

# Year 3&4: Climate Zones & Change



## Essential Learning:

By the end of this topic, you will have learned:

- To locate the world's countries, using maps linked to the climate zone they are in
- To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle
- To describe and understand key aspects of physical geography, including climate zones
- To describe and understand key aspects of human geography, including: the distribution of natural resources including energy and water
- To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

## Enquiry Drivers:

What is climate change and what can we do to help?

### Process & Changes

Know that both primary and secondary sources of evidence show process and change

### Human Geography

Know, compare and describe some human geographical features in the wider world

### Physical Geography

Know, compare and describe some physical geographical features in the wider world

### Geographical Vocabulary

Know and understand key vocabulary related to geographical processes

### Locations and Environments

Know and understand the interrelationship between location and environment

### Similarities and Differences

Understand how and why some places and features are similar or different giving reasons

## Prior Learning:

The meaning of physical and human features  
Geographical vocabulary including coast, river, mountain etc  
Water Cycle  
Continents and oceans

## Curriculum enrichment:

Heron Corn Mill – Hydro electricity

**Key vocabulary:** climate, temperate, Mediterranean, equatorial, arid, polar, environment, habitats

## Unit Focus: Geography

**NC:** Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Children should:

- Explore places with different climate zones (temperate, Mediterranean, equatorial, arid and polar)
- Compare and describe how climate affects living things
- Identify how different ways in which people live around the world sometimes have consequences for the environment and the lives of others from local to global scales
- Collect and analyse a range of data from simple fieldwork experiences
- Use secondary sources of information and ICT as part of investigations
- Use appropriate geographical vocabulary to communicate their findings

### Key Questions:

What and where are the climate zones on earth? What is the difference between weather and climate? What affects weather and climate? What is climate change? How does climate change affect us? How does it affect habitats? (Science link) What can we do to reduce climate change?

### Sources of evidence:


What different sources of evidence and resources can you use to answer these questions?

Evidence may include: the use of direct observation, maps, photographs, asking people who work to reduce climate change, digital resources and other materials. Google Earth also provides visualisation of areas.

### Resources:

[Climate and biomes - Year 3 - P4 - Geography Collection - Home Learning with BBC Bitesize - BBC Bitesize](#)

[Shaping our Future | WWF](#)

History	Art
	<b>Painting &amp; Sculpture</b>
<p>Science</p> <p><a href="#">Living things &amp; their habitats (Y4)   PLAN (planassessment.com)</a></p>	<p>Pupils should be taught to: improve their mastery of art and design techniques, including painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>
<p><b>Living things and their habitats</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• recognise that living things can be grouped in a variety of ways</li> <li>• explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>• recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul> <p><a href="#">PLAN primary science assessment resources (planassessment.com)</a></p> <p><b><u>Download this from Shared Drive for your unit</u></b></p> <p>Possible Teaching Activities:</p> <ul style="list-style-type: none"> <li>• Use classification keys to name unknown living things.</li> <li>• Classify living things found in different habitats based on their features.</li> <li>• Create a simple identification key based on observable features.</li> <li>• Use fieldwork to explore human impact on the local environment e.g. litter, tree planting.</li> <li>• Use secondary sources to find out about how environments may naturally change.</li> <li>• Use secondary sources to find out about human impact, both positive and negative, on environments.</li> </ul>	<p>Fiona Campbell <a href="#">Climate Change and Sustainability   CultureStreet</a></p> 
DT	Music

