

Inspiring and enabling our school community to live life to the full



YEAR 6

**Subject: Geography:
Climate zones**

**Characteristics of an Effective
Learner**

Courage
Commitment
Collaboration
Creativity
Curiosity

Prior Learning:

Continents
Physical geography of Crowthorne/Tocuaro, Mexico
Comparison of weather
Use of Atlases
Difference in Physical and human geography
Longitude/Latitude

Key Vocabulary taught in this unit:

Longitude, latitude, axis, temperate, arid, tundra, polar, Mediterranean

Intent: What do we want the children to know, be able to do by the time they complete this unit)?

Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Identifying lines of latitude and longitude/equator, tropics and oceans on map to the world along with identifying differing climate zones.

Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America

Identifying the climate zones around the planet and how nature and wildlife are affected by them

Describe and understand key aspects of:

- **physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle**

Children will study the Polar, Mediterranean, Temperate, Arid and Mountainous Tundra climates. They will look at the weather, vegetation, animals and inhabitants.

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Children will identify countries located within the differing regions and compare their features

Impact / Outcome:

What will the final product / result be?

Children will be able to write a formal letter stating which climate zone they would choose to create a new settlement for our ever-growing population.

They will include evidence to support their views.

P4C Inquiry (where appropriate)

N/A