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| Autumn 1 – Year 5 NAME OF SUBJECT Geography  Title of area of learning World Climate Zones | |
| Prior Knowledge  To know the 7 continents and 5 oceans; to know how what information maps can show; to know what atlases are; to know about the equator and the poles; to know about different weather seasons | Prior Skills:  To be able to use map keys; to use an atlas index to locate a place; to be able to identify a regions position on the Earth and its proximity to the equator or the poles; |
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| Planned outcome:  Children to be able to give examples of different climate zones, biomes and vegetation belts by selecting places on the Earth and presenting the geographical features of that place using a variety of presentational skills including maps and diagrams. | |
| Learning Journey – small steps in learning to meet the planned outcome  Step 1  To identify the equator and the poles on maps, globes and in atlases and to create detailed maps with appropriate geographical explanations showing the 3 major climate zones: polar, temperate and regional. Chn to be able to use maps and atlases correctly in order to name countries which are expected to be examples of these climate zones.  Step 2  To explore physical geography of the world’s various biomes by learning that climate zones can be broken down into smaller geographical zones known as biomes. Chn will need to be taught the features of major biomes (savannah, rainforest, tundra, coastal, mountainous, desert and temperate) and be able to present clear diagrams showing geographical images of these places. CH to also be able to identify countries which have these biomes.  Step 3  To use maps, atlases, and digital maps to present geographical information in a variety of ways by selecting countries and regions of the Earth and presenting clear diagrams and text explaining the geography of those places. (Can include weather charts and graphs as well.)  Step 4  To learn about 8-point compasses; begin with 4-point compasses and using this knowledge to give examples of countries and regions of the Earth. Use maps to ask chn questions such as which country is to the North of … etc.)  Then move on to 8-point compasses and chn can develop this understanding by working with a partner to select a country and then name different places to the 8 compass points from that land.  Step 5  To be able to write extended pieces of text about vegetation belts.  CHn to learn about how the elevation/height of a landscape has a massive impact on the type of biome that will be there; the higher up a mountain then the colder the weather with consequences for the type of plants that can survive hence what type of biome will be there.  Build up the vocab gradually with clear examples and images for chn to then explain in good length using appropriate geographical language and presentational devices.  Step 6  This is an assessment lesson,.Chn to write detailed geographical explanations of the main features explored in this topic. They can include diagrams, maps, examples for:  Climate Zones  Biomes  8-point Compasses  Vegetation Belts | Tiered Vocabulary  Vegetation belt, biome, tundra, savanna, elevation, altitude, ecosystem, precipitation, temperate, latitude , longitude, montane  **3**  **2**  **1**  Weather, coastal, temperature, climate, polar, equator, fertile, season, index  Hot, cold, windy, rain, zone, jungle, desert, flat, hilly, compass, map, atlas, globe, key, ocean, land, country, continent, winter, summer, spring, autumn, sun, cloud |
| Scaffolds | Oracy Activities |
| Clear images to support vocab; some cloze procedures; diagrams to be labelled or matched; appropriate CT and LSA support; regular and repetitive use of vocab to improve understanding; appropriate text for research and reading; paired and group work. | Paired talk; state, build, challenge, question, summarise; quizzes and question masters; concept cartoon; |