



MEDIUM TERM PLANNING

Subject	Topic/Key Question	Year Group	Term	Time Allocation
Geography	How is climate change affecting the world?	6	Spring 1	15 hours (plus extra if they complete the project/presentation task)

What knowledge and skills will children have gained by the end of this unit?

- To know how climate change is affecting the world.
- Explain what a settlement is.
- To understand the term 'Global Warming'.
- To locate cities and countries affected by global warming.
- Identify areas of flooding and the cause of this.
- To create graphs showing the increase of ice caps melting over a period of time.
- Understand the cause of bushfires.
- Suggest how to become a more sustainable world to decrease the impact of CO2 emissions.

Lesson Sequence	Time Allocation	Key Question/WALT	Teaching Activities	Resources	Vocabulary
Lesson 1	1 hour	Why is Elhaji cleaning shoes on the streets of Banjul?	Show each pupil a copy of Resource 1 and ask them what they think the photograph is. Allow time for speculation and discussion. The children will then have the opportunity to	Collins Teacher Notes Resources 1 to 3	Speculation Location

		<p>By the end of this lesson children will be able to:</p> <ul style="list-style-type: none"> • Discuss what they notice about a person/place. • Give reasoning of what they have noticed. 	<p>sketch the remainder of the picture. What assumptions did they make? Show them a complete image of Elhaji –</p> <p>Resource 2 Introduce Elhaji as a focus for the lesson. Show</p> <p>Resource 3. What do these show? The children will use visual literacy skills to ascertain what else Elhaji does. They will describe what they see and also suggest reasons why Elhaji has several jobs.</p>		<p>Human features</p> <p>Physical features</p>
Lesson 2	1 hour	<p>Why is Elhaji cleaning shoes on the streets of Banjul?</p> <p>By the end of this lesson children will be able to:</p> <ul style="list-style-type: none"> • Identify Gambia and Senegal on a map. • Explain why families may live apart in African countries and the geographical reason for this. 	<p>Recap on the last lesson Show the children Resource 4 (a map of the countries in West Africa) and Resource 5 – a map of The Gambia. Discuss reasons why Elhaji spends his time on the streets of Banjul rather than at home with his family. Extend thinking by explaining that The Gambia is the smallest mainland African country by area, surrounded by Senegal on 3 sides with the Atlantic Ocean making up the fourth border. Elhaji’s family live in the village of Njar. Show the map – Resource 6 and the satellite image (Resource 7) and the photographs of his sister and mother working on the fields (Resources 8 & 9). Encourage the children to generate as many ideas as possible as to why Elhaji does not live at home with his family. Give the children in pairs a copy of Resource 10. With their partner they are to sort them into groups:</p> <ul style="list-style-type: none"> • Information about Elhaji and the life that he now lives in Banjul • Information about the life of his mother and sisters in Njar • Information that provides background information about the geography of The Gambia 	<p>Collins Teacher Notes Resources 4 to 14.</p> <p>Model for writing demonstrating the features of explanation texts.</p>	<p>Map</p> <p>Continent</p> <p>Location</p> <p>Mainland</p> <p>Ocean</p> <p>Border</p> <p>Satellite</p> <p>Village</p>

			<ul style="list-style-type: none"> Information that helps to explain why Elhaji is living and working in Banjul. <p>Discuss their choices. Which cards were the most difficult to place?</p> <p>Use information Resources 11 and 12 along with the brief overview of geographical information from Page 5 of the Scheme of Work to provide more background information.</p> <p>Model how to write an explanation text. They will use the exploratory exercise with the cards to write an explanation text.</p>		
Lesson 3	1 hour	<p>Why can't Olivia afford to insure her home?</p> <p>By the end of this lesson children will be able to:</p> <ul style="list-style-type: none"> Locate Australian territories. Create a key to a map of Australia. Understand Bushfires and their outcomes. 	<p>Without introduction show children Resource 15, the image of Olivia and her daughters. What do the children understand by the term 'insurance'? Discuss the different types of insurance and why they are required. Explain about Olivia's situation: her insurance is now 5 times more than it was 3 years ago and is now unaffordable.</p> <p>Explain that resources are going to be shared which will help them to answer the question.</p> <p>Provide Resource 16 – the map of Australia showing the states and the territories. Use Resource 17 – the children can fill in the key names on the map. Share Resource 18 – explain that these are images of the surrounding area where Olivia and her family live. Give the children time to study the images. Can they find any evidence to suggest why Olivia cannot afford to insure her home? Look at Resources 19 and 20 which are maps showing the incidence of bushfires in Victoria in 2009. Work through the Bushfires presentation then introduce the newspaper article – read through together stopping to discuss'</p>	<p>Collins teacher resources 15 to 21.</p> <p>You tube clip: mentioned on page 6 Scheme of Work document.</p> <p>Twinkl – Australian Bushfires Presentation.</p> <p>Koalas returned back into the wild comprehension</p>	<p>State territories</p> <p>Continent</p> <p>Map</p> <p>Bushfire</p>

