

Class 3	Energy	Spring 2 2019	Hornsea Burton Skipsea Federation
National Curriculum Map Links	<p>As geographers we will use geographical language to describe renewable and non-renewable sources of energy and their impact on the environment. We will use the internet to research these forms of energy.</p> <p>As mathematicians, we will collate data about forms of energy and represent it in a variety of ways.</p> <p>As musicians we will Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.</p>		
<p>Lesson 1 and 2</p> <p>WALT:</p> <p>To evaluate their own knowledge</p> <p>To identify their own areas of interest</p> <p><u>Milestone 3</u></p> <p>To describe and understand key aspects of human geography including the distribution of natural resources for energy.</p>	<p>Basic: To list the sources of energy</p> <p>Advancing: To sort sources of energy</p> <p>Deep: To explain the difference between renewable and non renewable sources.</p>	<p>Mind Map - what do the children know already about energy? Focus on what, where why, when, who, how.</p> <p>Discuss skills: scanning, key words, using books, spelling key words.</p> <p>Where does the electricity in our homes come from?</p> <p>Ensure children are aware of the differences between renewable and non renewable sources.</p> <p>Sort sources of energy.</p> <p>Explain how these sources of energy give us electricity.</p> <p>Children to come up with five key questions they would like to research and explain how they are going to find out the answers.</p>	<p><u>Assessmen</u></p> <p><u>t</u></p>

<p><u>Milestone 2</u> Describe key aspects of land use and natural resources.</p>			
<p>Lesson 3 and 4 (geography/ICT)</p> <p>WALT: To interpret a range of geographical sources</p> <p>To be able to use a variety of operating systems to collate and research relevant information</p> <p><u>Milestone 3</u> To describe and understand key aspects of human geography including the distribution of natural resources for energy.</p> <p><u>Milestone 2</u></p>	<p>Basic: To identify how a source of energy is used. Advancing: To identify the advantages and disadvantages of this source of energy. Deep: To identify tectonic plates and explain how they move.</p>	<p>Recap the sources of energy - renewable and non-renewable sources. In groups, children continue adding facts to their mindmaps - on scrap paper if necessary in preparation for their non-chronological report.</p> <p>Use internet, books and information cards to take notes. These should include: How the source of energy is used. Describe the process. Advantages of this source. Disadvantages of this source. Interesting facts about this source of energy.</p> <p>When the children have completed collecting information, in their topic books, they are to write a non-chronological report about the source of energy they have chosen. The title should be a question - How does wind power gives us energy?</p> <p>The introduction should be an overview of the whole topic</p>	

<p>Describe key aspects of land use and natural resources.</p>		<p>introducing the subject. Each paragraph should have a subtitle. Encourage children to link the paragraphs with topic sentences and conjunction (Furthermore, In addition, Consequently etc) When the children have written a paragraph, encourage them to read them out to the class. Peer assess for effect. When children have completed the report with a conclusion, they should prepare a presentation to present this form of energy to the class. This can be in the form of a Powerpoint presentation or poster.</p>	
<p>Lesson 5 and 6 (geography/ICT) WALT: To interpret a range of geographical sources <u>Milestone 3</u> To describe and understand key aspects of human geography including the distribution of natural</p>	<p>Basic: To find some relevant facts. Advancing: To argue an opinion about a source of energy. Deep: To justify an opinion giving evidence to back their argument.</p>	<p>Watch video of an sources of energy. Ask the children to share their opinions on which resource is the best one and why. Introduce the notion of a debate. Wind energy is better than Coal energy. Children list all the reasons to back each claim. Divide the class into 2 sections and encourage the children to perform a debate using the advantages and disadvantages of each energy source.</p>	

resources for energy. <u>Milestone 2</u> Describe key aspects of land use and natural resources.		Children should use facts and opinions as well as persuasive devices to make their ideas effective.	