



Why is our planet warming and how will it affect us?

 Children's prior learning in this area	 Cultural Capital Opportunities	 Key vocabulary and glossary
<p>Year 3</p> <p>Human impact on erosion (Old Harry Rocks)</p> <p>From food to fork – impact of transportation/fuels on climate.</p> <p>Year 4</p> <p>Autumn – climate zones and weather patterns.</p>	 <p>World Wide Fund for Nature WWF</p> <p>Children to look at WWF and the ways they can act, support and learn more about climate change.</p> <p>Look at David Attenburgh and Greta Thunburg and the work they have done.</p>   <p><i>Greta and the Giants</i> – children's book</p>	<p>Global warming</p> <p>Climate change</p> <p>Longitude</p> <p>Latitude</p> <p>Fossil fuels</p> <p>Climate zones</p> <p>Water cycle</p> <p>Evaporation</p> <p>Drought</p>

Enquiry Question: What is climate change? How do humans impact it?	Enquiry Question: How does climate change impact humans?	Enquiry Question: How does climate change impact settlement?
Concept: Weather & Climate 	Concept: Environment & Sustainability 	Concept: Settlement 
<p> Children will know that climate change describes global warming and the ongoing increase of the world's temperature. They will know that fossil fuels, transport, electricity and deforestation all have an impact on climate change. They will know how this affects the climate (Greenhouse effect).</p> <p>Effects on the environment - Human impact on our environment - CCEA - GCSE Geography Revision - CCEA - BBC Bitesize</p> <p>Task:</p> <p>Practice: (substantive) I know what climate change is Children will complete a closed passage outlining and explaining what climate change is and how humans are impacting it.</p> <p>Apply: (disciplinary) I know how to compare climate maps Using digimaps as a resource, children will compare the temperature on a world map from 100, 50, 20 and 10 years ago to now.</p>	<p> Children will know that climate change is impacting humans as well as the earth. They will know that climate change can impact weather patterns, unreliable crops/food, flooding risks. Some consider positive impacts: warmer summers, farmers utilising their crops.</p> <p>Task:</p> <p>Practice: (substantive) I know how climate change impacts humans Children will match descriptions of impact on humans to the pictures.</p> <p>Apply: (disciplinary) I know how to draw conclusions Children will draw conclusions and sort whether they think various statements are positive or negative for humans.</p>  <p>Deepen: Whole class discussion - Is climate change causing more good or bad impact for humans?</p>	<p> Children will know that climate change impacts settlement. They will know that people may move away from/move to an area based on the impact that climate change has caused. They will compare the settlements of: a UK port, UK towns, UK capital cities. They will know that land use has changed as a consequence of climate change.</p> <p>Task:</p> <p>Practice: (disciplinary) I know how to compare settlements across the UK Children will compare population and land use maps of UK ports, towns and cities. They will know that climate change can impact settlement both positively and negatively</p> <p>Apply: (substantive) I know how climate change impacts settlements</p>

<p>Enquiry Question: How does climate change impact the water cycle?</p>	<p>Enquiry Question: What impact does this have on me and my local area?</p>	<p>DISCRETE LESSON Enquiry Question: How do I locate places across the world?</p>
<p>Concept: Weather & Climate Human & Physical</p> 	<p>Concept: Fieldwork Mapping</p> 	<p>Concept: Location & Place</p> 
<p> Children will know that climate change is causing the water cycle to be more unpredictable (flooding, draught, hurricanes, sea levels) Children will compare the weather and climate of the UK to a contrasting non European country (TBC)</p> <p>Task:</p> <p><u>Practice: (disciplinary) I know how to create a simple water cycle diagram</u> Children will create a simple water cycle diagram. They will add simple labels which explain the process.</p> <p><u>Apply: (substantive) I know the impact climate change has on the water cycle</u> Children will know that climate change is causing parts of the water cycle to speed up. They will know that warming temperatures increase the rate of evaporation which causes more precipitaton.They will annotate their diagram to explain this.</p> <p>The Water Cycle and Climate Change Center for Science Education (ucar.edu)</p>	<p> Children will observe the use off fossil fuels/electricity in their local area. They will record using digital technology (photos, videos, voice recordings) Children will make a simple climatic map of their local area on a grid using a key and standard symbols.</p> <p>Task:</p> <p><u>Practice: (disciplinary) I know how to gather and record data</u> Children will go out into their local environment and use digital technology to record the use of fossil fuels.</p> <p><u>Apply: (disciplinary) I know how to present my findings</u> Children will present their information in a short written report, outlining the main uses of fossil fuels in our local area</p> <p></p> <p><u>Deepen: (disciplinary) I know how to</u> Year 4 will lead a whole school presentation on climate change, the impact it has on our area and what we as a school can do to change it. They will encorage others to make simple changes.</p>	<p> Children will use the vocabulary “longitude” (up and down) and “latitude” (side to side) to describe locations across the world. They will use this vocabulary to name, locate and recognise the position of countries relative to the equator, the Tropic of Cander, the Tropic of Capricorn, the Arctic and Antarctic Circles. They will know how to name, locate and recognise human and physical characteristics of the 7 continents</p> <p>Task:</p> <p><u>Practice: (substantive) I know the vocabulary longitude and lattitude</u> As a whole class, use worldle as a game to locate countries. Children to explicitly use the vocabulary longitude and lattitude to explain</p> <p>Apply: (disciplinary)</p>

