UKS2 EUROPEAN REGION

Term 1
Unit Overview: LKS2 Geography
Climate Zones

The National Curriculum Objectives

- Identify the position and significance of latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and Arctic and Antarctic Circle.
- Describe and understand key aspects of: physical geography, including: climate zones.
- **By the end of this topic: Children should know:**

Climate is the average daily and seasonal weather patterns over a long period of time. The Equator is an invisible line that runs around the centre of the Earth. The closer you live to the Equator, the hotter it is. As the Earth is titled on an axis, the Northern and Southern Hemispheres experience different types of weather at the same time each year.

Children should be able to:

Explore the difference between weather and climate, the definition of latitude and how it affects climate. Explore the significance of the Northern and Southern Hemispheres and how the Earth's tilt affects seasons and identify the different climate zones. Compare temperate and tropical climates by looking at precipitation levels and temperature. Compares the climate in Seville and Santiago, analysing data and graphs

Substantive knowledge

- ❖ I can define the difference between weather and climate
- ❖ I can identify different lines of latitude, including the Equator, on a map, and explain the significance.
- ❖ I can explain the significance of the Northern and Southern Hemispheres
- ❖ I can describe the location of different climate zones around the world
- ❖ I can compare climate data for different locations
- ❖ I can identify the key characteristics of different climate zones around the world

Support

Children will understand that weather and climate are different things and be able to make some simple links between them from observations of the weather outside.

Extend

Children will link learning about the climate of the tropical and temperate rainforests to weather data in those areas. Children will be able to explain how trends in weather data link to different climate zones.

Vocabulary

Locational terms	Geographical terms	Place names
Equator	Axis	Cairo
Latitude	Meteorologist	London
Map index	Orbit	Manaus
Northern hemisphere	Precipitation	Nuuk
North Pole	Temperature	Santiago
Southern hemisphere	Weather station	Seville
South Pole		

Phonics focus

Equator, precipitation /a/

Key People

Greta Thunberg
Gabriel Fahrenheit

Extended writing opportunities:

Persuasive writing

Weekly challenge "Thinking like a Geographer"

- ❖ Map Monday
- ❖ Topic Tuesday
- ❖ What if Wednesday
- ❖ Travel Thursday
- ❖ Find out Friday

Disciplinary knowledge

- Identify the difference between weather and climate.
- Interpret and analyse precipitation graphs.
- Complete temperature and precipitation tables.
- Prepare a weather forecast.

Fieldwork

- Investigate and record different weather phenomena through observation and by using standard measurement devices (e.g. thermometers, rain gauges and anemometers) and link these findings to trends in the country's climate.
- Study the microclimate of the school grounds and present weather data.

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		• Climate Action Plan: Undertake an energy audit of the school and suggest areas where energy consumption can be reduced. Report findings to governors

Map skills

- ❖ Use a wide range of maps: Digimap, atlases, globes and Google Maps / Google Earth to locate continents and time zones.
- ❖ Use OS maps to study the local area and suggest physical features of a temperate climate.
- ❖ Recognise some simple OS symbols.
- ❖ Use a scale bar to calculate some distances.
- ❖ Recognise that larger map scales cover less area.
- ❖ Make and use simple route maps.
- ❖ Link features on maps to photos and aerial views.
- ❖

Deeper thinking. What if…

- ❖ What if... the world's climate got slightly cooler every year?
- ❖ What if... the Earth stopped titling on its axis?

British Values

- ❖ **Democracy:** Pupils look at different perspectives and respect the views of others. They think about local, national and global issues.
- ❖ **Rule of Law:** Children think about moral law and the consequences of their actions on future generations.
- ❖ **Individual Liberty:** Individual liberty is taught and encouraged by teaching children about the environment and how they can make a difference in protecting our world.
- ❖ **Mutual Respect for and tolerance of those with different faiths and beliefs:** Pupils compare similarities and differences between their lives and those of others within the UK. We aim to disband stereotypes and foster a common respect for different cultures within our own country by learning about them.

Christian Values

- ❖ **Belonging**: Appreciate the diversity of cultures across continents.
- ❖ **Empowering**: Compassion and justice for all citizens of the world we live in.
- ❖ **Succeeding**: Make responsible choices to look after our environment and leave the planet a better place for future generations.

Case studies / examples

- Manaus
- London
- Seville
- Santiago

Reading opportunities

- ❖ Climate Zones
- ❖ Non-fiction books
- ❖ Greta and the Giants.

Reading support

- ❖ Word ban game Pictorial based weekly challenges
- ❖ Vocabulary mats
- ❖ Videos and photographic examples
- ❖ Writing frames
- ❖ Phonics teaching of key vocabulary

Prior learning

KS1:

- ❖ Name and locate the world's seven continents and five oceans.

Key questions

- ❖ What is the difference between weather and climate?
- ❖ How is latitude linked to climate?

Future learning

- ❖ Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and

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❖ Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	❖ How does the shape of the world affect our climate? ❖ What are the main climate zones? ❖ What sort of climate zone is the UK in? ❖ Which climate zones are the wettest and driest?	climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts.