

**Enquiry Question**

How can we make our energy sources cleaner?

**Focus:**

Comparison (Europe: UK and Scandinavia)

**Be Brilliant**  
Enables our children to develop a growth mindset, by exposure to challenging experiences that allow our children to question and explore opportunities that will enable them to become confident and resilient in all areas of their lives.

**Possibilities**  
Allows our children to explore the world around them, knowing that the experiences they gain will enhance their lives and open doors to new adventures.

**Adventure**  
Exposes our children to a rich and diverse world that is full of colour, music, creativity and celebration. Providing our children with the opportunity to see a world beyond their own, that will inspire and influence their future choices.

Sequence of lessons		Outcome - from overview	Skills used (NC)
1	<i>We are learning about how energy is produced and how it has changed over the last century</i>	Explain the impact of fossil fuels and why we need to use more sustainable energy sources	Human geography – distribution and use of natural resources including energy
2	<i>We are learning to understand whether our energy sources are renewable or non-renewable</i>	Sort energy sources into renewable and non-renewable and then label and explain each	Human geography – distribution and use of natural resources including energy
3	<i>We are learning about the different types of renewable energy in Cornwall</i>	Use Google earth to find the different types of renewable energy currently being generated in the local area – solar and wind	Human geography – distribution and use of natural resources including energy  Geography skills and fieldwork - use fieldwork to observe and present the human and physical features in the local area
4	<i>We are learning about the different types of renewable energy in Denmark</i>	Use primary sources to learn about renewable energy in Denmark and compare to Cornwall	Place knowledge - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region in a European country
5	<i>We are learning about the energy sources and sustainable ventures of Sweden and Norway</i>	Use primary sources to learn about renewable energy in Sweden and Norway and compare to Cornwall and Denmark	Place knowledge - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region in a European country
6	<i>Cross Curricular writing</i>  <i>Where has the most effective renewable energy source</i>	Write a discussion text on the use of fossil fuels in the UK	

**Composite:** Children to write a discussion text about which place has the most effective renewable energy source



**Enquiry Question**

How do National Parks secure natural spaces for the future?

**Focus:**

Comparison of U.S.A and U.K National Parks

**Be Brilliant**  
CULTURAL DIVERSITY  
Enables our children to develop a growth mindset, by exposure to challenging experiences that allow our children to question and explore opportunities that will enable them to become confident and resilient in all areas of their lives.

**Believe**  
POSSIBILITIES  
Allows our children to explore the world around them, knowing that the experiences they gain will enhance their lives and open doors to new adventures.


**Be brave**  
ADVENTURE  
Exposes our children to a rich and diverse world that is full of colour, music, creativity and celebration. Providing our children with the opportunity to see a world beyond their own, that will inspire and influence their future choices.


Sequence of lessons		Outcome - from overview	Skills used (NC)
1	<i>We are learning to use longitude and latitude to locate specific places</i> Retrieval – continents and oceans of the Earth Use lines of latitude and longitude to find key areas	Identify National Parks from their coordinates and describe the position of a point / area	Use of globe and maps Use of grid reference / coordinates
2	<i>We are learning about the draw of National Parks for millions of people.</i> Why do people go to National Parks? Focus on Yellowstone, Yosemite and the Grand Canyon	Research and identify the features, sights of each National park, and communicate ideas	Study of physical and human geography – comparing Use IT to present knowledge
3	<i>We are learning to understand why there was a need to introduce National Parks - Yellowstone (study)</i> What is posing a threat to the National Parks?	Understand how human interaction has an effect on the physical and other inhabitants – past and present	Use of maps and GoogleEarth (IT)
4	<i>We are learning to understand why there was a need to introduce National Parks - Grand Canyon (study)</i> What is posing a threat to the National Parks?	Understand how human interaction has an effect on the physical and other inhabitants – past and present	Use of maps and GoogleEarth (IT)
5	<i>We are learning to understand why there was a need to introduce National Parks - Grand Canyon</i> What is posing a threat to the National Parks?	Comparisons drawn between NPs in the U.S.A. and the U.K.	Study of physical and human geography – comparing
6	<i>We are learning to discuss, with evidence, whether National Parks should exist and whether their purpose is a positive for our natural spaces</i> Do children believe that NPs protect natural areas?	Discussion challenges the pros and cons of National Parks	Study of physical and human geography – comparing


Composite: Children write a discussion to answer the enquiry question, focussing on tourism and the Inuit tribes (English independent application – in geography groups)



<b>Enquiry Question</b>	What does a bar of chocolate really cost?	<b>Focus:</b>	Geography – Global learning
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Sequence of lessons		Outcome - from overview	Skills used (NC)
1	<i>We are learning to explain where chocolate comes from</i> Retrieval – continents, countries and location of these in relation to the equator	Children make notes about the different places where chocolate comes from.	Locate the world’s countries, using maps to focus on South America, concentrating on their environmental regions, key physical, including: climate zones, biomes
2	<i>We are learning to explain differences for farmers in the UK and Ghana</i> Retrieval – Label Africa and surrounding seas / oceans and climate based on location	Children compare the local areas of Ghana with home. Using what they know and comparing with the UK to draw some conclusions	Human geography, including land use, economic activity including trade links Understand geographical similarities and differences through the study of human and physical geography of region within North or South America
3	<i>We are learning to understand how cocoa farmers live.</i> Retrieval – What do they know about other countries and how people live – Brazil (life)	Children compare the local areas of Ghana with home - comparing with the UK to draw some conclusions	Human geography, including: types of settlement and land use, economic activity including trade links
4	<i>We are learning to understand the challenges facing cocoa farmers</i> Retrieval - Vocabulary	Children take notes from watching footage of cocoa farmers and how their environment affects their crops	Physical geography, including: climate zones, biomes Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including food
6	<i>We are learning about the importance of the fair-trade organization.</i> Retrieval – How do farmers live in Ghana?	Children taste test products, compare and makes suggestions why FairTrade is important	Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including food

Composite  
Children create a concept map about FairTrade to share what they have learnt