	<p>Environmental soundscapes linked to climate change, noise pollution and the natural environment. Outside learning Build on skills taught in Autumn 2</p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>- Experiment with, create, select and combine sounds using inter-related musical dimensions E.G. tempo, pitch.</li> <li>- Create and choose sounds in response to given starting points.</li> </ul>
<p><b>Computing/ICT</b></p>	<p><b>PSHE</b></p>
<p><b><u>Online bullying</u></b>  <b>NC:</b> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.  <b>Use the following link for full resources and lessons: -</b>  <a href="#">Search and Access Resources</a> ▶ <a href="#">Strand</a> ▶ <a href="#">Online Bullying</a>   <a href="#">ProjectEVOLVE</a></p> <p><b><u>Networks sharing information and the internet</u></b>  <b>Pupils should be taught to: -</b></p> <ul style="list-style-type: none"> <li>• Use a range of digital tools to communicate, e.g., contributing to chats and/or discussion forums, in school’s VLE, blog or text messages, making purposeful contributions to respond to another pupil’s question or comment.</li> <li>• Investigate the different styles of language, layout and format of different electronic communications and how these vary depending on the audience.</li> <li>• Continue to use webcams and /or video conferencing as a class, if appropriate and available, e.g., with external providers, another class or school, or abroad as part of a wider topic.</li> <li>• Begin to publish their work to a wider audience, e.g., using VLE or podcasting tools.</li> </ul> <p>(Link to Sailly sur la Lys school collaboration)</p>	<p><b><u>The Environment – 5 Lessons</u></b>  <b><u>Value - Self-Belief</u></b>  Science Links (Y4 National Curriculum) <i>Recognise that environments can change and that this can sometimes pose dangers to living things; (Non-statutory guidance)</i>  <i>Pupils should explore examples of human impact (both positive and negative) on environments, for example, the positive effects of nature reserves, ecologically planned parks, or garden ponds, and the negative effects of population and development, litter or deforestation.</i>  <a href="#">Harold's environment project</a> (Y3)  LO: Define what is meant by the environment; Evaluate and explain different methods of looking after the school environment; Devise methods of promoting their priority method.</p> <p><a href="#">Let's have a tidy up!</a> (Y3)  LO: Explain whose responsibility it is to look after the local environment; Plan and carry out an event which will benefit the local environment.</p> <p><a href="#">Logo quiz</a> (Y4)  LO: Understand some of the ways that various national and international environmental organisations work to help take care of the environment; Understand and explain the value of this work.</p>

	<p><a href="#">Harold's Seven Rs</a> (Y4) LO: Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs); Suggest ways the Seven Rs recycling methods can be applied to different scenarios.</p> <p><a href="#">Volunteering is cool</a> (Y4) LO: Define what a volunteer is; Use the Five Ways to Wellbeing theory to suggest some of the reasons why people volunteer.</p>
R.E.	Cross-curricular Maths:
<p><b>Christianity (Church)</b> What do Christians mean by the 'Holy Spirit'?</p> <p><b>Coverage:</b></p> <ul style="list-style-type: none"> <li>• The Holy Spirit</li> <li>• Gifts of the spirit</li> <li>• Pentecost</li> </ul>	<p>Statistics – compare temperatures over the last 2 decades.</p> <p><b>Revisit:</b> <b>Y3/4, Aut 1, Week 4</b></p>
English Focus 1	English Focus 2
<p><b>Books:</b> <b>Guided Reading:</b> Literacy Shed + Stage 3 Climate Change</p> <p><b>Writing task 1:</b> The Last Bear by Hannah Gold Based on: <a href="#">Literacy Shed Plus - Literacy Shed Plus - Teaching Resources Made Easy</a></p> <p>(4 week unit)</p> <p><b>Speaking and listening:</b> present a group persuasive argument about helping with climate change. Use Greta Thunberg's speech as inspiration</p> <p><b>Grammar:</b> questions, conjunctions, persuasive vocabulary,</p>	<p><b>Writing task 2:</b> Persuasion This Moose Belongs to Me, Oliver Jeffers</p> <p><b>Reading:</b> Read the text together. Talk about pets and how we look after them. Look at sites such as RSPCA <a href="#">How To Look After Pets   Pets   RSPCA Education</a></p> <p>Interview each other to describe how to look after a pet.</p> <p><b>Gathering content:</b> Think about what your perfect pet would be. Write the questions that would help you to decide e.g. Do you want to cuddle your pet? Have you got time to walk your pet? Do you like large or small animals? When you have chosen your pet have a go at drawing it and writing notes about it – appearance, diet, personal care, exercise requirements etc.</p> <p>Now have a think about the rules for your pet just like Wilfrid had for Marcel. What would your rules of being a good pet be for your animal? Make a list of rules.</p>

<p><b>Cross-curricular writing:</b> link to Science – how climate change is affecting the habitats of certain animals EG polar bears</p>	<p><b>Writing:</b> Write about your perfect pet; persuade somebody why it is the perfect pet.</p> <p><b>Grammar:</b></p> <p><b>Cross-curricular writing:</b> Narrative – story setting (describing an environment – use illustrations from This Moose Belongs to Me as stimulus)</p>
<p><b>Global Links:</b> Environment, climate change</p>	<p><b>Local links:</b></p>