			Show the children the news article: Koalas returned back into the wild. They will answer a range of differentiated questions to demonstrate understanding.		
Lesson 4	1 hours	<p>Why can't Olivia afford to insure her home?</p> <p>By the end of this lesson children will be able to:</p> <ul style="list-style-type: none"> • Read and interpret data. • Create a graph showing bushfires in Australia. 	<p>Recap on previous lesson. Hand out the data sheets (Resource sheets 22 and Resource 23) that refer to major bushfires in Australia over time. Using the data, the children will produce an appropriate graph e.g line graph, histogram or bar graph. Using the graphs produced the children will describe what is happening to the number of heatwaves and bushfires over time.</p> <p>Provide the children with an overview as to how this data affects the costs issued by insurance companies. Summatively the children will write a letter to Olivia's insurance company trying to persuade them to insure her at a more reasonable cost.</p>	Collins teacher resources 22 and 23	Data Bar graph Bushfire Australia
Lesson 5	1 hours	<p>Why are people in Starcross making flood plans?</p> <p>By the end of this lesson children will be able to:</p> <ul style="list-style-type: none"> • Explain what a settlement is. • Identify areas affected by flooding. 	<p>What is a settlement? (A place of any size where people live) In pairs, the pupils will look at resources 25, 26, 27 and 28. Ask them to speculate on:</p> <ul style="list-style-type: none"> • The site of Starcross, i.e. why was this place chosen originally by people as somewhere to live? Encourage pupils to think back before the railway arrived in the 19th century. The painting of Starcross will help here and also support them to consider the pedestrian ferry to Exmouth that is shown on the map. • The situation of Starcross, i.e. where is Starcross located in relation to the surrounding area. Clearly the village stands on the east bank of the Exe 	<p>Collins teacher resources 25 to 31</p> <p>Use web links to access examples of flood plan templates</p> <p>Page 8 Scheme of work.</p>	Settlement Pedestrian Location Village Resident Flooding Flood plan High tide

		<ul style="list-style-type: none"> • Create a flood plan to support an area. 	<p>Estuary but what is its position relative to the city of Exeter and neighbouring communities of Dawlish and Exmouth? What is found to the west of Starcross?</p> <p>Show images 29 and ask the children to consider holiday-makers and day visitors. In what other way do the residents rely on the railway? Show images 30. The children will now write a short explanation of their ideas based on the images.</p> <p>Show Resource 31 – photographs taken at high tide. What is happening? What might the residents of Starcross and Olivia have in common?</p> <p>The children will then follow the guidance in order to make their own flood plan.</p>	<p>UKS2 Flooding in Parts of the UK Daily News Resource Pack Twinkl – for comprehension tasks and complementary writing links</p>	
Lesson 6	1 hour	<p>Why do Lars and Sofie disagree about how nice the weather is?</p> <p>By the end of this lesson children will be able to:</p> <ul style="list-style-type: none"> • Describe the climate of an area. • Describe in detail the environment in Greenland. 	<p>Children will have their own shrunken images of Resource 32 (Lars) and Sofie (Resource 33) who are always disagreeing about the weather. Using images only the children will reflect on what the weather is like. Where would they expect them to live? What do we call the climate on the far north and south where there is just ice? (Ice cap climate)</p> <p>Show the pupils Resource 34 – map. Which country is this? Greenland. The children will create a suggestions list about what they think Greenland is like. Look at Resource 35 and also watch the video clip (page 9 Scheme of work). How would you best describe this environment?</p> <p>The children will use the statements from Lars and Sofie to create a balanced argument.</p>	<p>Collins teachers resource notes 32 to 35</p>	<p>Weather Climate North, South Ice cap climate Country Environment</p>

