



### The BIG Picture

In this unit the children will be investigating the relationship between climate zones and biomes. They will explore the main climate zones of the world and their key characteristics. Children will explore how the climate of a place influences the development of biomes and vegetation belts. Furthermore, they will develop an understanding of how plants and animals have adapted to their different biomes. At the end of the topic, the children will have the opportunity to investigate the effect of climate change on plants and animals. This unit builds directly upon the children's knowledge of the location hot and cold areas of the planet from Year Two. When discovering climate zones the children will relate this back to how the location of a place has an impact upon its climate (Y2, Hot and Cold Places).

### What do we already know? What can we already do?

Children will know basic vocabulary and concepts about weather and the climate. (Y1, Weather and Climate)

Children will know the names and locations of the oceans and continents that make up our world. (Y2, Continents and Oceans)

Children will know the location of the Equator, Northern and Southern Hemispheres, North and South Poles and how the location of a place impacts its climate. (Y2, Hot and Cold Places)

### Key vocabulary & understanding:

Cairo (Egypt), London (UK), Manaus (Brazil), Nuuk (Greenland), Santiago (Chile), Seville (Spain), climate, climate zones, axis, meteorologist, orbit, precipitation, temperature, weather station, Equator, latitude, map index, Northern Hemisphere, North Pole, Southern Hemisphere, South Pole

### NC objectives – Key Stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

#### Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, **concentrating on their environmental regions**, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- 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)**

#### Place knowledge

- 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 within North or South America

#### Human and physical geography

describe and understand key aspects of:

- physical geography**, including: **climate zones, biomes and vegetation belts**, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

#### Geographical skills and fieldwork

- use **maps, atlases, globes and digital/computer mapping** to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

## Specific unit objectives

- To identify the different lines of latitude and explain how latitude is linked to climate.
- To locate different climate zones and explore the differences between the Northern and Southern Hemispheres.
- To compare temperate and tropical climates.
- To explore weather patterns within a climate zone.
- To write a weather forecast for a typical day in your choice of climate zone.
- To compare the climates of Seville and Santiago.
- To identify the characteristics of each climate zone.
- To use globes and atlases to identify climate zones.
- To use appropriate vocabulary when describing climate zones and map features (e.g. the Equator, the tropics, the world's hemispheres).
- To know where the world's main climate zones are.
- To know how different climate zones affect the landscape, natural environment and human beings.

### Key Questions

Why does a place's location in the world affect its climate?

What is a climate zone?

How is the climate in the UK different from that in the tropics?

How does the climate vary around the world?

What is the weather like on a typical day for places in different climate zones?

What is special about each climate zone?

### Key Knowledge

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 tilted on an axis, the Northern and Southern Hemispheres experience different types of weather at the same time of the year.

Arid (hot and dry), Mediterranean (dry summers and mild, wet winters), Temperate (no extreme weather, with rainfall throughout the year), Tropical (high temperatures all year round, with lots of rain), Polar (a dry climate with very low temperatures).

### Key Texts

Wilderness – Marcus Navarro

The Incredible Eco Systems of Planet Earth – Rachel Ignatofsky  
Junior Atlases

Reading texts available on Oddizzi

Range of non-fiction books to be used.



### The BIG Picture

In this unit the children will discover the continent of North America and all its amazing countries, cities and landscapes. The children will identify the 23 countries of North America, from the vast lands of the USA and Canada down through Central America and on to the Caribbean islands. Children will link back to their Year 1 Local Area unit as they explore the various geographical features of different areas of North America and compare them with Runcorn. This unit builds upon the children's knowledge of location of continents and oceans from Year Two. They can also apply their knowledge from the Year 3 climate zones unit when describing the physical features of places.

### What do we already know? What can we already do?

Children will know basic vocabulary and concepts about weather and the climate. (Y1, Weather and Climate)

They will know the location and features of the local area. (Y1 – The Local Area)

Children will know the names and locations of the oceans and continents that make up our world. (Y2, Continents and Oceans)

Children will know the location of the Equator, Northern and Southern Hemispheres, North and South Poles and how the location of a place impacts its climate. (Y2, Hot and Cold Places)

Children will have some understanding of climate zones and how the location of a place has an impact upon its climate (Y3, Climate Zones)

### Key vocabulary & understanding:

The Caribbean, Central America, Denali, Great Lakes, Mississippi River, North America, human features, physical features, landscape, location, mountain range, rural, state, urban, latitude Longitude, Northern Hemisphere, north-east, north-west, south-east, south-west, Western Hemisphere

### NC objectives – Key Stage 2

**Pupils should extend their knowledge and understanding beyond the local area** to include the United Kingdom and Europe, **North and South America**. This will include **the location and characteristics of a range of the world's most significant human and physical features**. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

#### Locational knowledge

- **locate the world's countries**, using maps to focus on Europe (including the location of Russia) and **North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities**
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- **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)

#### Place knowledge

- 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 within North or South America

#### Human and physical geography

describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, **mountains, volcanoes** and earthquakes, and the **water cycle**
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

#### Geographical skills and fieldwork

- **use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied**
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

## Specific unit objectives

- To locate North America on a world map, including through using latitude and longitude.
- To locate the United States of America and explain its name.
- To understand the human and physical geography of the Rockies.
- To describe the volcanic eruptions at Mount St Helens and the impact they have had on the surrounding area.
- To investigate and evaluate the key features of a US state.
- To compare and contrast New York with Runcorn.
- To know what latitude and longitude are, and why they matter.
- To use globes, atlases and maps to identify the main human and physical features of North America.
- To interpret maps and aerial views of North America, at a variety of scales, discussing and asking questions about their main features.
- To use appropriate vocabulary when describing North America, including place locations and map features.

