

The Abbey Hill CURRICULUM

WHAT DOES
THE FUTURE
HOLD?

Achieving our dreams together





What does the future hold?

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Key Idea:



In this thought-provoking topic, pupils explore how the world's resources, technology, and climate are shared—and who benefits most. From fast fashion to fair trade, they discover the real-life impact of everyday choices and the inspiring people fighting for global fairness.

We will:



Pupils use solar-powered panels to create a solar powered toy (product) which is linked to their DT learning as well as the topic content.

Core Text:



Wonder
R. J. Palacio



Core Knowledge



1. Resource Inequality: Many everyday items are made in poorer countries, where workers earn little, while people in richer countries pay much more for them.
2. Primary, Secondary, and Tertiary Activities: Primary work gets raw materials, secondary work makes products, and tertiary work offers services.
3. Solar Power and Fairness: Solar power is green energy, but making panels can harm workers and the environment in some countries.
4. Electric Cars and Mining: Electric cars help the planet, but mining for their batteries can be damaging.
5. Taiwan's Tech Role: Taiwan makes most computer chips, but workers can have tough conditions.
6. Environmental Refugees: Climate can be a cause for people to need to leave their homes.
7. E&D – Fighting for Fairness: Groups like Fair Trade, Greenpeace, and Greta Thunberg's campaign fight for workers' rights and a healthier planet.

Disciplinary Knowledge



Being a Geographer:

Know the names, locations and land-use patterns of counties, cities and geographical regions of the UK, and their identifying human, physical, and key topographical features, including hills, mountains, coasts and rivers.

Know how some of these aspects have changed over time.

Know and explain key aspects of physical geography - climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle.

Know and explain key aspects of human geography.

Know how to use maps, plans, graphs and digital technology to observe, measure and record the human and physical features in the local area.

Know four and six-figure grid references, symbols and keys, including the use of Ordnance Survey maps, to build their knowledge of the UK and the wider world.

Know that a holistic view helps to bring together what has been studied.

Know that views, including their own, may change as situations or they themselves change too.















Lesson 1: What is resource inequality and why does it matter?

Section	Details
Learning Intention	To identify major global production industries and understand where they are located. (Geography – National Curriculum)
Disciplinary Knowledge	Know names and locations of countries; explain key human geography aspects.
Key Knowledge Covered	Resource Inequality: Many everyday items are made in poorer countries, where workers earn little, while richer countries pay more.
What the Teacher Does	<ol style="list-style-type: none"> Ask pupils to suggest what they think are the 5 biggest global production industries (discussion in pairs/whole class). Reveal the 5 biggest production industries with locations and statistics: <ul style="list-style-type: none"> Technology – USA & China (~\$5.3 trillion globally) Cars / Automotive – Germany & Japan (China ~29 % of global manufacturing output including cars; Germany & Japan ~5 % each) Clothing / Textiles – Bangladesh & Italy (~70 % of garments produced in Asia; 2 inequality example) Oil – USA, Saudi Arabia, Russia (USA 22 %, Saudi Arabia 11 %, Russia 11 % of global production) Rice – China & India (together ~52 % of global production) Extend to 8 key industries/commodities for the final map, adding: <ul style="list-style-type: none"> Cocoa – Ivory Coast & Ghana (~45 % of global production; 2 inequality example) Coffee – Brazil & Ethiopia (Brazil ~30–37 % global production) Bananas – Ecuador & Philippines (major exporters) Highlight 2 industries with clear inequality (Clothing & Cocoa) and guide pupils to notice differences in wealth, pay, or working conditions. Model starting a visual map: symbols/colors for each industry. Scaffold placements.
What the Pupils Do	<ol style="list-style-type: none"> Discuss and list their 5 guesses for biggest industries. Work in pairs/groups to place all 8 industries on a blank world map using symbols/colors. For Clothing and Cocoa, notice inequality between countries producing the same item (e.g., worker pay, economic wealth).
Oracy	<p>← END Plenary – Thinking through talk: “One global pattern I notice is... This might be because...” (justify viewpoints with reasoning)</p>
How the Lesson Will Be Evidenced	Completed visual map showing 8 industries, with symbols/colors highlighting 2 inequality examples. Teacher notes/photos capture reasoning and discussion.
Adaptation	Chunking: deployed across lesson to support all learners.











Lesson 2: What are primary, secondary, and tertiary activities?

