

Unit	Lesson name	Lesson No.	Learning objective	Expected Standard (EXS)	Greater depth (GDS)
Farms, factories and trade - is it fair?	How has the way food is produced changed? Oak Y6 food lessons 1&2	1	To describe the processes involved in commercial bread making and explain how this has changed over time.	I can describe the stages of commercial bread making in logical order. I can explain how each stage has become industrialised (e.g. "Machines now knead large amounts of dough instead of people doing it by hand"). I can compare past and present methods. I can reflect on the advantages and disadvantages of modern methods (e.g. speed and consistency vs. loss of traditional skills or added preservatives).	I can analyse and describe the stages of commercial bread making, evaluate how industrialisation has changed each stage, compare past and present methods showing a clear understanding of the passing of time, and assess the advantages and disadvantages of modern techniques using subject-specific vocabulary accurately.
	How does climate and the seasons affect food availability? Oak Y6 Food lesson 3	2	To explain the impact that climatic and seasonal differences have on food availability.	I can explain 2 ways in which climate affects food growth. I can identify foods that are seasonal in the UK versus those that must be imported. I can give clear examples to support ideas. I can begin to understand how climate change could worsen food insecurity in some regions. I can use terms like: growing season, climate zone, drought, seasonal crops, import, export, food security.	I can analyse how climate affects food growth, compare seasonal and imported foods in the UK, evaluate the potential impact of climate change on food security, and use subject-specific vocabulary accurately to support my explanations.
	What are food miles? Oak Y6 Food lesson 4	3	To explain what food miles are and analyse the positive and negative impacts of both locally produced and imported food. (can use eg of chocolate Oak Y6 / Kapow Y4)	I can define food miles and give examples of local vs imported food. I can explain at least 2–3 pros and cons for each type of food source. I can show an awareness of environmental impact, such as greenhouse gases from transport. I can suggest possible ways to reduce food miles (e.g. eat seasonal/local food, grow your own vegetables).	I can analyse the concept of food miles, evaluate the advantages and disadvantages of local versus imported food, assess the environmental impact of long-distance transport, construct reasoned arguments, and propose ways to reduce food miles.
	How can we end world hunger? Oak Y6 Food lesson 5	4	To understand and explain reasons why some people don't have enough to eat and share my opinions about potential actions that can be taken to help end world hunger.	I can explain at least 2 reasons why some people don't have enough to eat. I can show an awareness of global inequality and how hunger can affect health, education, and development. I can make suggestions to help, based on what they've learned, and justify them with logical reasoning. I can express empathy and moral awareness, showing that they understand hunger is unfair and unacceptable.	I can analyse the causes of hunger, evaluate its impact on health, education, and development, propose and justify solutions, and demonstrate empathy and moral awareness while using clear and appropriate language to communicate my ideas.
	How can we reduce the carbon footprint of food? Oak Y6 Food lesson 7	5	To describe ways in which food systems contribute to climate change and investigate possible actions that can be taken to reduce the carbon footprint of food.	I can describe 2 ways food systems contribute to climate change. I can suggest 2 realistic actions that could reduce the carbon footprint of food. I can begin to evaluate the effectiveness or practicality of different actions.	I can analyse how food systems contribute to climate change, evaluate the effectiveness of different actions to reduce their carbon footprint, and present clear, reasoned explanations using appropriate subject-specific vocabulary.
	How can we make food systems fairer? Oak Y6 Food lesson 8	6	To describe ways in which farming and food production have changed over time and investigate ways of taking action to make food systems fairer and better for our planet and its people.	I can describe two major historical changes in farming/food production. I can explain how those changes affect people and the planet (both positively and negatively). I can identify at least two realistic actions to improve food systems.	I can analyse major historical changes in farming and food production, evaluate their positive and negative impacts on people and the planet, propose realistic actions to improve food systems, and assess the effectiveness of solutions using key subject-specific vocabulary.
Are we looking after our world?	What are natural resources? Oak Y6 Resources lesson 1	1	To name some natural resources, including wood, water and minerals, and describe how they can be used and the threats to availability and distribution.	I know that natural resources are materials produced by the environment that humans can make use of. I know all of these natural resources are important to us and our daily lives, some are renewable and some are not. I know natural resources are unequally distributed globally and people have unequal access to them, which can cause conflict. I know some resources, like food and water, are essential to life; others, like precious gem stones, are not.	I can analyse the importance and classification of natural resources, evaluate the global inequalities in access to them, and assess how unequal distribution can lead to conflict, distinguishing between essential and non-essential resources.

<p>Where does our energy come from? Oak Y6 Resources lesson 2</p>	2	<p>To identify renewable and non-renewable energy sources and understand the difference between them. To understand the benefits and drawbacks of different energy sources.</p>	<p>I know the sun, directly or indirectly, is the source of all energy on Earth: plants use energy to grow the food we eat. I know that non-renewable energy sources are fossil fuels: coal, oil, natural gas, and the elements uranium and plutonium. I know that renewable energy sources include solar power, wind, wave and tidal energy, hydro-electric, biomass and geothermal. I know non-renewable sources are unsustainable, polluting and a cause of rapid climate change</p>	<p>I can analyse the role of the sun as the primary energy source on Earth, compare renewable and non-renewable energy sources, evaluate the environmental impacts of non-renewable energy, and assess the sustainability of different energy options.</p>
<p>How is the Humber region leading the way in clean energy? Oak Y6 Energy lesson 4 (supplemented with Humber region renewable energies)</p>	3	<p>To identify ways to reduce the use of fossil fuels and explain why this matters. To know how the UK is generating energy and appreciate the leading role the Humber region is playing in the transition to clean energy.</p>	<p>I appreciate that there are big differences in the amount of energy used across the world. I know manufacturing, farming, transport and domestic are all major areas of energy consumption. I know there are links between energy use, fossil fuels, carbon emissions and climate change. I know that non-renewable energy sources, e.g. fossil fuels, are those that cannot be replaced and will eventually run out. I know that fossil fuels such as gas, oil and coal are transported across the globe by ships, lorries and pipelines. I understand that burning fossil fuels releases carbon emissions into the atmosphere. I understand that a way of reducing climate change is for countries to stop using non-renewable fossil fuels. I know that renewable sources of energy include solar, wind, wave and tidal energy, biomass, hydro-electric and geothermal energy. I understand that each form of renewable energy have advantages and disadvantages. I know renewable energy sources can contribute to reducing carbon emissions. I know some countries like Iceland and Costa Rica get nearly all their energy from renewable sources.</p>	<p>I can analyse global patterns of energy use, evaluate the environmental impacts of non-renewable energy and carbon emissions, compare the advantages and disadvantages of renewable energy sources, and assess how countries can reduce climate change by shifting to sustainable energy.</p>
<p>How is the global population changing? Kapow Y6 Population lesson 1&2</p>	4	<p>To understand the change and distribution of the global population. To define birth and death rates and describe why they change. To recognise the push and pull factors influencing migration.</p>	<p>I can define global population distribution. I can describe how and why the global population has changed. I can begin to explain why people may choose to live in a particular environment. I can define birth rate and death rate. I can describe what influences birth and death rates. I can identify the natural increase of a population on a graph.</p>	<p>I can analyse global population distribution and change, explain why people choose to live in particular environments, evaluate factors influencing birth and death rates, and interpret natural increase from population data.</p>
<p>How is climate change impacting the population? Kapow Y6 Population lesson 4&5&6</p>	5	<p>To begin to understand the impact climate change can have on the global population. To collect data showing how population impacts the amount of traffic and litter in an area, and analyse findings. FIELDWORK</p>	<p>I can give reasons why climate change is happening. I can describe the impact of climate change on the population. I can suggest ways to fight climate change at a local level. I can follow a pre-prepared route on an OS map. I can use a range of data collection methods. I can collect both quantitative and qualitative data. I can use digital technologies to map data collected. I can compare two different data sets. I can suggest improvements in response to conclusions drawn.</p>	<p>I can analyse the causes and impacts of climate change on populations, evaluate local solutions, plan and follow routes on OS maps, collect and map quantitative and qualitative data using digital technologies, compare datasets, and propose improvements based on my conclusions.</p>
<p>How can we become more sustainable? Oak Y6 Sustainability lesson 6 (and lessons 1-5)</p>	6	<p>To research, identify and give examples of some ways in which we can become more sustainable.</p>	<p>I know that most people now live in cities and by 2050, it is estimated more than two-thirds of the world will live in urban areas but this impacts diversity. I understand that people generally have better access to energy, jobs and food in urban areas but human activity also causes pollution. I know that cities can become more sustainable in their use of energy, transport, building and waste disposal. I know we can become more sustainable in our reducing of our carbon footprint, using energy wisely and reducing food waste.</p>	<p>I can analyse global urbanisation trends and their impacts on resources and biodiversity, evaluate the advantages and disadvantages of city living, and assess strategies to make cities and personal lifestyles more sustainable.</p>

What is life like in the Alps?	Where are the Alps? Kapow Y5 Alps lesson 1	1	To locate the Alps on a map.	I can locate and label the seven continents. I can locate the Alps on a world map. I can locate the Alps on a map of Europe. I can locate the eight countries that the Alps are in.	I can locate and label the seven continents, identify the Alps on both world and European maps, and analyse the countries they span.
	What is it like in the Alps? Kapow Y5 Alps lesson 2	2	To locate the key physical and human characteristics of the Alps.	I can locate the countries that the Alps spread through. I can locate some of the key physical features of the Alps. I can locate some of the key human features of the Alps. I can use an atlas to locate and describe features.	I can use an atlas to locate and analyse the countries, key physical features, and human features of the Alps, and explain their significance.
	Why do people visit the Alps? Kapow Y5 Alps lesson 3	3	To describe the physical and human features of an Alpine region.	I can research the human and physical geography of an Alpine region. I can identify the region's climate zone, biome and vegetation. I can describe land use in the region.	I can research and analyse the human and physical geography of an Alpine region, including its climate zone, biome, vegetation, and land use.
	What is there to do in the local area? Kapow Y5 Alps lesson 4	4	To investigate what there is to do in the local area using data collection.	I can use an OS map to recognise key physical and human features in the local area. I can draw symbols to map recreational land use in the local area. I can say how I would like to improve the things to do in the local area.	I can analyse key physical and human features in my local area using an OS map, represent recreational land use with symbols, and evaluate ways to improve local amenities.
	How are the Alps different to our local area? Kapow Y5 Alps lesson 5	5	To understand similarities and differences between the local area and an Alpine area.	I can compare the human geography of the local area with an Alpine area. I can compare the physical geography of the local area with an Alpine area. I can identify similarities and differences between the two areas.	I can analyse and compare the human and physical geography of my local area and an Alpine region, and evaluate the similarities and differences between them.
	What is life like in the Alps? Kapow Y5 Alps lesson 6	6	To understand the human and physical geography of the Alps.	I can describe two key aspects of the Alps' human geography. I can describe two key aspects of the Alps' physical geography.	I can analyse key aspects of the Alps' human and physical geography and explain them using accurate geographical vocabulary.