

## Year 6 Geography - Protecting the Environment

### Key Vocabulary

|                      |  |
|----------------------|--|
| <b>sustainable</b>   | to develop a sustainable future you need to think about meeting today's  |
| <b>environment</b>   | conditions to which a plant, animal or person is adapted   |
| <b>conservation</b>  | Conservation <b>is</b> the care and protection of resources so that they can persist for future generations.   |
| <b>renewable</b>     | Renewable energy is useful energy that is collected from renewable resources, which are naturally replenished on a human timescale, including carbon neutral sources like sunlight, wind, rain, tides, waves, and geothermal heat. |
| <b>Non-renewable</b> | A non-renewable resource (also called a finite resource) is a natural resource that cannot be readily replaced by natural means at a pace quick enough to keep up with consumption. An example is carbon-based fossil fuels.       |
| <b>wind power</b>    | Wind power is energy, such as electricity, that is generated directly from the wind.   |
| <b>Solar energy</b>  | The energy that comes from the sun   |

### Key knowledge

- describe and understand key aspects of the distribution of natural resources including energy, minerals and water
- use maps, atlases and globes to locate countries and describe features studied
- use the eight points of a compass, symbols and keys to build their knowledge of the UK and the wider world
- 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.

### Key concepts

#### Renewable energy Resources



#### Fossil Fuel Examples

#### Fossil Fuel Examples



Scientists are providing increasingly compelling evidence of environmental change and stress.

Around the world glaciers and ice sheets are retreating, the overall health and diversity of wildlife is declining, human numbers are increasing and natural resources are over-exploited.

These are worrying trends and many people believe we need to take firm action to address these problems.

One of the challenges for teachers is to find ways of introducing the children to environmental issues without leaving them feeling depressed or negative about what they discover.

There is much to recommend a positive approach which considers solutions and seeks to engage children creatively. We also need to avoid suggesting to the children that it is their job to 'save the planet'.

A more realistic approach draws attention to ways we have it in our power to make good choices and wise decisions on a personal and community level.

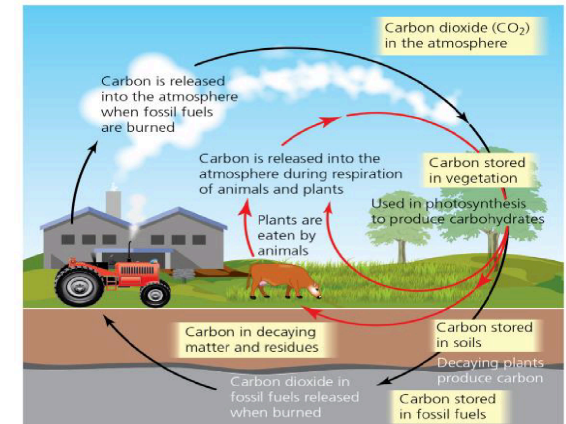
Ultimately, learning about sustainability challenges us to consider our relationship with nature.

Celebrating the extraordinary and wonderful diversity of creation is a good starting point and will lay the foundations for an ethic of caring in later life.

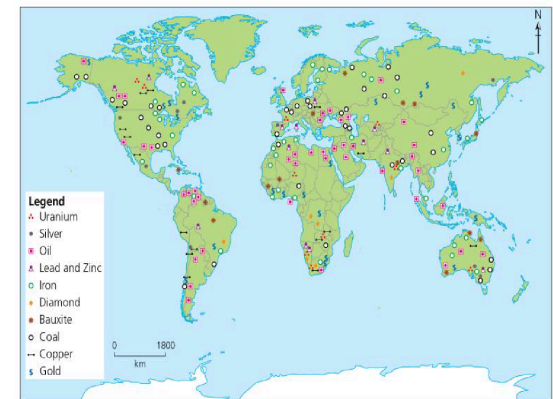
Greta Thunberg



The Carbon Cycle



Distribution of Natural Resources



## Expectations

**All children can:** • describe some threats to the health of our planet • name several common minerals • describe some renewable and non-renewable energy sources • explain how humans rely on the oceans • pose an enquiry question • understand ways to make school more sustainable • identify an important environmental issue. **Most children can:** • plan and carry out an enquiry into sustainability in school • explain several threats to wildlife/habitats • understand ways to improve the health of our planet • explain where minerals are found around the world • explain the carbon cycle • describe some threats to our oceans • understand some advantages of marine protected areas (MPAs). **Some children can:** • understand some ways in which minerals can be developed sustainably • understand that no one type of energy production will provide all the world's energy.

