

## Lesson Plan: Upper KS2

## Geography

### Objectives:

- To understand the distribution of natural resources including energy.
- To understand the difference between renewable and non renewable energy.

### Cross Curricular Links:

English: To retrieve and record information from non-fiction texts.

### Resources:

- Access to tablets or laptops (optional).

### Teacher Input:

Explain to the children that in order to think about how we can save energy, Ecobot wants to help us understand where we get our energy from. Ask children if they know how electricity is made. Explain that coal can be used to make electricity and then watch the clip: <http://www.bbc.co.uk/newsround/18375150> which explains how electricity is made from coal and why new ways of making energy have had to be found. Can the children think of any of these new ways?

Children to take notes whilst watching the clip:

[www.youtube.com/watch?v=ZXjs66819i0](http://www.youtube.com/watch?v=ZXjs66819i0) which explains the difference between renewable and non-renewable energy and gives some examples. Also look at the powerpoint: [www.twinkl.co.uk/resource/t2-g-511-renewable-and-non-renewable-energy-information-powerpoint](http://www.twinkl.co.uk/resource/t2-g-511-renewable-and-non-renewable-energy-information-powerpoint) for further consolidation. Discuss together the advantages and disadvantages of using each source of energy. What evidence can you see that renewable energy is becoming more important? (wind turbines and farms, solar panels on roofs and in fields etc) What is the impact on the environment of using the different energy sources? (pollution, noise from turbines, animal habitats destroyed etc)

At this point the children could be given some time with tablets or laptops to research further facts and statistics about the different types of energy.

### Independent Activity:

Children, working pairs, to use their notes to complete the table (Resource A or B) to show the advantages and disadvantages of each type of renewable and non-renewable energy.

### Differentiation:

H.A Children complete table (Resource A) and write a paragraph to argue for or against a chosen energy type.

M.A. Children complete table (Resource A)

L.A. Children complete table (Resource B)

### Plenary:

Watch the clip: <http://www.bbc.co.uk/guides/ztxwqty> to review findings.