland?	
Intent	To develop an understanding of the way of life in Iceland.
Implementation	Children will research and make a fact file about Iceland using for example: https://www.kids-world-travel-guide.com/iceland-facts.html https://kids.nationalgeographic.com/explore/countries/iceland/
7. How does the weather affect Australia and Iceland's landscape?	
Intent	To be able to identify the differences in the landscape between Australia and Iceland and the impact the weather has on these differences.
Implementation	To research Australia's natural locations and Iceland's natural locations and identify differences.
8. Where would we prefer to live and why?	
Intent	To be able to describe likes and dislikes about a given place.
Implementation	Identify and recap key features of Iceland and Australia. Children to determine their personal views of positives and negatives to enable their final choice to be made.
Impact	Children will be able to identify the equator, north pole and south pole. They will know key features of countries near to the equator. They will know seasonal weather patterns in the UK and those of the poles and countries near the equator. They will know key facts about Australia and Iceland and the impact the weather has on these differences. Children will complete a post-quiz

Y3 Geography A physical geography study:

What is a mountain?

1. What is Geography and its relationship with mountains?

Intent	Children will understand the term relationship and explore the answer to this question.
Implementation	Children will annotate the Knowledge Organiser with their prior knowledge Children will complete a pre-quiz

2. How are mountains formed?

Intent	Children will understand how mountains are formed and that some of the world's largest mountains are under the oceans.
Implementation	Write a paragraph about how mountains are formed using pictures to help prompt writing. Write a description for each of the main types of mountains.

3. What are the parts of a mountain called?

Intent	Children will know the main parts of a mountain and understand that although not all mountains are the same, they have the same set of features.
Implementation	Children will label the main parts of a mountain and match descriptions to the main parts labelled.

4. Where are the United Kingdom's highest peaks?

Intent	Children will know names of United Kingdom's highest peaks and the mountain ranges within which they sit. Children will be able to locate these on a map.
Implementation	Re-cap the countries of the United Kingdom. Locate, name and colour the mountain ranges of the United Kingdom, using an atlas. Add the three highest peaks of the United Kingdom onto these ranges and compare which UK countries they sit in.

5. Where are the world's highest peaks?

Intent	Children will be able to name and locate some of the highest peaks in the world.
Implementation	Recap the continents of the world. Locate the sites of the world's highest seven summits and other significant mountains using an atlas. Add these mountains of the world onto the mountain ranges and compare which countries and continents they sit in.
Impact	Children will be able to describe and demonstrate their knowledge of mountains and how they are formed. Children will gain a further understanding of the main features of a mountain, developing vocabulary to describe what they know. Children will be able to name and map the main peaks and ranges of the United Kingdom and the world. Children will be able to answer: 'What is a mountain?'. Children will complete a post-quiz

(Y4) Geography – Rivers

Why are rivers important?

1. What is Geography and its relationship with rivers?

Intent	Children will understand the term relationship and explore an answer to this question?
Implementation	Children will annotate the Knowledge Organiser with prior knowledge. Children will complete a pre-quiz

2. What is a River?

Intent	Children will explore the difference between a sea, ocean, lake, tributary, stream, inlet, estuary
Implementation	Children will be able to distinguish a river from other bodies of water by labelling

3. Why are most settlements situated by rivers?

Intent	Children will explore the answer to a settlement. Children will be able to describe that settlements require water and a food supply
Implementation	Children will use a map or atlas to identify major settlements next to rivers

4. What are rivers used for? What are goods?

Intent	Children will explore the answer to Goods. Children will know that rivers were used to distribute Goods.
Implementation	Focus on the River Thames (which is used by supermarkets to deliver goods, saving an estimated 350,000 road km per year). Children record findings in books.
Impact	Children understand what a river is and know the main features. They will learn about the importance of rivers to people and industry. Children will complete a post-quiz

Year 5/6 Plan A - Is deforestation a problem?

1. What is Geography and its physical and human impact?

Intent	Children will understand the impact of human actions and explore an answer to the question .
Implementation	Children will annotate the Knowledge Organiser with prior knowledge Children will complete a pre-quiz.

2. What is deforestation?

Intent	Children to understand and be able to explain what deforestation looks like around the world and the long-term implications that it has on the forest - purposeful clearing of the land for other use.
Implementation	Before and after pictures of various affected forests around the globe to show what they look like from the air/ground.

3. What are the causes of deforestation?

Intent	To describe the different reasons for deforestation happening, from the legal to the illegal ones: agriculture, animal grazing, mining, urbanization, wildfires, wood for fuel, manufacturing and construction - human geography.
Implementation	Label pictures of the different types of deforestation and explain how humans are changing the geography of the world's forests.

4. What is the impact of deforestation?

Intent	Climate change (CO ₂ released), loss of food, habitat and shelter for animals, desertification, soil erosion, fewer crops, flooding, loss of habitats for native people.
Implementation	Use the different outcomes as sub-headings to explain how deforestation is causing these problems.

5. Which country is most affected by deforestation in South America?

Intent	To understand that the Amazon rainforest is suffering from deforestation and that it covers multiple countries within South America: Brazil, Peru & Bolivia account for 70%.
Implementation	Using some pictures and maps of the above countries, and an overview of the Amazon as a whole, explain what is happening to cause deforestation in each country and the scale on which it is happening.

6. What is being done to combat deforestation?

Intent	To explain that there are many different ways to combat deforestation but some of which us as individuals cannot help with: fight against illegal logging/mining, governments to stop endorsing planned fires to clear the land for development (which often get out of control). But there are other things that we can do to help: reducing our need/usage of paper, recycle, buying sustainably sourced wood, buying/using recycled materials, boycott palm oil (orangutan advert), plant trees etc.
Implementation	Create a 2 columned poster about the different ways that the world can help combat deforestation - companies & Governments on one side and us as individuals on the other side.

Impact	<p>Children will be able to explain what deforestation is and the impact it is having on the world.</p> <p>Children will be able to locate and describe where deforestation is causing the most devastation.</p> <p>Children will be able to recognise and explain solutions to support the environmental recovery.</p>
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Years 5/6 Plan A - Where are natural resources found in the world?

1. What is Geography and where are resources found?

Intent	Children will understand global physical resources and explore an answer to the question .
Implementation	Children will annotate the Knowledge Organiser with prior knowledge Children will complete a pre-quiz.

2. What are natural resources?

Intent	Children will understand what a natural resource is and where they can be found?
Implementation	Children will label a world map highlighting key countries and the natural resources they produce.

3. How do natural resources produce energy?

Intent	Children will be able to explain how natural resources are used to produce energy.
Implementation	A flow diagram including diagrams and pictures to show what energy natural resources produce.

4. What are renewable and non-renewable resources?

Intent	Children will identify clean and renewable energy sources.
Implementation	A table identifying the advantages and disadvantages of renewable energy sources.

5. Why do we import natural resources?

Intent	Children will identify where different natural resources are found around the world and give reasons why they are imported into Britain.
Implementation	Produce an information page about different natural resources that are imported into Britain and explain why.
Impact	To be able to identify a range of natural resources To explain how these resources are used To explain which natural resources are able to make renewable energy and explain how. Look at natural resources found in Britain and those imported from the wider world giving reasons for this.

