

KS2.CB.T3	Area of study: Natural Resources around the World  Unit aims / outcome: To understand what natural resources are and where they come from in the world. Understand how natural resources are used and their importance to the things that we have	
Geographical concepts to organise knowledge:  <b>Location</b> – to know where natural resources are located in the world  <b>Place</b> – to know the differences in the places where natural resources are located  <b>Physical and Human features and processes</b> – to know they types of natural resources and understand the difference between renewable and non-renewable resources  <b>Geographical skills, fieldwork and observations</b> – to use 8 figure grid references		
Key strands of learning:  Natural resources  Trade  Biomes  Sustainability		
Learning in Reception:	Tier 2  <u><b>New</b></u> Natural Resources  <u><b>Review</b></u> Deforestation  Water cycle  Farming  climate	Tier 3  <u><b>New</b></u> Renewable  Non-renewable  Solar power – ‘sol’ meaning sun  Tidal energy  <u><b>Review</b></u> Sustainable  Unsustainable
NC objective:	Vocabulary and crucial knowledge:	
Human and physical geography  Describe and understand key	<b>Context of Study:</b> This unit of work follows the children’s learning about world biomes and climates (KS2.CB.T2). This knowledge sets the foundation for learning about the where we get our natural resources from around	

aspects of: physical geography, including: climate zones, biomes and vegetation belts, and the water cycle

human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

the world and why they are not equally spread across the world. During this unit, the children will look at the distribution of water around the world which follows on from the children's learning of the water cycle, rivers and the impact of mountains within this.

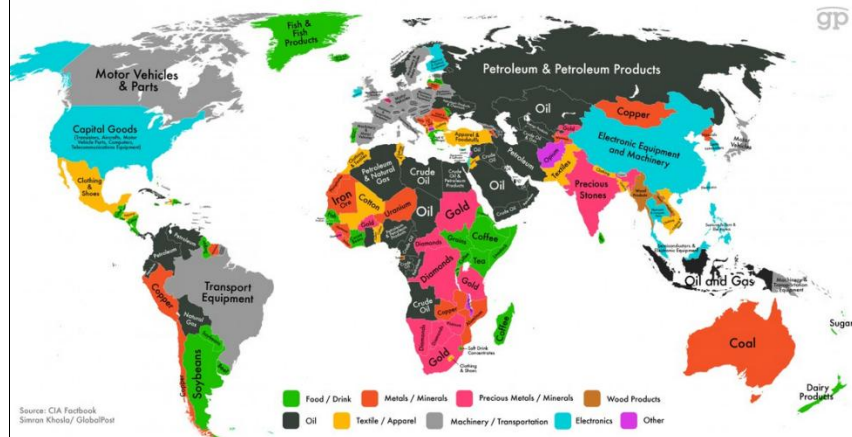
Through learning in KS1, the children have the knowledge of the continents and oceans as well as having studied Brazil in more depth. The focus of this unit on the natural resource - wood - and its impact on deforestation and other plantations linked to farming building upon the children's prior knowledge.

**Crucial Knowledge:**

To know that natural resources are produced by the environment

To know that humans used natural resources in their daily lives

To know that natural resources are not equally shared across the world, with countries having different amounts of and different types of resources on their land



Lesson 9: Resources - WORLD GEO

To know that some resources, like food and water, are essential to life; others, like precious gem stones, are not.

To know that some natural resources are renewable and some are non-renewable.

To know that renewable means that something can be re-used and will not be used up or run out.

To know that non-renewable means we've used it all, it will be gone

To know that the sun is the source of all energy on Earth: plants use energy to grow the food we eat.

To know that non-renewable energy sources include fossil fuels: coal, oil and natural gas

To know that renewable energy sources include solar power, wind, wave and tidal energy, hydro-electric.

To know that non-renewable sources are unsustainable, polluting and a cause of rapid climate change.

To know that wood is a renewable resource and is a natural resource

To know it is a useful material used for construction, making paper and board or as a biofuel.

To know that deforestation is when trees are cut down in large quantities



To know that water resources across the world are unequal and influenced by patterns of climate.

To know that biomes have different climates including the amount of rain they receive

To know that our use of water must be sustainable.

To know that existing water resources are becoming increasingly polluted through human activity.

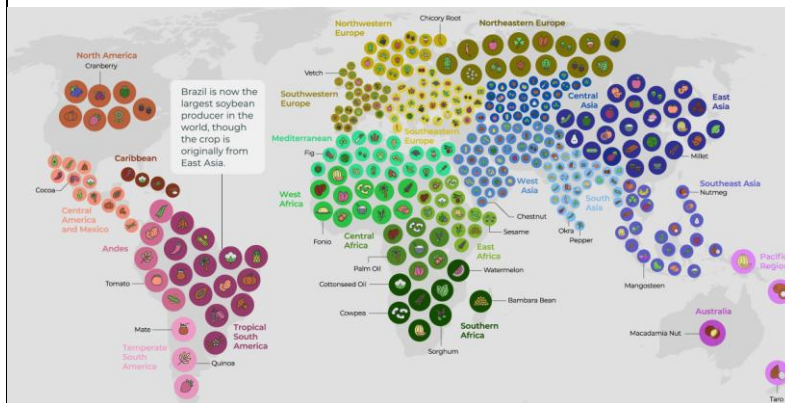
To know the food we eat is derived from plants and animals and relies on other natural resources of energy (sun), water, and soil.

To know that large-scale food production can have a damaging effect on the planet, including deforestation to make way for new plantations, including palm oil



Palm oil plantation

To know where our food comes from and understand that different climates are needed to grow different types of food.



To know that more sustainable farming practices are less harmful to the environment and plant and animal habitats.

### Geographical fieldwork:

To know all 8 compass points

To know how to use the eight points of a compass