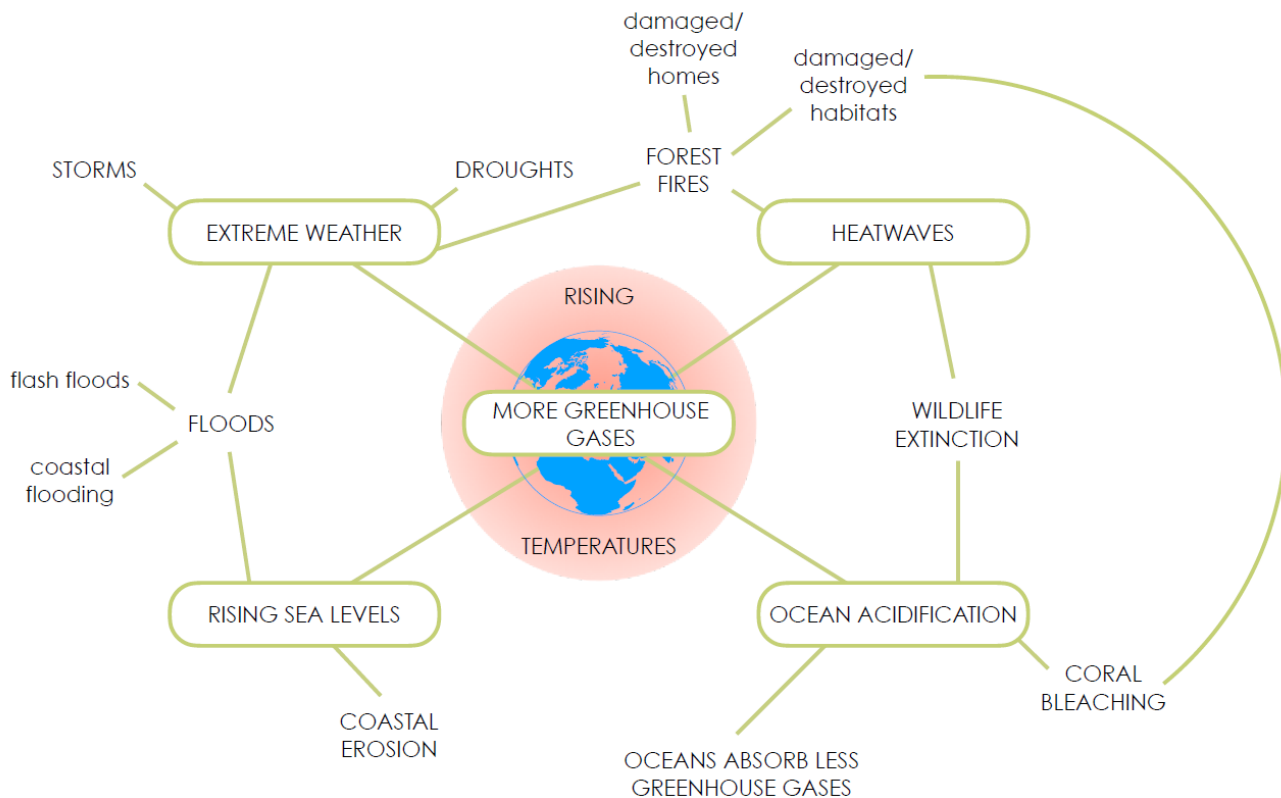




# Yr 6 Knowledge Organiser Climate change issues (People and Planet)

## Unit Overview for Year 6: Climate Change and Human Activity

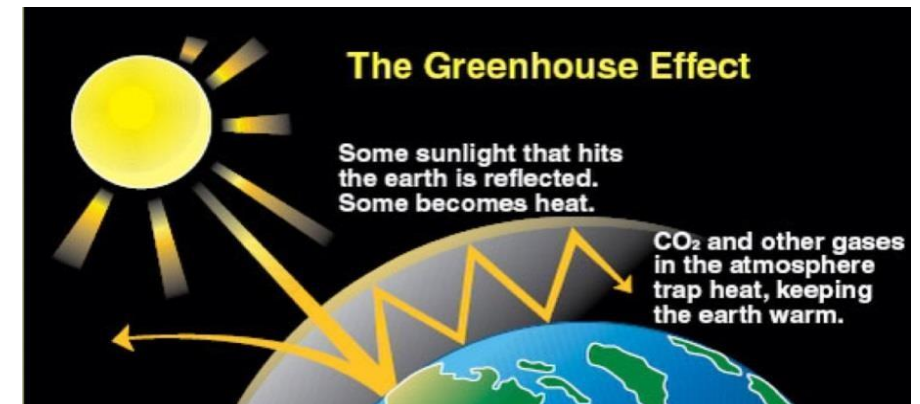
In this unit, students will explore the complex topic of climate change and how human activity contributes to it. They will learn about the effects of climate change and the evidence that supports the idea that humans are responsible. The unit will include a range of teaching inputs, slides, and activities that encourage students to think deeply about the topic and demonstrate their understanding. Through a series of thought-provoking questions, students will engage with the information presented and develop their critical thinking skills. The unit will also explore potential solutions to address climate change, providing students with a comprehensive understanding of this important topic.



	Keywords
<b>Climate Change</b>	The long-term alteration of temperature and typical weather patterns in a place, usually caused by human activities.
<b>Human Activity</b>	Actions performed by humans, including burning fossil fuels and deforestation, that contribute to climate change.
<b>Effects</b>	The outcomes or consequences of climate change, such as rising sea levels, increased frequency of extreme weather events, and loss of biodiversity.
<b>Evidence</b>	The facts, data, and research that supports the idea that human activity is causing climate change.
<b>Critical Thinking Skills</b>	The ability to analyse information, evaluate arguments, and draw reasoned conclusions.
<b>Solutions</b>	Possible ways to address climate change, such as reducing greenhouse gas emissions, promoting renewable energy, and changing human behaviour.

## What is climate change?

Climate change refers to changes in the Earth's climate caused by human activities. Although the Earth's climate changes naturally, human-caused changes are harmful. The temperature is increasing due to two main reasons: the production of greenhouse gases by humans that trap heat from the sun in the Earth's atmosphere, and the destruction of plants and environments that absorb these gases.



1: how does erosion and weathering affect the landscape?	Start of unit	End of unit
Metal robust tall buildings in City		
shape, size, and texture of different landforms (such as mountains, riverbeds, beaches		
Due to people emigrating across the landscape		

2: How are coastal features formed?	Start of unit	End of unit
The moon causes the tide to move hard and soft word		
When the harder rock is eroded outwards, the soft rock sticks out into the sea, forming a headland .		
When the softer rock is eroded inwards, the hard rock sticks out into the sea, forming a headland .		

3: How can water and weather can change Coastlines?	Start of unit	End of unit
A. Through erosion and sedimentation		
B. Through deposition and sedimentation		
C. Through evaporation and precipitation		
D. All of the above		

4: How has make-up of the United Kingdom has changed over time?	Start of unit	End of unit
A) The United Kingdom has become smaller in size as some of its territories have gained independence.		
B) The United Kingdom has expanded in size as it has acquired new territories.		
C) The geographical make-up of the United Kingdom has remained relatively unchanged.		

5: how and why landscapes change over time?	Start of unit	End of unit
A) Physical processes such as weathering, erosion, and tectonic activity		
B) Human activities such as deforestation, mining, and urbanization		
C) Both A and B		

6: How might change the landscape in the future?	Start of unit	End of unit
A) Through natural processes such as weather and erosion		
B) By constructing new buildings and infrastructure		
C) By increasing population and urbanization		
D) All of the above		