

OUR WORLD IN THE FUTURE:

How will our world look in the future?

Unit overview

In this unit, as the children move towards the end of their primary school careers and prepare to move to secondary schools, they will consider the past, present and future of their local area. This unit helps them see change as positive and to feel optimistic about the changes that lie ahead.

Knowledge, skills and concepts

In this unit, the children will:

- describe and understand key aspects of:
 - physical geography
 - human geography
- learn geographical skills and fieldwork: use maps and symbols to build their knowledge of the UK
- use fieldwork to observe, measure, record and present features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Background information

The way we have lived for the last 200 years can no longer be sustained. Rapid material growth has caused untold damage to the Earth. Humans have dug up raw materials, built over natural habitats, and constantly dumped waste, damaging the planet, on which all life depends.

Rather than trying to work within the Earth's natural systems, development has gone on with little regard to the Earth's systems. Consequently, the atmosphere and the seas warm, the glaciers melt and sea levels gradually rise.

Our task as teachers is to ensure that, despite the turbulent times, we continue to inspire children so that they feel empowered to take on the challenges they find around them. We must introduce them to the natural world as a source of hope, beauty and inspiration.

Cross-curricular links

- **English:** writing surveys/questionnaires (Week 1), reports (Weeks 2, 5, 6), captions (Week 3), a job advert (Week 3), persuasive speech (Week 5), diary entry (Week 5); annotating maps (Weeks 2, 4).
- **Maths:** interpreting a line graph (Week 3).
- **Art & design:** artwork (Week 3); exploring the work of L.S. Lowry (Week 3).
- **Computing:** researching online (Week 3); using a mapping tool (Week 4); creating an app or website (Week 6).
- **Design & Technology:** learning about architecture and housing design (Weeks 2, 5).
- **History:** learning about local history (Weeks 2–4, 5).
- **PSHE:** considering the needs of others (Weeks 1–4); developing community spirit (Week 5).

The Big Finish

The children will create their own plan for the future of the local area, considering the needs of the wider community and thinking about housing, public services and industries. Children will choose individual methods of presentation for their geographical ideas, allowing them to be as creative as possible, working with their own strengths and interests.

Map work

The children will work with local maps to identify the current features of the area. They will also look at historical maps, in comparison to modern maps, noting any changes to the area. The children will also create their own maps of the future!

Fieldwork

This unit has many opportunities for fieldwork and any of the lessons could potentially include an element of fieldwork. The children will plan and carry out fieldwork activities, answering enquiry questions such as: What, in our region, should we preserve for the future? They will also look at the types of housing and industry in the region. Key to this unit is understanding and considering the views and needs of the community.

Independent learning area

Create an area of the classroom as a Settlement of the Future Development Centre. Start with a large map of the local region on display – preferably flat on the floor or other surface. Provide modelling materials for the children to use, and allow them to add 3-D models of how they would like to see the area in the future. Challenge the children to add labels to their models, explaining how the development would benefit the local community.

Assessment

All children can:

- explain why their local area is special
- plan and carry out fieldwork
- describe different types of local industry
- list local public services
- locate local public services
- feel optimistic about their region's future
- understand that the location of public services is important
- describe the importance of community spirit.

Most children can:

- understand how developments can be sustainable
- explain how local industry has changed over time
- understand that future needs of the community may affect local industry
- choose an appropriate format to present their geographical learning
- understand how to take the needs and views of others into account.

Some children can:

- understand how to make their designs sustainable
- generate sustainable development ideas that meet the needs of the community
- understand that the design of communities can help or hinder community relations.