



Geography – Autumn 1

Protecting Our World



Targets to be covered:

Human and Physical Geography

Y4-HPG-T1- I can describe and understand key aspects and processes of Physical geography, including: climate zones, biomes and the water cycle. (KPI)

Y4-HPG-T2- I can describe and understand key aspects and processes of Human geography including types of settlement. (KPI)

Y4-HPG-T3- I can understand how people can damage their environments. (KPI)

Y4-HPG-T4- I can begin to explain how changes in the Human and Physical environments affect the people living there. (KPI)

Y4-HPG-T5- I can express my views on the environment of my local area or the place I'm studying and consider the views of others.

Place knowledge

Y4-PK-T1- I can compare a region in the UK with a region in a different climate zone e.g. Arctic or Antarctic Circles or Tropical region. (KPI)

Locational Knowledge

Y4-LK-T1- I can locate the main countries of Europe, inc. Russia, and identify capital cities of Europe.

Y4-LK-T2- I can locate and name the main counties and cities in/around the place I'm studying.

Y4-LK-T3- I can identify the location and significance of the Arctic and Antarctic Circles and the Tropics of Cancer and Capricorn. (KPI)

Y4-LK-T4- I can locate areas of similar environmental regions e.g. climate zones and biomes on a world map. (KPI)

Fieldwork

Y4-GSF-T1- I can use age-appropriate maps, atlases and globes to locate and name places I'm studying. (KPI)

Y4-GSF-T2- I can use the eight points of a compass and 2 figure grid references (maths co-ordinates). (KPI)

Y4-GSF-T3- I can begin to ask and answer questions about a place I've studied.

Y4-GSF-T4- I can observe, measure and record the Human and Physical features in the local area. (KPI)

Y4-GSF-T5- I can present my findings using a range of methods, with support e.g. sketch maps, plans and graphs. (KPI)

Week

Order of Study – Main plots and Subplots – links to geographical skills

1	Stick in KO Pre-assessment
2	Climate Zones <u>Locational Knowledge</u> <u>LI: Y4-LK-T3- I can identify the location and significance of the Arctic and Antarctic Circles and the Tropics of Cancer and Capricorn. (KPI)</u> <u>Fieldwork</u> <u>LI: Y4-GSF-T1- I can use age-appropriate maps, atlases and globes to locate and name places I'm studying. (KPI)</u> BQ: What is the significance of the Antarctic and the Arctic Circle? Begin with showing children the video https://vimeo.com/11948026 (from geographical association - living in the freezer lesson 1) Have a discussion with the children about how do we know this is a cold place? Make links to Arctic and discuss why these places are both cold. Make links to position on globe and being far away from the equator). Teach what the Arctic and Antarctic circle are using the globe to help children visually see. Label this on the 'World Climate Zones' image. Then watch a video from 30 seconds - 1 minute. https://www.youtube.com/watch?v=5tC800xOFEk Now label the tropic of Cancer, tropic of Capricorn, Antarctic circle and Arctic circle using an atlas and the globe to help you. Teach children what these terms mean using the videos. Finally, ask the children to label the continents on the world climate zone image. Afterwards, look at the 'Climates around the World' PowerPoint. Children to complete quiz based on each of the definitions. Their partner will describe a climate and they have to explain which climate zone this is. Finish by giving the children three places around the world (North America, India and Eastern USA). The children must use an atlas to locate the place and use the climate zone image to decide which zone it is in (polar, temperate, arid, tropical, Mediterranean or mountainous) Task: Split the page into 2. As a class make bullet points if what can be found in The Arctic Circle and what can be found in The Antarctica Circle. Think about animals, how the area looks, what the weather might be like etc. Task 2: World Climate Zone map. Children look at the areas using the key - discuss these. Children label the following: - Arctic Circle - Antarctica Circle - Tropics of Capricorn - Tropics of Cancer - Equator