Lesson 7	1 hour	<p>Why do Lars and Sofie disagree about how nice the weather is?</p> <p>By the end of this lesson children will be able to:</p> <ul style="list-style-type: none"> • Compare the climate of Greenland to that of the UK. • Identify patterns in ice caps melting. 	<p>Show the children the climate graph data. They can use this to create a graph and compare it to the climate where we live.</p> <p>Share the statement about temperature changes and look carefully at the map Resource 36. What is the pattern of melting ice taking place? It is melting quickest around the coastline where the ice is thinnest and slower inland where the ice is thicker. Show the NASA images Resource 37 and Resource 38 (short film). Referring back to your balanced arguments consider your own viewpoint on the changes in climate. Debate!</p>	<p>Collins teachers resource notes 36 to 40</p> <p>Links to met office page 9 scheme of</p>	<p>Climate Graph Compare Ice cap Coastline</p>
Lesson 8	1 hour	<p>Why are people all over the world noticing that the weather they are used to is changing?</p> <p>By the end of this lesson children will be able to:</p> <ul style="list-style-type: none"> • Explain why the weather is changing across the world. • Identify specific locations and 	<p>Which characters have we followed so far? They have all noticed climate changes. Why is the weather changing in so many parts of the world?</p> <p>Provide the children with the opportunity to look at Resource 41. What does it show? What is happening to the temperature of the land and oceans? Using this map in conjunction with Resource 42 (political map of the world) identify specific locations and countries that are likely to experience the greatest increases in land surface temperature. Which countries in the Southern Hemisphere are going to see the highest average temperature changes? How is Antarctica going to fair? What will be the consequences of temperature increases here? In the Northern Hemisphere what are the implications for the sea ice of the Arctic Ocean and the North Pole?</p>	<p>Collins teachers resource notes 41 and 42.</p> <p>All about Global Warming – UKS2 Twinkl</p>	<p>Climate change Temperature Land Ocean Surface temperature Southern Hemisphere Northern hemisphere Global Warming</p>

		countries that are likely to experience the greatest increases in land surface temperature.	Introduce the term 'Global Warming'. Work through Twinkl power point and resource sheet.		
Lesson 9	1 hours	<p>Why are people all over the world noticing that the weather they are used to is changing?</p> <p>By the end of this lesson children will be able to:</p> <ul style="list-style-type: none"> • Explain how Global warming is affecting countries all over the world. • Explain how CO2 emissions are contributing to global warming. 	<p>Recap on the last lesson – how is global warming affecting countries all over the world? Look again at Resources 42 and 43. The children will use these to identify specific countries in both the Southern and Northern Hemispheres where evidence and signs of global warming have been identified. The children can use Resource 44 to record their answers.</p> <p>Show an image of the Mauna Loa Observatory in Hawaii (Resource 45). Since 1960 geographers have been measuring how much carbon dioxide (CO2) there is in the atmosphere. Show Resource 46 which shows their results. The children will use this data to create a line graph.</p> <p>Share Resource 47 and explain how excessive CO2 emissions are contributing to global warming. The children will create their own version of this but showing a thicker layer of greenhouse gases and more heat from the Earth returning to its surface and much less escaping back into the atmosphere. They can call their diagram 'Global Warming'.</p> <p>Share Resource 48 with the children and watch the video clip listed on page 11 of the scheme of work. They can then create a poster showing how they can help to reduce global warming.</p>	<p>Collins teacher resource notes 42 to 48</p> <p>Video clip page 11 scheme of work</p>	<p>Weather Climate Global Warming Northern Hemisphere Southern Hemisphere Carbon dioxide Greenhouse gases Atmosphere</p>

Lesson 10	1 hour	<p>What have the countries of the world agreed to do about global warming?</p> <p>By the end of this lesson children will be able to:</p> <ul style="list-style-type: none"> • Give ideas to create sustainable energy in supporting the reduction in CO2 emissions. 	<p>In December 2015 in Paris, representatives of 200 countries agreed to ensure that the surface temperature of the earth would not increase by more than 2.5 degrees C by 2100 and that this would be achieved by reducing carbon emissions. Show resource 49. Watch video clip.</p> <p>More revenue is being ploughed into solar and wind farms. The children could use these as a basis for a sustainable energy project/presentation.</p>	<p>Collins teacher resource notes 49</p> <p>Video clip listed on page 12 scheme of work.</p>	<p>Solar farm</p> <p>Wind farm</p> <p>Carbon emissions</p> <p>Sustainable energy</p>
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Links to the National Curriculum

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

Human and physical geography

- 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 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.