 Section	Details
 Learning Intention	To know about different types of economic activities and how they relate to resource use. (Geography – National Curriculum)
 Disciplinary Knowledge	Know human geography; explain economic activity types: primary, secondary, tertiary.
 Key Knowledge Covered	Primary, Secondary, and Tertiary Activities: Primary work gets raw materials, secondary work makes products, and tertiary work offers services.
 What the Teacher Does	Revisit the main industries discussed. Explain the three types of economic activity with examples. Provide sets of sorting cards featuring jobs: Farmer, Miner, Fisherman (primary); Factory worker, Carpenter, Food processor (secondary); Teacher, Nurse, Shop assistant, Taxi driver (tertiary). Guide group discussions to sort and justify choices. Lead class review and discussion.
 What the Pupils Do	In groups, sort job cards into primary, secondary, tertiary categories. Discuss reasons for choices and link to resource use. Present their sorting and reasoning to the class. Reflect on the role these jobs play in economies locally and globally.
 Oracy	 During Learning – Thinking through talk: “ <i>This belongs to... because...</i> ” (justify viewpoints with reasons and examples)
 How the Lesson Will Be Evidenced	Photos or collections of sorted cards and group notes. Written or verbal explanations from pupils.
 Adaptation (Dual Coding)	Use visual job cards combining pictures and keywords to support varied learning styles.

Lesson 3: How clean and fair is green energy?

 Section	Details
 Learning Intention	To understand environmental and social impacts of green energy production. (Geography – National Curriculum)
 Disciplinary Knowledge	Know and explain physical and human geography aspects linked to energy production.
 Key Knowledge Covered	Solar Power and Fairness: Solar power is green energy, but making panels can harm workers and the environment in some countries.
 What the Teacher Does	Provide case studies showing pros and cons of solar power production. Guide pupils to research and prepare arguments for a formal debate. Model how to present points clearly and respectfully, assigning roles such as speakers and questioners.
 What the Pupils Do	Research case studies in groups, prepare supporting or opposing arguments. Practice and take part in a formal debate with pre-prepared comments. Listen and respond respectfully, reflecting on complexities of green energy.





Oracy	Main Activity – Listening and responding: build, challenge or refine ideas respectfully and summarise key points
How the Lesson Will Be Evidenced	Research notes, debate scripts, and recordings of the debate.
Adaptation (Chunking)	Split lesson into research/preparation and debate sessions to scaffold learning.

Lesson 4: Are electric cars the answer?

Section	Details
Learning Intention	To compare the strengths and drawbacks of electric vehicles, and begin to weigh up the balance of the argument. (<i>National Curriculum: Human geography – economic activity, distribution of natural resources, and environmental impact.</i>)
Disciplinary Knowledge	Being a Geographer: Identify patterns and trends in global change, and evaluate human impact on the environment.
Key Knowledge	Electric cars help the planet, but mining for their batteries can be damaging.
What the Teacher Does	<p>- Begins with the question: “If electric cars were invented first, why didn’t they take over the world?”</p> <p>Introduce pupils to their Inventor’s Mission and explain that they will travel through the history of the electric car, making decisions at key moments in time.</p> <p>Present chronological challenges from the history of electric vehicles, linked to a real problem</p> <p>At each stage, reveal the problem, facilitate paired discussion and asks pupils to choose between two possible solutions, recording their decisions in their Inventor’s Logbook.</p> <p>After all seven stages, reveal what happened in reality through a visual timeline and facilitate discussion.</p>
What the Children Do	<ul style="list-style-type: none"> - Take on the role of inventors and engineers. - Discuss each historical challenge with a partner before selecting either Option A or Option B. - Record their decisions and reasoning in their Inventor’s Logbook. - Reflect on whether their decisions would have helped electric cars succeed.
Evidence	Completed Inventor’s Logbook
Adaptation (Dual Coding)	Adapted Inventor’s Logbook with multiple-choice reasoning prompts.

Lesson 5: Why is Taiwan key to Tech?

Section	Details
Learning Intention	To understand Taiwan’s global tech role and related social justice issues. (Geography – National Curriculum)





Disciplinary Knowledge	Know and explain human geography related to industry, trade, and labour.
Key Knowledge Covered	Taiwan's Tech Role: Taiwan makes most computer chips, but workers can have tough conditions.
What the Teacher Does	Introduce Taiwan's tech significance using maps and case studies. Lead discussions on worker fairness and global interdependence. Support pupils to research and create visual summaries like infographics or timelines.
What the Pupils Do	Research Taiwan's tech industry, worker conditions, and international relations. Create infographics or timelines. Share and discuss to deepen understanding of fairness and connections.
Oracy	During Learning – Using vocabulary: explain clearly using subject-specific vocabulary and refine ideas through discussion
How the Lesson Will Be Evidenced	Visual summaries plus notes and reflections.
Adaptation (Dual Coding)	Use images, maps, and charts to help pupils grasp complex concepts.

