

# The Environment

## Year 5 Term 1 – Geography

### Key Vocabulary

**Resources**—the supply of money, materials, food, water etc available for use

**Power station**—where electric power is generated for distribution

**Renewable resources**— energy form a source that will not run out eg sun, wind, water

**Non-renewable resources**—energy form a source that will run out eg fossil fuels such as coal and oil.

**Food miles**—the distance food is transported from where it is grown/made (its origin)

**Import**— bringing goods into the country **Export**—sending goods away from a country

**Carbon footprint**—the amount of carbon dioxide released into the atmosphere



### Knowledge:

We need many resources in order to survive such as food, water and shelter. We also use a number of other resources in our everyday lives such as electricity and other fuels.

There are 4 main types of power stations operating in the UK (coal, nuclear, pumped storage and combined cycle gas turbine or CCGT) which provide us with our energy.

The National Grid provides us with our electricity. This means we can switch on our lights, turn on the TV and play on our Play Stations!

Some of our energy is **renewable**. This means it comes from the sun, water or wind. Some of our energy is **non-renewable** as it comes from burning fossil fuels such as coal.

We can calculate food miles by seeing how far food has travelled to reach our plates.

In order to protect the environment, we need to conserve energy, water and food and reduce our carbon footprint (the amount of carbon dioxide we release into the atmosphere).

### Skills:

List the resources a settlement needs to thrive.

Name some of the methods of power generation used in the UK.

Explain why foods are imported and exported.

Identify some benefits of importing food.

Use digital maps to calculate the distance between two places.

Identify ways to reduce water wastage.

Identify ways to reduce energy usage.

Undertake a traffic survey of the local main road

Collate the data collected and record it using data handling software to produce graphs and charts of the results.

Ask Geographical questions e.g. how is traffic controlled? What are the main problems?

Undertake a street/ noise survey of the local road/ high street

Undertake a general survey of the local road/ high street:

Compare road with another busier/ quieter street/ road

Make suggestions and reflect on own beliefs. Which street/ road do the pupils prefer?

What changes/ improvements would they make to either environment?

Design and carry out a survey of the views of people in the high street to find out what

they think are the benefits/ drawbacks of closing the high street to traffic

Report on the effects of environmental change on themselves and others.

Select methods for collecting, presenting and analysing data

Analyse evidence and draw conclusions

