

SCHEME OF WORK

UNIT OF WORK: Biosphere	CLASS:	YEAR GROUP: Key Stage 2	TIMING:
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KEY QUESTION 7: What is sustainable development?

LEARNING OBJECTIVES Pupils learn:	POSSIBLE TEACHING AND LEARNING ACTIVITIES	LEARNING OUTCOMES Pupils have opportunities to:	RESOURCES AND POINTS TO NOTE
<p>M4: To consider issues affecting communities, and reflect on the impact of people's actions on others and the environment</p> <p>L7: To consider how people can live and work together to benefit their communities</p> <p>M8: To appreciate the relationship between the physical, built and economic environments</p> <p>M9: How different ways in which people live around the world sometimes have consequences for the environment and the lives of others</p> <p>L8: A range of factors that cause change in the physical and human world in different places</p> <p>L9: How human patterns and distributions are influenced by both human and physical geography</p> <p>L11: Ways in which environments can be managed sustainably and why this is important now and in the future</p>	<p>Give pupils the fragment of the photograph of a solar dish cooker in Nepal as a cold starter without any explanation at all. Ask them to draw what they think the rest of the missing picture will show when you give them the complete photograph later. Take feedback from pupils around the class as to what they have drawn and their reasons for doing so.</p> <p>Now give out the complete picture which shows a solar dish heater in Nepal. This is moved around during the day to gain the maximum amount of heat and light from the Sun as it crosses the sky. Heat rays from the Sun are focused and radiated back from the dish to focus their energy on a metal pot which heats up to boil water or cook food. A solar dish cooker such as this would be owned by most families in the village.</p> <p>Tell pupils that this is a very good example of sustainable development. Ask pupils to suggest what sustainable development is – things that we do now to improve our quality of life without affecting the environment or the lives of other people at home or around the world. Ask pupils to suggest all the ways that the solar dish heater is a good example of sustainable development. The most important things to draw out here are:</p> <p>Renewable and infinite supply of energy Non-polluting – especially Co2 emissions Technically very simple and easy to maintain</p>	<p>Recognise and identify Express views and ask questions Respond to simple questions Observe and describe Select appropriate information Undertake simple geographical tasks Use simple geographical vocabulary Compare and contrast Offer reasons Use basic geographical skills Use secondary evidence Communicate views and opinions Use appropriate geographical vocabulary Understand physical patterns and processes Understand human patterns and processes Demonstrate understanding through explanation Use a range of geographical skills Suggest enquiry questions and investigate them Use primary evidence Select information to answer an enquiry Identify, describe and explain patterns, processes, links and relationships Reach conclusions and make judgements</p>	