Lesson 6: Why do some people leave their homes because of climate change?

Section	Details
Learning Intention	To understand causes and human impact of environmental refugees. (Geography – National Curriculum)
Disciplinary Knowledge	Know and explain migration and social justice issues in human geography.
Key Knowledge Covered	Climate change forces people to leave homes; countries causing it don't always help. Refugees have fears about their futures.
What the Teacher Does	Explain environmental refugees using case studies and testimonies. Emphasise fears and worries linked to climate change. Organise pupils in groups of three to role-play an interview: Refugee, Interviewer, Politician. Provide role prompts and support rehearsal.
What the Pupils Do	Research a refugee story. Unpick the reason, the journey and the outcome.
Oracy	Plenary – Listening and responding: evaluate viewpoints and summarise key points: <i>“The most convincing viewpoint was... because...”</i>
How the Lesson Will Be Evidenced	Mapped out journey with reflections.
Adaptation (Relational Approaches)	Work with individual pupils to support their understanding of the complexity of the issue.



Lesson 7: How can people and groups fight for fairness and a healthier planet?

Section	Details
Learning Intention	To understand how individuals and groups campaign for social and environmental justice. (Geography – National Curriculum)
Disciplinary Knowledge	Know and explain key aspects of human geography linked to social movements and fairness.
Key Knowledge Covered	E&D – Fighting for Fairness: Groups like Fair Trade, Greenpeace, and Greta Thunberg’s campaign fight for workers’ rights and a healthier planet.
What the Teacher Does	Introduce key groups and individuals campaigning for fairness and environmental justice. Provide resources and multimedia examples. Guide pupils to research a chosen campaign and prepare a persuasive digital news report or presentation using iPads. Support technical and content development. Acknowledge that not everybody has the same strength of feeling and we respect others’ views.
What the Pupils Do	Choose a campaign group or activist to research. Collaborate to create a persuasive digital report or presentation explaining their chosen campaign’s goals, actions, and impact. Share presentations with the class and discuss.
Oracy	Main Activity – Presenting and leading talk: present confidently, adapting tone, pace and projection to engage and influence an audience
How the Lesson Will Be Evidenced	Digital presentations or reports created by pupils, demonstrating research, creativity, and understanding.
Adaptation (Preteaching)	Provide key vocabulary and concepts ahead of research to support comprehension and engagement.



Knowledge Organiser

WHAT DOES THE FUTURE HOLD?

The world is connected in surprising ways. Some countries provide the raw materials and labour for products we use every day, while others benefit from the finished goods. Choices about energy, technology, and fairness affect people and the planet, and some individuals and groups are working hard to make life fairer and safer for all.

Key Knowledge

- Many everyday items are made in poorer countries, where workers earn little, while people in richer countries pay much more.
- Primary work gets raw materials
- Secondary work makes products
- Tertiary work offers services.
- Solar power is green energy
- Electric cars help the planet, but mining for their batteries can be damaging.
- Groups like Fair Trade, Greenpeace, and Greta Thunberg's campaign fight for workers' rights and a healthier planet.

TOPIC TIMELINE

- 1882: First hydroelectric power plant begins producing electricity in the USA.
- 1997: Kyoto Protocol signed, encouraging countries to reduce carbon emissions.
- 2008: Tesla launches its first electric car, boosting electric vehicle technology.
- 2020: Global investment in renewable energy (solar, wind, hydro) reaches record levels.
- 1954: First practical solar panel is developed, making solar energy possible for wider use.

GLOSSARY

- **Resource Inequality:** Unequal access to goods, money, and opportunities.
- **Primary Activities:** Jobs that gather raw materials.
- **Secondary Activities:** Jobs that make products.
- **Tertiary Activities:** Jobs that provide services.
- **Fair Trade:** A system that ensures workers are paid fairly.
- **Environmental Refugees:** People forced to move because of environmental problems.
- **Solar Power:** Energy from the sun used to make electricity.
- **Electric Car:** A car powered by batteries instead of petrol or diesel.

FAMOUS 3



Elon Musk: Drives innovation in electric cars and sustainable energy with Tesla and SolarCity.



Steve Jobs: Revolutionised technology and consumer electronics with Apple products.



Rashna Saujani: Founder of Girls Who Code, inspiring girls worldwide to work in technology.



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