### Key Questions

Where is North America and what is it like?

Where and what is the United States of America?

What are the Rockies like?

What happened when Mount St Helens erupted?

Which US state would I like to live in and why?

How does New York compare with Runcorn?

### Key Knowledge

Some of the North American countries: Canada, Costa Rica, Dominican Republic, Guatemala, Jamaica, Mexico, St Kitts and Nevis, St Lucia, USA.

The largest country in North America is Canada, but the United States of America has the largest population.

The most commonly spoken languages are English, French and Spanish.

North America has many amazing physical features, including Niagara Falls on the border of Canada and the USA.

### Key Texts

Junior Atlases

Reading texts available on Oddizzi

Range of non-fiction books to be used.



### The BIG Picture

Understanding that we are just a small part of a very big world is important for children to orientate themselves into a bigger picture. Many of our children live their lives in a very small locality and so it is important to build their understanding of life around them. Different countries and different people have different ways of life, culture, music, food and architecture. All these aspects combined can lead to different routines and practices that would be unusual to our children. However, this does not make us entirely different. In this unit, children will study Rio and South East Brazil and learn about different people's lives in these places. Studying Brazil, gives children an opportunity to learn about a country with different human and physical features. This unit builds upon the Year 1 UK and Y3 North America units as children recall their learning about these places in order to make comparisons with Brazil. Children will learn that although people may live in different places surrounded by different things, we are all still people who live on our precious planet – The Earth.

### What do we already know? What can we already do?

Children will know basic vocabulary and concepts about weather and the climate. (Y1, Weather and Climate)  
They will know the location and features of the local area. (Y1 – The Local Area)  
Children will know the names and locations of the oceans and continents that make up our world. (Y2, Continents and Oceans)  
Children will know the location of the Equator, Northern and Southern Hemispheres, North and South Poles and how the location of a place impacts its climate. (Y2, Hot and Cold Places)  
Children will have some understanding of climate zones and how the location of a place has an impact upon its climate (Y3, Climate Zones)  
Children will know some of the key physical and human features of the North American continent. (Y2, North America)

### Key vocabulary & understanding:

Brasilia, Cerro Aconcagua, Lake Titicaca, La Paz, São Paulo, Ushuaia, culture, recreation, equatorial, region, manufacturing  
Mining, population, trade, latitude, longitude, Northern Hemisphere, Southern Hemisphere, time zone, Tropic of Capricorn, Western Hemisphere

### NC objectives – Key Stage 2

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#### Geographical skills and fieldwork

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## Specific unit objectives

- To locate South America on a world map and identify some of its key features.
- To locate South American countries and capitals, in order to compare the time difference between them and the UK.
- To compare key facts about Brazil with facts about England.
- To use photographs and information texts to imagine daily life in Rio de Janeiro.
- To investigate trade links with South East Brazil.
- To identify and evaluate the advantages and disadvantages for Brazil of the 2016 Olympic Games.
- To use globes and atlases to locate South-East Brazil and Rio de Janeiro within the South American continent and support their understanding of these places.
- To interpret maps and aerial views of South-East Brazil and Rio de Janeiro at a variety of scales, discussing and asking questions about their main features, and comparing them with places previously studied.
- To know some aspects of settlement, trade, tourism, climate and culture in South-East Brazil and Rio de Janeiro.
- To know what time zones are and how they are affected by longitude.

### Key Questions

Where is South America and what is it like?  
What time is it in different parts of South America?  
How does Brazil compare with England?  
What's special about Rio de Janeiro?  
How is my life linked to south-east Brazil?  
Were the 2016 Olympic Games good for Brazil?

### Key Knowledge

The 12 independent countries of South America: Argentina, Brazil, Bolivia, Chile, Colombia, Ecuador, Guyana, Paraguay, Peru, Suriname, Uruguay, Venezuela.  
South America's biggest country is Brazil. Here you'll find the Amazon Rainforest, home to a huge number of animals, plants and insects.  
Brazil is the world's seventh largest economy. It is rich in natural resources such as Iron ore. They are also one of the largest exporters of coffee, beef, sugar and orange juice.  
In the summer of 2016 Brazil hosted the Olympic Games.

### Key Texts

Living In Brazil – Zoe Perkins  
Steve Goes To Carnival – Joshua Button  
Junior Atlases  
Reading texts available on Oddizzi  
Range of non-fiction books to be used.