Title of Rubric: KS/curriculum area/topic KS4 Geography – **Enough for Everyone** summer 1

Enough for Everyone – Key stage 4 Year 2 of cycle.

In enough for everyone, pupils will think about the needs of a settlement, and the needs of the planet as a whole. They will find out where resource such as power and food come from, and look at ways in which natural resources can be conserved. After discussing the idea of a carbon footprint, pupils will have the chance to consider how their actions impact on others around the world, and to think about the changes that they could make to try to ensure that natural resources are shared so there is enough for everyone.

Subject curriculum intent:	Geography plays a crucial role in providing students with a well-rounded education, enabling them to understand the world around them and instilling a sense of curiosity and responsibility towards global issues. Pupils will develop their geographical skills and knowledge, and equip them with the understanding needed to become informed global citizens
End of KS4 intent/outcome To be able to identify sources of energy, recognise where food comes from, what do we need to survive? and is there enough for everyone?	
Intent for this topic:	Pupils should develop and awareness of the world around them. This includes identifying their wants and needs and recognising how their choices affects the world. Pupils will understand that there are different sources of power (wind, hydro, solar, nuclear, coal, oil, gas) Pupils will be able to recognise that foods are imported from around the world. Pupils will be able to suggest someways that food wastage can be reduced.
Core vocabulary needed for this subject/topic:	Settlement, food miles, renewable/non-renewable energy, carbon footprint, imported and exported
Vocabulary pupils will have accessed in other topics or subject areas:	Environment, recycle, sustainable, re-use, reduce, climate change
Key vocabulary taught within this topic:	Wants, needs, humans, planet, settlement, power, food chains, eco systems, carbon footprint, change, fossil fuels, gas, electricity, power sources.

Prior knowledge: what pupils may already have studied

Key stage	Subject	Topic title	Term/year taught	Content/What might pupils already know?
3	PHSCE	Caring for the environment	Year 2	Ways to look after the immediate environment and the impact of not looking after the environment
3	PHSCE	The world's largest lesson – Global issues:	Year 3	Will have explored global issues and the effect of climate change and explored ways to become more sustainable.

		Goal 14&15 – life below water and on land		
Links to other subjects: Science PHSCE				

RRS Articles:
Article 13-I have the right to find and share information.
Article 17- I have the right get information in lots of ways, so long as it's safe.

	B2 P Step P5-6	B2 P Step 7-8	B2 NC Step 1	B2 NC Step 2	B2 NC Step 3
Key learning: Where does our power come from?					

Subject specific knowledge	Understands that there are different places in the world Shows an awareness of place in the outside environment To recognise different sources of power (solar, wind, power station, hydro) To know that we need electricity to power some things.	Knows that we live in the UK Knows that our electricity comes from a power source Knows that there are different sources of power and name some (wind, solar, nuclear, coal, gas) Can identify items that require electricity. Pupils can begin to recognise the difference between renewable and non-renewable energy	Knows that there are different sources of power(wind, hydro, solar, nuclear, coal, oil, gas) Name the key stages of electricity distribution Can use simple geographical language to communicate their ideas about various locations. Can name major world producers of oil and gas. Can understand where the UK is located in the world. Can ask geographical questions-where is it? What is this place like? How near/far is it?	Knows that there are different sources of power(wind, hydro, solar, nuclear, coal, oil, gas, biomass, hydropower) Can name some methods of power generation used in the U.K Knows the difference between renewable and non renewable energy. Name some of the renewable energy methods used in the U.K Can use geographical language to communicate their ideas about various locations. Can name some of the main global producers of renewable and non-renewable energy. Knows where the UK is located in relation to other places in the world Can ask geographical questions to find out about places and begin to give meaning.
Subject specific skills	Matches a picture to objects in the environment Gives meaning to some environmental text, signs or symbols Can explore 2 different sources of power Can communicates what they can see in the environment Can match pictures of places to objects Can match pictures of places to pictures/symbols Can draw attention to symbols and signs in the environment	Pupils use symbols / single words to convey understanding. Can identify the type of power source from a photograph Pupils can say why renewable energy is better for the environment. Can label a diagram of a power source Pupils can use simple geographical vocabulary in relation to topic.	Identify what makes an electricity source renewable Can locate major world producers of oil and gas on a map. Can use an atlas to locate a given place. Can label a map using a key Can begin to understand why renewable energy is better for the planet Pupils can ask geographical questions to find out about places and begin to give reasoning.	Can state the advantages and disadvantages of renewable and non-renewable energy. Can identify ways to reduce energy wastage. Knows how some sources of energy are more damaging to the planet. Pupils can ask and answer a range of geographical questions to find out about places and give reasoning when answering key questions.

