

Curriculum enrichment (linked to Enquiry Question)	High quality maps and videos
Literacy Rich Curriculum	Disciplinary Reading and Writing

Our Curriculum Key Drivers - Flourishing for All, Diversity and Challenge

L	Enquiry questions	Knowledge Review Questions	Key Teacher subject knowledge	Knowledge	Apply (lesson - planned in phases)	Key Vocabulary	Outcome of Lesson
1	Why does the Earth have time zones?	<u>Last Lesson:</u> <u>Last Term:</u> Y5: Mountains Y6: Human Impact: Rainforests <u>Last Year:</u> Y5: Rivers Renewable Energy Y6: Migration Frozen Kinadoms	Time zones are based on longitude and defined by the Earth's rotation (360 degrees in 24 hours). 360 divided by 24 = 15 degrees of longitude (one time zone)	SK - Y5 LK.C - Know and identify the positional significance of latitude and longitude, including time zones and the Greenwich Meridian. DK - Y5 SF.A - Know how to use several geographical resources to give descriptions and opinions of the characteristic features of a location. Y6 SF.A - Know how to use a range of geographical resources, with ease, to give detailed description and opinions of the characteristic features of a location.	<u>Disciplinary Reading:</u> Why do we experience day and night? (scanned version to be provided) video for additional content Explain that our scientific understanding can often link to our understanding of physical geography and refer back to their knowledge of day and night from the disciplinary reading. Show the children the time zones video and ask them how this relates to day/night. Show children the time zones presentation to deepen their understanding and clarify key vocabulary. Use I Do/We Do/You Do to answer questions on the final slide and the time zones map for children to have on their desks and to use for further questioning.	longitude time zone meridian Prime Meridian Greenwich Mean Time	Children to stick an A5 copy of the time zone map in the centre of a double page spread. Children to answer the time zone questions by annotating the map and writing in full sentences. Y6 to also label the time zones accurately and locate the cities.
2	How does climate affect our Earth?	<u>Last Lesson:</u> <u>Last Term:</u> Y5: Mountains Y6: Human Impact: Rainforests <u>Last Year:</u> Y5: Rivers Renewable Energy Y6: Migration Frozen Kinadoms	Climate zones categorise the world into areas with distinct climates to help us understand the conditions in different regions and track how they change.	SK - Y5 HP.B - Know and explain key aspects of physical geography such as climate zones, biomes and vegetation belts. DK - Y5 SF.A - Know how to use several geographical resources to give descriptions and opinions of the characteristic features of a location. Y6 SF.A - Know how to use a range of geographical resources, with ease, to give detailed description and opinions of the characteristic features of a location.	<u>Disciplinary Reading:</u> What are climate zones? (sheet one and sheet two) Show the children the climate zones introduction and refer to their disciplinary reading to discuss each of the different climate zones. Ensure the difference between climate and weather is clarified and that definitions are distinct. Give children some time to explore the introduction and to use compass directions and reference to the equator and tropics to describe the locations of different climate zones. Use I Do/We Do/You Do to gather bullet pointed information about each climate zone, using the disciplinary texts, and display these on the flipchart.	climate weather climate zone Tropic of Cancer Tropic of Capricorn Equator	Children to stick an A5 copy of the climate zones map in the centre of a double page spread. Children to write a definition of 'climate zones' at the top of their page. Children to annotate the map with information about each of the zones. Y6 to also include reference to the tropics and equator in their descriptions.
3	How does climate affect our Earth?	<u>Last Lesson:</u> <u>Last Term:</u> Y5: Mountains Y6: Human Impact: Rainforests <u>Last Year:</u> Y5: Rivers Renewable Energy Y6: Migration Frozen Kinadoms	A biome is an area of the planet that can be classified according to the plants and animals that live in it.	SK - Y5 HP.B - Know and explain key aspects of physical geography such as climate zones, biomes and vegetation belts. DK - Y5 SF.A - Know how to use several geographical resources to give descriptions and opinions of the characteristic features of a location. Y6 SF.A - Know how to use a range of geographical resources, with ease, to give detailed description and opinions of the characteristic features of a location.	<u>Disciplinary Reading:</u> What makes a biome? include an introduction to the biome information pack Show the children the climate zones, vegetation belts and biomes maps and question appropriately to compare these. Determine the link between the three terms. Share the vegetation belt information with the children, discuss this using reference to climate and how this affects the growth of plants. Have children work in groups to sort the types of vegetation in the sorting activity (5 mins) and mark this as a class. Refer back again to the climate zones and biomes maps and determine the similarities between these to show how climate influences both the animal and plant species that can inhabit certain regions.	biome vegetation belt species climate zone region	Children to complete the biomes comparison table , using the information they have gathered from the last two lessons and the biome information pack . Children to do so in note form and supported by I Do/We Do/ You Do. Y6 to also write a short paragraph to explain the biome we have in the UK and how this is affected by our climate zone.
