|  |
| --- |
| GEOGRAPHY |

|  |  |
| --- | --- |
| **Year:** 5 | **Term:** Summer 2 |
| **National Curriculum/Topic:** | **Climate Change** |
| **Depth Enquiry Question:** | **Is it too late to prevent climate change?** |
| **Geographical Skills/Knowledge Coverage:** | |
| * Use and explain the term ‘climate zone’. * Use maps to identify different climate zones. * Compare different climate zones and how life is different/similar in them. * Discuss global warming and research implications. * Identify changes to be made in own lives in response to this. * Understand the term ‘biome’ and find different biomes around the world e.g. tundra, desert, grassland, rainforests. * Understand about the differences and similarities in these biomes e.g. animals, climate, plants, habitats. * Use maps, atlases, globes and digital/computer mapping to locate countries/climate regions and describe features studied. * Locate different climate zones in the world through studying their position and the significance of latitude, longitude, equator, Northern and Southern Hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle. * Understand geographical similarities and differences through the study of 2 different regions with different climates e.g. a polar region with a temperate climate region e.g. U.K. * Ask questions: what is this climate like? How is it changing? What patterns can you see/how has the pattern changed? * Identify and explain different views of people including themselves, in relation to climate change – e.g. Greta Thunberg, David Attenborough, opposing views of scientists. * Collect and record information – communicate in ways appropriate to the task e.g. persuasive writing. * Using maps to find different areas of the world with contrasting climates and biomes. * Map knowledge – identify significant places and environments. | |
| **Possible Activities:** |  |
| * Define terms climate, weather and climate change. * Use maps to identify different climates in the world and what causes their different climates e.g. distance from the equator etc. Create map of different climate zones. * Research climate change and the different causes of it e.g. burning of fossil fuels – study different points of view on climate change from various sources such as books, film, documentaries and begin to form own opinion. * Investigate the negative impacts of global warming and look specifically at some of the biggest causes, e.g. greenhouse gases (carbon dioxide and methane) and begin to explore specific ways in which they are making the climate unstable. * Explore different ways in which people can take action against climate change – look at individuals who have done this e.g. Greta Thunberg or David Attenborough. Consider how they can encourage companies to behave in more eco -friendly ways. * Gather ideas for encouraging adults to make more eco-friendly decisions and encourage people to take positive steps to reduce climate change – persuasive writing. * Understand term biomes – use maps to locate different biomes in the world-**rainforest, desert, savannah, tundra, grasslands and woodlands**. Children to select a biome and research in detail to discover the landscape, climate and the animals and plants that can survive in this biome – produce fact files. * Return to depth enquiry question - class or small group presentation on whether it is too late to prevent climate change. | |
| **Vocabulary:** |  |
| **Climate, weather, temperature, climate change, climate zones, equator, latitude, elevation, vegetation, mountains, southern and northern hemispheres, global warming, flooding, melting ice caps, rising sea levels, rising temperatures, drought, hurricanes, biomes, habitats rainforest, desert, savannah, tundra, woodlands, grasslands, alpine, equator, carbon dioxide, greenhouse gases, fossil fuels.** | |

**Key:** Skills Location Knowledge Place Knowledge Physical and Human Knowledge Geographical Skills and Fieldwork