Key Learning- Where does our food come from?				
Subject specific knowledge	Pupils can talk about familiar foods. Begin to use geographical terms to describe where food comes from e.g. fruit from trees. Understands that some food has to be grown Can show some awareness of different food comes from different countries Can answer simple questions about food	.Knows that different places are located on maps and globes. Can use geographical terms to describe where food comes from e.g. animals, the ground etc. Show some understanding that different foods come from different areas of the world. Knows the main stages that food gets to the shop from the farm E.g. cows milked/tanker to factory/germs killed and put into cartons/sold at shops. Locate hot and cold countries of the world. Knows that some people in the world do not have enough food. Knows that it is important not to waste food. Is aware that people around the world eat some foods that are different and some foods which are the same.	List some foods that are produced in the UK Knows what food miles are. Knows that some people in the world do not have enough food. With support, pupils can identify the locations of hot and milder climates. Pupils can ask geographical questions in the context of the where our food comes from.	Will know why some foods are imported and exported. Name some of the areas of the world most affected by food shortages. Pupils can compare school life in e.g. China (Beijing) and the UK (own school). Pupils can ask and answer geographical questions in the context of where our food comes from
Subject specific skills	Can sort foods into groups Can match pictures of places to objects Can match pictures of places to pictures/symbols	Looks at pictures for information Describes what they see in a picture	Find the country or town of origin on a food label Can identify ways to reduce food wastage.	Pupils can use digital maps to calculate the distance between two places. Pupils can identify some of the benefits of importing food. Pupils can ask their own questions to find out more about places.

	Can contribute to a favourite food pictogram. Can take part on growing food and can observe and discuss changes as the plant grows.	Pupils use symbols / single words to convey understanding. Points out and simply describes the information contained in a photo or picture Can sequence stages of food production E.g. cows milked/tanker to factory/germs killed and put into cartons/sold at shops. Can locate places on a map where certain foods are grown. Can ask simple geographical questions. Pupils can use simple geographical vocabulary in relation to topic.	Can reflect on their own role in reducing food shortages around the world. Pupils can begin to ask their own questions to find out more about places. Pupils can identify differences in food grown between the UK and the tropics	Pupils can describe the reasons for food shortages in a country in South or Central America.
Key Learning- What do we need?				
Subject specific knowledge	Pupils can explore basic human needs Pupils can use symbols to show an understanding of time Pupils know the terms Food, water, clothing, sleep, and shelter,	Pupils know humans have basic needs and wants Pupils know that we have needs that we need to live. Pupils know that some countries have more resources than others.	Pupils know that human needs have changed over time. Pupils are aware of the term CO2 Pupils are aware of the term Carbon footprint Pupils have an awareness of the terms efficiency and conservation mean	Pupils can describe how human needs have changed over time. Pupils know what the term carbon footprint means Pupils know what CO2 is and how it affects the atmosphere. Pupils know what the terms efficiency and conservation mean
Subject specific skills	Can respond to geographical questions Pupils can sort pictures into Food, water, clothing, sleep, and shelter,	Pupils can answer a range of geographical questions. Pupils can sort pictures needs and wants	Pupils can rank and explain human needs by importance to themselves.	Pupils can identify ways to reduce their own carbon footprint Pupils can explain how CO2 levels impact global access to resources

	Can sort items into the correct recycling box.	Pupils can rank human needs by importance to themselves. Can identify ways that they can reduce waste to help the planet. Can answer simple geographical questions.	Pupils understand the importance of conserving food, water and energy supplies. Pupils can identify at least 2 changes that they can make to their lifestyle that will have a positive environmental impact. Pupils can ask and answer a range of geographical questions.	Pupil can explain how small changes can lead to a big impact.
Personal development	Team work Problem solving Communication skills Self-belief Self-management Respect Self-awareness IT skills			

Recap on map skill from Autumn 1. Show children a flat world map in the board and point out the line separating the Northern and Southern Hemispheres. Explain that this is called the Equator, and splits the world into two equal halves. Point out the similarity with words like equal and equality, and discuss why this is the case. What countries are located along the Equator? Which countries have a hot/mild climate?

Complete as many energy saving tasks as you can in a week and keep track in an energy saving chart.

Read 'Oliver's Vegetables' by Vivian French, EYFS Re- growing Vegetables Science Experiment, a bunch of celery, a romaine lettuce, spring onions with roots still intact or carrots, shallow dishes, knife, water. Plant seeds.

Create a simple pictogram to show their favourite fruits.

Work together to play a game to sort foods into groups. Look at food labels and group which countries the foods have come from. Create a chart. Use a digital map to calculate how far some foods have travelled.

Pupils mark on a map where their foods at home have come from.
https://ypte.org.uk/lesson-plans/food-food-miles excellent website with lesson plans and activities about food miles and food waste

https://footprint.wwf.org.uk/#/
Carbon footprint calculator for children

Book: A climate in Chaos.

Produce a carbon footprint poster.
Online resources
Evidencing Work Work sheets Photographs PowerPoints