

<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>Wood from cutting down trees no longer needed and erosion of mountain sides stopped as result Flooding from silted up rivers reduced as less erosion of soil from mountain Children now at school rather than collecting fire wood for many hours far from the village each day</p> <p>Now give out the set of 15 photographs of different activities. Challenge pupils to rank order these activities from the least to most sustainable. Based on their work on the above encourage pupils to describe and explain their rationale.</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>	
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