4	How does the climate affect the physical environment in Yorkshire?	<u>Last Lesson:</u> <u>Last Term:</u> Y5: Mountains Y6: Human Impact: Rainforests <u>Last Year:</u> Y5: Rivers Renewable Energy Y6: Migration Frozen Kinadoms	Yorkshire is the name of a historic county, which has since been split into four counties. The physical geography varies greatly.	SK - Y5 PK.A - Know and compare the geographical similarities and differences of human and physical geography of a region of the UK compared to a region within North/ South America. Y5 HP.A - Know how climate impacts on the physical characteristics of places, in relation to climate zones. DK - Y5 SF.B - Know how to give views on the effectiveness of different geographical representations of a location, including aerial images compared with a range of maps. Y6 SF.B - Know how to analyse and give views on the effectiveness of different geographical representations of a location, including aerial images compared with a range of maps.	<u>Disciplinary Reading:</u> How do the Dales differ through the seasons? Ensure children can locate their city on the map of the UK and locate the four counties of Yorkshire (the historic county). Define the difference between human and physical geography, explaining we are focusing on the latter. Compare the maps to different areas of Yorkshire and how the topography varies across the region. Identify the climate zone, vegetation belt and biome that Yorkshire falls under, using the maps . Emphasise that Yorkshire experiences four distinct seasons due to its temperate climate and this has an impact on plants and animal species.	county temperate environment physical geography region climate seasons	Annotate the sources regarding physical environment across the four seasons (double page spread). Use information from the written sources to build a written response to the EQ Y6 to also include reference to climate change.
5	How does the climate affect the physical environment in Lapland?	<u>Last Lesson:</u> <u>Last Term:</u> Y5: Mountains Y6: Human Impact: Rainforests <u>Last Year:</u> Y5: Rivers Renewable Energy Y6: Migration Frozen Kinadoms	Lapland is a region that spans across Norway, Sweden, Finland and Russia. We will be focussing on Finnish Lapland.	SK - Y5 PK.A - Know and compare the geographical similarities and differences of human and physical geography of a region of the UK compared to a region within North/ South America. Y5 HP.A - Know how climate impacts on the physical characteristics of places, in relation to climate zones. DK - Y5 SF.B - Know how to give views on the effectiveness of different geographical representations of a location, including aerial images compared with a range of maps. Y6 SF.B - Know how to analyse and give views on the effectiveness of different geographical representations of a location, including aerial images compared with a range of maps.	<u>Disciplinary Reading:</u> What are the two polar seasons? Ensure children can locate Finland and the region of Lapland on a world map. Redefine the difference between human and physical geography, explaining we are focusing on the latter. Compare the maps to explore Finnish Lapland and how the topography varies across the region. Identify the climate zones, vegetation belts and biomes that Finnish Lapland falls under, using the maps . Emphasise that Finnish Lapland only experiences two seasons due to its climate and these are not as distinct as the seasons experienced in Yorkshire due to its latitudinal position.	arctic circle polar tundra physical geography region climate seasons	Annotate the sources regarding physical environment across the two seasons (double page spread). Use information from the written sources to build a written response to the EQ Y6 to also include reference to climate change.
6	How does the climate affect the physical environment in the Brazilian Rainforest?	<u>Last Lesson:</u> <u>Last Term:</u> Y5: Mountains Y6: Human Impact: Rainforests <u>Last Year:</u> Y5: Rivers Renewable Energy Y6: Migration Frozen Kinadoms	The Amazon Rainforest occupies much of Brazil and Peru, as well as parts of many other countries. We are focusing on the Brazilian Rainforest.	SK - Y5 PK.A - Know and compare the geographical similarities and differences of human and physical geography of a region of the UK compared to a region within North/ South America. Y5 HP.A - Know how climate impacts on the physical characteristics of places, in relation to climate zones. DK - Y5 SF.B - Know how to give views on the effectiveness of different geographical representations of a location, including aerial images compared with a range of maps. Y6 SF.B - Know how to analyse and give views on the effectiveness of different geographical representations of a location, including aerial images compared with a range of maps.	<u>Disciplinary Reading:</u> What are the characteristics of the Amazon Rainforest in Brazil? Ensure children can locate Brazil and the region of the Amazon on a world map. Redefine the difference between human and physical geography, explaining we are focusing on the latter. Compare the maps to explore the Brazilian Rainforest and how the topography varies across the region. Identify the climate zone, vegetation belt and biome that the Brazilian Rainforest falls under, using the maps . Emphasise that there are none of the four 'seasons' as we would refer to them in Brazil due to it being located between the tropics. Explain that it does have a wet and dry season.	rainforest tropical canopy physical geography region climate seasons	Annotate the sources regarding physical environment across the two seasons (double page spread). Use information from the written sources to build a written response to the EQ Y6 to also include reference to climate change.