



Year group: Year 6

Term: Autumn

Subject: Climate zones, Biomes and vegetation belts

Prior learning

Children will understand that places close to the equator are hot and the poles are cold. They will know the physical geography of key places in Europe (UK, Italy, Crete), Africa (Kenya) and North America (USA) and understand how this has affected where humans have settled and how places have changed over time.

Children will have an understanding of the weather and different weather patterns.

What comes next?

When children study South America in the Spring term, they will use and apply this knowledge to

KS3 extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities

Key vocabulary

Biome, canopy, climate, coniferous forest, emergent layer, forest clearance, precipitation, understorey, vegetation

Assessment

Share the 'In the Know' fact file. Your task is to create your own fact file. Think about the key knowledge and vocabulary you would want other to understand

Notes and guidance

Children will spend 3 lessons understanding the key points and vocabulary for this topic. They will then go on to apply it to the South Africa topic in the next term

Understand the term 'biome'.

Use knowledge of this term to make suggestions for places in the world which may be biomes.

Once the children are aware that the main types are tundra, desert, grassland and rain forest, children to use maps to locate areas they think may be biomes e.g. very green areas could be rainforests, flat pale ones could be deserts etc. Defend reasoning using knowledge of maps.

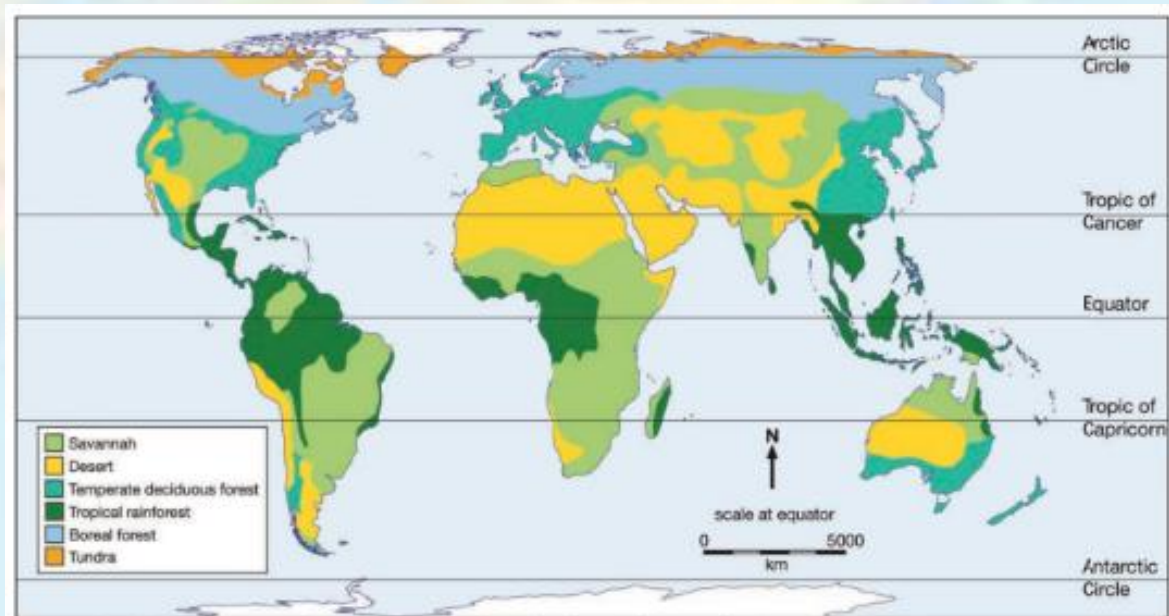


Figure 3: A simple map of world biomes clearly shows the correlation with climate zones.

Substantive Knowledge

- I can name the different climate zones
- I know the weather patterns in different climate zones.
- I know the characteristics of climate zones.
- I can describe and understand the key physical aspects of biomes.
- I can name the 6 main biomes

Disciplinary Knowledge

I know the reasons humans choose to settle in specific locations
I can see why land use has changed over time

Procedural Knowledge

I can locate the climate zones
I can identify different biomes
I can identify different vegetation belts
I can use maps and different sources to investigate Climates, biomes and vegetation belts

Links to other curriculum areas

Science – habitats and weather patterns in different parts of the world

Learning Outside the Classroom

To visit a woodland to study the trees, plants and animals, as an ecosystem.
Use natural materials to create models that represent different biomes

End Points

- To develop knowledge of the location of places around the world including their defining physical and human characteristics.
- To understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- To collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes and communicate this data in a variety of ways, including through maps, numerical and quantitative skills and writing at length.
- To interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)