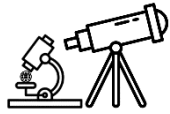


TERM: Summer 2  
THEME: Understanding our world and beyond



SUBJECT: Geography  
EXPEDITION: Our Changing World



KEY QUESTION: What is the economic activity of the UK and how sustainable is it?

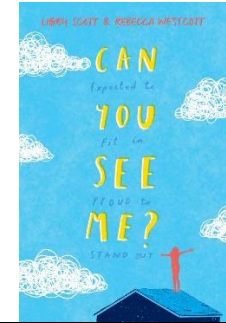


sustainable different economic activities are in the UK, and the ramifications they have on the environment.

EXPEDITION OVERVIEW:

In this unit, children will do an in-depth study into the economic activity of the United Kingdom. Children will learn about the three main economic sectors and how each of them impacts the economy of the UK. Using a range of case studies, children will find out how

Supporting Texts:  
Can you See Me? by Libby Scott and Rebecca Westcott




Geography Disciplinary Skills:





 Cartography

 Fieldwork

 Location and Position

 Scale

 Collecting and Analysing Geographical Data

 Interpreting and Presenting Geographical Data

Other Skills:

Research, Compare, Describe, Observe, Identify, Sequence, Understand, Conclude, Make judgements



GEOGRAPHY KEY CONCEPTS: These are areas of substantive knowledge within our curriculum which are repeated during their Voyage through the school.

Key Concepts and Substantive Knowledge: (text in bold are key areas of focus in this expedition)



Locational Knowledge - (**Boundaries**: continents, localities, nations, cartography)



Place Knowledge - (**Place and Space**: biomes, bodies of water, tectonics, topography)



Human Geography - (**Settlements**: population, rural areas, urban areas, **Movement** (migration, navigation, transport; **Sustainability**; **Cultural Awareness**; **Interdependence**; **Human Processes**; **Resources**)



Physical Geography - (**Climate**: climate change, climate zones, pollution, weather; **Physical Processes**; **Resources**)

### Knowledge:

Pupils will recap learning from previous units and name and locate the counties and cities of the UK and the key human and physical characteristics and key topographical features.

Pupils will look into the human geography of the United Kingdom, including land use and an in-depth investigation into economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

### Key Vocab:

agriculture, automation, distribution, economic activity, energy, environment, factory, farm, fieldwork, generation, global, healthcare, human processes, interaction, interdependent, location, map, minerals, primary, production, resource, secondary, sector, supply, sustainable, tertiary, trade, transportation

### Misconceptions:

Misunderstanding of how industries fit into different sectors of the UK economy. Understanding that all industries are linked and have an impact on each other. Understanding that in order for countries to make money and have a strong economy, it can have negative ramifications on the environment

### Previous Learning

**Year 1** - Children will learn about the geography of the world, including the seven continents and five oceans. Children will learn the countries, capital cities and seas of the United Kingdom.

**Year 2** - Children will complete a study into their local area, including the human and physical features.

**Year 3/4/5** - Children will learn about the key geographical characteristics of the United Kingdom including countries of the United Kingdom and the regions within England. Children will explore the types of settlements, key topographical features and how types of land use have changed over time. Children will use maps and atlases and learn features of maps.

-Children will learn about the world and how it is represented on maps. Children will learn about plate tectonics, earthquakes and volcanoes.

- Children complete a comparison study including biomes, climate zones, vegetation belts, earthquakes and volcanoes. Children will learn about the physical processes of rivers, mountains and the water cycle.

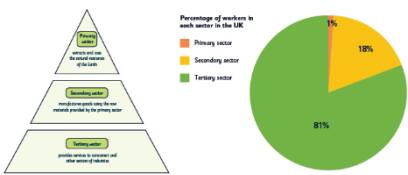
### Future Learning

**KS3 (national curriculum)** - Children will learn human geography relating to economic activity in the primary, secondary, tertiary and quaternary sectors and the use of natural resources

# Economic Activity of the UK

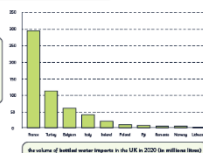
Year 6 Knowledge Organiser

## What are the three sectors of economic activity in the UK?



## How sustainable is water production in the UK?

According to experts, water supply crises are among the **three greatest threats** facing the planet. Without interventions, water demand in **England and Wales** is forecast to rise from **16.6 billion litres of water per day to 24.8 billion by 2050**.

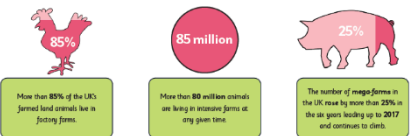


## How does transportation affect the economic activity of the UK?

Transportation is vital to our economy. If the UK did not have **effective transportation links and access**, it would result in poor output as **workers** would not be able to get to places on time, **employers** would not be able to employ a **wide field of workers and deliveries of goods and services** in communities would be affected.

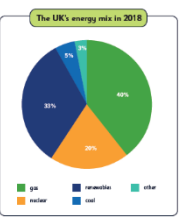
## How sustainable is agriculture in the UK?

The majority of the UK's mega-farms are for producing poultry in **mass quantities**. Mega-farms are defined as those that hold more than **125,000 birds** reared for meat, or **82,000 egg-laying hens, 2,500 pigs, 700 dairy cows or 1,000 beef cattle**.



## How sustainable is energy generation in the UK?

Reliance on gas has **increased** over the years, as has the UK's use of **renewable sources**, which **positively impacts climate change** issues like ice caps melting and rising sea levels.



**Nuclear energy** use rose over time and stayed constant - this energy source creates harmful toxic waste that **pollutes the environment**. Due to the closure of coal mines and the industrial shift over the decades, **coal use has significantly decreased**.

## How sustainable is waste management in the UK?

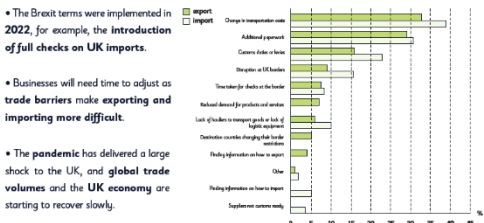
The United Kingdom has a pyramid structure for waste management. This is known as the **'waste hierarchy'**.



Households and businesses across the United Kingdom all have a responsibility to contribute towards building a **sustainable future**. **Over half of the waste produced in the UK still goes to landfill sites**. Waste disposal methods like this are a **huge issue** as they contribute to generating **greenhouse gases and toxins** leaking into our water supplies. Following the **reduce, reuse, and recycle method** is an effective strategy to enable us to be a more sustainable society.

## How does the global market affect the economic activity of the UK?

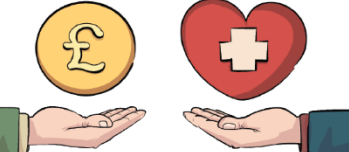
The evidence so far suggests that **Brexit has reduced both imports and exports**.



- The **Brexit** terms were implemented in **2022**, for example, the **introduction of full checks on UK imports**.
- Businesses will need time to adjust as **trade barriers make exporting and importing more difficult**.
- The **pandemic** has delivered a large shock to the UK, and **global trade volumes and the UK economy** are starting to recover slowly.

## How does healthcare affect the economic activity of the UK?

The main argument that **health investment** leads to **economic growth** is that increased spending on the **NHS** results in a **healthier population with higher levels of workforce participation**.



## How does automation affect economic activity in the UK?

Automation is using technology to perform tasks that **reduce the amount of human input**. There are **pros and cons** to using automation in the **car industry**.

pros	cons
<ul style="list-style-type: none"> <li>Fewer people are needed, which saves the <b>costs of wages</b>.</li> <li>Products will be of <b>better quality</b>.</li> <li>It is <b>safer</b> as fewer people will get hurt.</li> <li><b>New jobs</b> will be created by using the new technologies.</li> <li>There is <b>less waste</b>.</li> <li>It works <b>quicker</b> than humans, so <b>more products can be made in less time</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Fewer people are needed, so there will be <b>higher unemployment</b>.</li> <li>Automation is <b>expensive</b>, so companies need a lot of money to use new technologies.</li> <li><b>New technologies</b> are always created, so more money will be needed to replace <b>old tech</b>.</li> <li>It costs a lot to fix technology when it <b>breaks</b>.</li> </ul>

What are the key geographical features of the UK?	What are the main sectors of the UK economy?	How sustainable is the primary sector of the UK economy?			How does the secondary sector affect economic activity in the UK?		How does the tertiary sector affect economic activity in the UK?			How sustainable is the economic activity of the United Kingdom?
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10	Lesson 11
<b>Key question:</b> What are the key geographical features of the UK?	<b>Key question:</b> What are the main sectors of the UK economy?	<b>Key question:</b> How sustainable is agriculture in the UK? (Case study: megafarms)	<b>Key question:</b> How sustainable is energy generation in the UK? (Case study: fracking)	<b>Key question:</b> How sustainable is water production in the UK? (Case study: reservoirs and importing water – Scilly Isles)	<b>Key question:</b> How does the global market affect the economic activity of the UK? (Case study: rare earth mineral shortages impact on tech production)	<b>Key question:</b> How does automation affect the economic activity of the UK? (Case study: Car production in the UK)	<b>Key question:</b> How sustainable is waste management in the UK? (Case study: Sewage pollution in Scarborough)	<b>Key question:</b> How does healthcare affect the economic activity of the UK? (Case study: COVID-19)	<b>Key question:</b> How does transportation affect the economic activity of the UK? (Case study: HS2)	<b>Key question:</b> How can we present the information we have gathered to answer the key question: How sustainable is the economic activity of the United Kingdom?
<b>Geographical Knowledge:</b> Locational Knowledge Place Knowledge	<b>Geographical Knowledge:</b> Human Geography	<b>Geographical Knowledge:</b> Human Geography	<b>Geographical Knowledge:</b> Human Geography	<b>Geographical Knowledge:</b> Human Geography	<b>Geographical Knowledge:</b> Human Geography	<b>Geographical Knowledge:</b> Human Geography	<b>Geographical Knowledge:</b> Human Geography	<b>Geographical Knowledge:</b> Human Geography	<b>Geographical Knowledge:</b> Human Geography	<b>Geographical Knowledge:</b> Human Geography
<b>Concept:</b> Place Space Scale	<b>Concept:</b> Human Processes Interdependence	<b>Concept:</b> Human Processes Environmental Impact Sustainable Development	<b>Concept:</b> Human Processes Environmental Impact Sustainable Development	<b>Concept:</b> Human Processes Environmental Impact Sustainable Development Interdependence	<b>Concept:</b> Human Processes Environmental Impact Sustainable Development Interdependence	<b>Concept:</b> Human Processes Environmental Impact Sustainable Development	<b>Concept:</b> Human Processes Environmental Impact Sustainable Development	<b>Concept:</b> Human Processes Environmental Impact Sustainable Development	<b>Concept:</b> Human Processes Environmental Impact Sustainable Development	<b>Concept:</b> Human Processes Environmental Impact Sustainable Development

## Other Learning

### English

We will be writing play scripts for our leaver's performance.

### Science/RSE

We will be revisiting the menstrual cycle before moving on to learn about human reproduction.

### PSHE

In PSHE we will be thinking about the transition to secondary school.

### PE

This half term we will be learning tennis with Will on Wednesdays and Athletics on Mondays.

### RE

What difference does the resurrection make for Christians?