	Task 3: Small map of The Climate Zones. Answer these questions: 1. What is the climate zone on North Africa? 2. What is the climate zone in India? 3. What is the climate zone in Eastern USA. Children will need to be able to locate these countries on a map.
3	Biomes and Vegetation belts <u>LI: Y4-HPG-T1- I can describe and understand key aspects and processes of Physical geography, including: climate zones, biomes and the water cycle. (KPI)</u> <u>LI: Y4-LK-T4- I can locate areas of similar environmental regions e.g. climate zones and biomes on a world map. (KPI)</u> BQ: What is the Biome and Climate in different countries? Begin by looking at information on biomes Biomes - BBC Bitesize As a class, complete the world biomes and climate zones table using the maps and atlases to help. Children have to find the biome and climate of North Africa, Northern Russia, India, central Australia, eastern US and the United Kingdom using the information they have just learnt. Children will then select a place in the world to write a post card about. Children must describe the climate and the landscape. Include a description of the type of weather they are experiencing using their knowledge of biomes and climate zones. Describe the types of plants and animals you can see there too. Print off a postcard template for the children to write on. Task: World Biomes and Climate Zones sheet. Using their knowledge, fill in the sheet for the type of Biome and the climate zone for the countries given. Task 2: Children have access to information about a variety of Biomes to make notes. Do this as a table. Task 3: Postcard. Take pictures of the tables working together on the research to go in books.
4	Countries and capital cities of Europe <u>LI: Y4-LK-T1- I can locate the main countries of Europe, inc. Russia, and identify capital cities of Europe.</u> <u>Y4-GSF-T1- I can use age-appropriate maps, atlases and globes to locate and name places I'm studying. (KPI)</u> BQ: What are the capital Cities in European countries?

	Children will be taught to locate the main countries of Europe and the capital cities of Europe using a globe and maps to help them. This leads on from Year 3 learning on continents and focuses on the continent of Europe. Children will need this knowledge of Europe to help them understand biomes and vegetation belts in the next lesson. Task 1: Lesson recap on rainforests. Task 2: Children locate the capital cities of the given countries. They can then colour code this. Children will need access to a map so that they can find the countries. Explain that the capital cities can be found by the 'dot' symbol.
5	Going North/ Arctic This week keep a track of the temp in morning and afternoon both inside and outside. <u>Y4-GSF-T3- I can begin to ask and answer questions about a place I've studied.</u> BQ: What is the difference between weather and climate? Task: Look over and discuss what the picture shows: - Weather over a period of time. - Look at the symbols – what do they mean/tell us? Ask questions about the information on the sheet and discuss as a class. This is to get a feel of the level of understanding. Children answer the questions on the sheet: 1. What is the temperature 'today' at 6pm? 2. What is the difference between the highest and the lowest temperature on Saturday 24th? 3. How is the weather different on Tuesday 27th to Wednesday 28th? Task 2: Climate in Bedworth sheet. Discuss that Climate is wether over a lon period of time. Have this displayed on the board and point out: - Overcast – what does this mean? - Clear skies - Precipitation – what does this mean (think of science lessons) - Muggy – what does this mean? - Explain the months along the bottom. Then answer the questions: 1. Is there more precipitation at the beginning of the year in Bedworth or towards the end of the year?

