

## Geography Medium Term Planning: Year 3, Unit 1 – Weather and Climate

Overarching Enquiry Question:		Unit Overview:		
Why is climate important?		In this unit, the children are introduced to different ways of communicating geographical data, particularly through different styles of maps. They will learn to read weather and climate maps and learn how weather and climate are generalised into world climate zones. The concept of biomes will be explored, each with distinctive climate, soil, flora, fauna, and human activity.		
This unit builds on:		This unit builds towards:		
<ul style="list-style-type: none"> <li>Y1 – Animals and Their Habitats This unit gave a geographical context to children's interests in, and prior knowledge of, animals through a study of five continents.</li> <li>Y2 – Seasons In this unit, the children learnt about weather and seasons. This unit focused on the local area, as well as looking at the wider perspective of the UK</li> </ul>		<ul style="list-style-type: none"> <li>Y4 – The Americas Children will build on their knowledge of biomes and climate by looking at the different environmental regions of North and South America.</li> <li>In-depth studies of specific climates and biomes:                             <ul style="list-style-type: none"> <li>Y5 - A Study of an Alpine Region</li> <li>Y6 - South America: The Amazon</li> </ul> </li> <li>Y6 – Protecting the Environment Children will examine how human activity is causing environmental change and stress, and how these are contributing to climate change.</li> </ul>		
Fieldwork		Map Work		
A visit to Delamere Forest (a deciduous forest) or local woodland and find out about the native trees of our temperate forest biome. Arrange a talk from a park or countryside ranger to discover more about the issues affecting the flora, fauna and countryside of, or near/nearest to, your local area. In the school environment, extend any work the children have done previously in collecting, analysing and communicating weather data.		Throughout this unit, children will use a variety of styles of maps of the world (accessible on the internet) and interpret them. They will also learn to extract information from geographical photographs. You could use printed copies of the maps and images or display them on the interactive whiteboard. Where it is suggested that children use atlases to locate places, you may choose to use Google Earth instead.		
Step	Enquiry Question	Learning Objective	Key Geographical Knowledge	Vocabulary
1	What are weather, climate and biomes?	To recap weather, and start to learn about climate, climate zones and biomes.	<ul style="list-style-type: none"> <li>Understand that there is a pattern to weather and seasons in my own and other environments.</li> <li>Understand that these climate patterns are different in different regions of the world.</li> </ul>	weather, weather forecast, season, climate, climate zone – polar, temperate and equatorial/tropical/rain forest; biome, flora, fauna, vegetation

			<ul style="list-style-type: none"> <li>Use a map of world, annual average air temperatures and/or a globe to describe the world climate zones from the Poles to the equator.</li> </ul>	
2	What are the polar regions like?	To find out about the polar climate zone, and to learn about the tundra biome.	<ul style="list-style-type: none"> <li>Know where the coldest places on Earth are in relation to the equator and Poles.</li> <li>Describe the polar climate, and characteristics of the polar climate zone.</li> <li>Talk about the animals of the tundra biome.</li> </ul>	temperature, frozen/freeze/freezing, glacier, iceberg, ice flow, ice cap, Arctic, Antarctic, continent, flora, fauna – polar tundra and alpine tundra, caribou, reindeer, polar bear, penguin, seal, Northern and Southern Hemisphere, tundra – polar, permafrost, taiga
3	Where are the hottest, driest places in the world?	To find out about the hottest, driest places on Earth and the tropical desert climate zone.	<ul style="list-style-type: none"> <li>Know where (some of) the hottest, driest places on Earth are, in relation to the Equator and the North and South Poles.</li> <li>Know what the 'tropical desert climate' and 'tropical desert biome' are.</li> <li>Say what climate zones and biomes are.</li> </ul>	desert, sub-tropical, Sahara (Arabic for 'The Great Desert'), Namibian Desert, Mojave Desert (pronounced 'mo-harvey'), dry, arid, rain shadow
4	Where are the hottest, wettest places in the world?	To find out about the hottest, wettest places on Earth, and something of the tropical rainforest biome.	<ul style="list-style-type: none"> <li>Know where (some of) the hottest, wettest places on Earth are, in relation to the equator, and North and South Poles.</li> <li>Know what 'tropical rainforest climate' and 'rainforest biome' mean.</li> <li>Say what climate zones and biomes are.</li> </ul>	monsoon, tropical rain forest climate and biome, rainfall map, Cherrapunjee, Mawsynram, India
5	Which climate zone and biome do we live in?	To learn about the temperate climate zone and the deciduous forest biome, and to begin to consider climate change.	<ul style="list-style-type: none"> <li>Describe the seasonal weather associated with a temperate climate (in the UK).</li> <li>Describe some ways in which the temperate climate affects human activities in the UK.</li> <li>Describe some effects of extreme climatic events in the UK.</li> </ul>	temperate climate zone and biome, deciduous (trees), seasons, flora (plants), fauna (animals)

6	Why is climate important?	To produce a report based on how climate and biome affects lives, and to use appropriate geographical vocabulary learned during the topic.	<ul style="list-style-type: none"><li>• Understand the geographical terms of weather, climate and biomes.</li><li>• Use research techniques to produce my report.</li><li>• Communicate my geographical report in an appropriate way.</li></ul>	weather, season, climate, biome, and any of the vocabulary introduced in the unit, as relevant to producing a climate report.
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