	2. What is the current climate in Bedworth? 3. Compare the climate now to the weather shown on Monday xxxxx
6	<u>Y4-LK-T2- I can locate and name the main counties and cities in/around the place I'm studying.</u> <u>Y4-LK-T3- I can identify the location and significance of the Arctic and Antarctic Circles and the Tropics of Cancer and Capricorn. (KPI)</u> BQ: What is the Arctic Circle like? Start being looking at a globe to see if the children can locate the Arctic. Use their knowledge of Arctic circle to help them. Use the resources taken from geographical association - living in the freezer lesson 3. Begin by looking at slide 1 to show the Arctic from space. Mention the permanent ice cap at the top that covers specific areas. Then look at slide 2 and mention the area around the north pole is frozen sea and is 2-3 meters thick. Show this with meter stick for children to visually see. Discuss countries that are inside the arctic circle. Give children cut up puzzle they need to piece together (activity sheet 4) to identify which countries are in the circle. Give children final image of arctic circle to stick in their books and ask the children to answer the question 'What are the countries that lie within the Arctic circle?' Then read out the information from knowledge box 5 taken from =geographical association - living in the freezer lesson 3. Get children to write down facts as the teacher is reading in a mind map style to record their ideas. Then look at slide 5, ask the children 'What does the photograph show?' 'Why are there 24 pictures?' 'Is there anything unusual about the sun?' Talk through this a class then give image for children to explain that the sun never sets in summer and this is known as the midnight sun. Finish with this video Midnight Sun in the Arctic (Time-Lapse) - YouTube
7	Weather <u>Y4-PK-T1- I can compare a region in the UK with a region in a different climate zone e.g. Arctic or Antarctic Circles or Tropical region. (KPI)</u> BQ: How is the weather different in Illulisat compared to our local area? Recap what the word weather means and what the difference is between weather (day-to-day weather) and climate (general weather over larger area on average). Look at video What's the difference between weather and climate? - Bing video

	Then give children thermometers. Talk about what a thermometer is and what we use them. Children will work in groups to practise recording the temperature. Talk about their findings of the temperature inside the classroom, outside the classroom and in a bowl of cold water. Discuss as a class and talk about what happens to the thermometer and how we would write this as a number using degrees Celsius. Give the children some data taken from Bedworth on BBC weather. The first chart focuses on the weather data. Children to interpret chart as a class and then answer questions on temperatures. What is the temperature at 6pm? What is the difference in temperature on selected days? How is the weather different on selected days? Then give the children some climate data for Bedworth. Discuss with the class how the data looks different and what the words on the graph mean. Children to then answer climate questions about Bedworth on the worksheet.
8	Living in the Arctic (compare Greenland with Bedworth) <u>Y4-HPG-T4- I can begin to explain how changes in the Human and Physical environment affects the people living there. (KPI)</u> BQ: How are the physical and human features different in Ilullisat compared to Bedworth? Look at slide 1 (from geographical association (living in the freezer) lesson 7) – how many countries can they name? What does the dark patch represent and what would the picture look like in two hours-time? Darkness moves west and would cover more of Europe. Explain we are going to focus on looking at Greenland. Ask children to find this on a map. Show pictures on the slide 2-9 to give an overview of Greenland and what the landscape looks like. Children to then write on a large A3 piece of paper everything they can remember about Greenland. Children to underline things that relate to the landscape or climate (physical geog) and circle things related to people (human geog). Discuss their answers. Did anything not fit into any of the categories? Children to write a paragraph to describe the landscape. Then a second paragraph to describe how people earn a living. Show children this website to help them see more images of Greenland. ArcticPhoto - The leading stock picture library for pictures of Polar Regions Go back to side 3 which shows the houses in Ilullisat. How are these different from the houses they know? Can they tell which season it is? (It is early summer). Share the following facts with the children: • Living are of house is built well above the ground as the snow and ice will be very deep during winter.

	• Buildings are constructed from stone, concrete and corrugated metal as few trees grow there • Peat is often burnt in the fires • On the beach are the remains of an ice sheet which has not melted and is used to play football on. Children to complete activity sheet 13 where they have a sketch of houses in Ilulissat in Greenland and they need to label the images with the features listed (iceberg, corrugated roof of house, concrete base of house, steps to beach, marshy ground, painted corrugated wall). Green task – children given images of Bedworth and images of Ilulissat. Children to compare the human and physical features of both places in learning sentences.
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[Unit | Frozen Oceans Geography 11-14 | Encounter Edu](#)

[Geography Plus: LIVING IN THE FREEZER](#)

[KS2 Climate | What are the Different Types and their Weather \(educationquizzes.com\)](#) – good climate quiz for recap and review.