



**YEAR 6 WHAT A WONDERFUL WORLD
UNIT PLAN (Draft Version)**



SUMMER TERM 1 & 2 (12 WEEKS)

<u>Session</u>	<u>Key Questions</u>	<u>Learning Objectives</u>	<u>Activities (Learning Pathway)</u>	<u>Outcomes/ Assessment Opportunities</u>
1	<p>Why on earth are there so many different environments across the world?</p> <p><u>Resources</u> Pictures Poems Descriptions/novel extracts KWL grid Atlases Climate zone map Classroom biome map Affinity diagram? Pre-prepared booklet for homework project</p>	<p>LO: To understand that the Earth's surface is comprised of different climate zones and biomes.</p> <p>- Locate and explain the significance and impact of latitude, longitude, Equator, Northern and Southern Hemispheres and Tropics of Cancer and Capricorn.</p> <p>- Use thematic and topological maps (atlases) and globes to identify the major climate regions and biomes, continents and countries of interest.</p> <p>- Identify key features of different biomes.</p>	<p>* NB. Please make good use of the resources available in the topic box throughout this unit – lots of pics and books etc. *</p> <p>Launch topic with an open-ended task e.g. show chn different pictures, poems, descriptions that represent different environments (mountainous, arctic, desert, rainforest). Talk about/sort etc with key prompt questions on IWB. Feedback. Complete a KWL grid based on discussions?</p> <p>Distinguish the difference between weather and climate. Show 7 minute film 'Global climate (full)' from educationscotland.gov.uk.</p> <p>Show BBC film clip 11182. Revise terms e.g. equator, poles. Locate and explain the significance of latitude/longitude etc (see LO – compulsory in new Orders). Explore further using atlases, giving key questions for chn to answer, meeting LOs. Stick a climate zone map into topic book for reference. Chn to record what they discovered. NB. MAP LABELLING SHOULD NOT BE AN ACTIVITY IN ITSELF.</p> <p>Referring back to the pictures from the open-ended task, introduce the term 'biomes'. Some websites I have found for reference: http://www.bbc.co.uk/schools/gcsebitesize/geography/ecosystems/biomes_rev1.shtml http://www.kidsgeo.com/geography-for-kids/0165-biomes.php Major biome groups:</p>	<p>KWL grid</p> <p>Sentences from atlas work</p>



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			<ul style="list-style-type: none"> - Tundra - Forests (rainforest, deciduous, coniferous) - Grassland - Desert - Freshwater - Marine <p>In the UK, we have deciduous, broadleaved woodlands. Where might we find tundras? Rainforests?...</p> <p>Launch homework project (see 'Enrichment Opportunities').</p>	
2	<p>Where are the coldest places in the world? What is the landscape like there?</p> <p><u>Resources</u> 'Living in Contrasting Environments' BBC Active software. Google Earth 4 and 6 figure grid references of mountains. Atlases Netbooks (2 per table)</p>	<p>LO: To be able to locate the coldest places on earth. To recognise similarities and differences between the Arctic and Antarctic.</p> <ul style="list-style-type: none"> - Use digital/computer mapping to locate focus regions and identify physical/man-made features. - Identify geographical regions on a globe or world map and their distinguishing physical and human characteristics. - Locate features using high level satellite. - Use 6 figure grid references to locate given features. - Compare the climate and significant cause/effect processes relating to this in focus regions. 	<p>Come up with a hook for the children. E.g. a picture on IWB which is slowly revealed in jigsaw pieces: chn to write detailed descriptive sentences in their topic books based on what they see.</p> <p>*Base on content of lesson 2 from 'The Earth's Surface' planning – see also books/images from resource box *</p> <p>Show film clip 'Where are the coldest places in the world?' from BBC Active whiteboard resource.</p> <p>Complete a Arctic vs Antarctic activity</p> <p>Also make use of digital mapping (Google Earth?) – satellite view.</p> <p>When locating major mountains (Rocky Mountains, Andes, Himalayas and Tibetan Plateaux?), provide chn with 6 figure grid references and challenge them to name them and find out a couple of facts about them using a netbook (e.g. height, temperature at the peak). (4 figure references for LA).</p> <p>Next week, we will be learning about what it is like</p>	



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		- Discover the exact location of Baffin Island.	living on Baffin Island. Chn to use atlas index to locate the continent/country that Baffin Island is part of.	
3	<p>What is it like living in an extremely cold climate?</p> <p><u>Resources</u> 'Living in Contrasting Environments' BBC Active software. 'Living in the Polar Regions' by Terry Jennings Info books</p>	<p>LO: To visualise what it is like living on Baffin Island (an extremely cold climate).</p> <ul style="list-style-type: none"> - Compare locations in different climate zones in order to understand both similarities and unique challenges. - Select appropriate geographical information from a range of secondary sources. - Ask and respond to geographical questions. - Collect and record evidence. - Analyse evidence and draw conclusions. - Communicate in ways appropriate to the task and audience. 	<p>Site of application writing opportunity (diary):</p> <p>Watch 'Living in Baffin Island' video clip from BBC Active whiteboard resource. Also look at the 'Midnight Sun' sections on this resource together (link back to Science learning and emphasise how this affects lifestyles). Focus = how people have to adapt to their surroundings in order to survive.</p> <p>Further info can be found in the books in the resource box... chn shd be encouraged to conduct <u>independent research</u> at this level.</p> <p>Write a diary in role as a resident of Baffin Island.</p>	Long written outcome. Also to be assessed for English level.
4	<p>What different types of desert are there?</p> <p>What is the climate like?</p> <p><u>Resources</u> 'Living in Contrasting</p>	<p>LO: To recognise various types of desert and know where the main deserts of the world are located.</p> <p>To interpret weather data and consider possible impacts upon the land.</p> <ul style="list-style-type: none"> - Discover the exact location of 	<p>*Lesson could be based on content of lesson 4 from 'The Earth's Surface' planning, however, more independent map work and investigative work needed.*</p> <p>Compare weather data from a chosen desert region with UK - different seasons? Chn to consider impacts upon the land. Discuss vegetation, animals and adaptation e.g. the camel , drought and flash floods (monsoons will be focussed</p>	



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	<p>Environments' BBC Active software. Range of atlases Met office data from www</p>	<p>deserts throughout the world.</p> <ul style="list-style-type: none"> - Compare the climate and significant cause/effect processes relating to this in focus regions. - Compare locations in different climate zones in order to understand both similarities and unique challenges. - Analyse and compare weather data. - Analyse evidence and draw conclusions. 	<p>upon further in lesson 6).</p>	
5	<p>What are the homes and jobs like in a typical desert region?</p> <p>Resources 'Living in Contrasting Environments' BBC Active software. 'Living in the Desert' by Terry Jennings Pictures of a desert home Compare/contrast sheet or key questions.</p>	<p>LO: To compare life in Bishop's Waltham with life in Toujane (a North American desert area).</p> <ul style="list-style-type: none"> - Discover the exact location of Toujane - Compare types of settlement and land use. - Compare lifestyles, jobs and economic activity in Toujane and Bishop's Waltham. - Select appropriate geographical information from a range of secondary sources. - Ask and respond to geographical questions. 	<p>*Base on lesson 5 from 'The Earth's Surface' planning*</p> <p>Further resources needed to support the LO...</p> <p>Suggested activity - hot seating in role?</p>	
6	<p>Where do</p>	<p>LO: To identify the effects of</p>	<p>*See lesson 7 from 'The Earth's Surface'</p>	<p>Long written outcome.</p>



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	<p>monsoons occur and what impact do they have?</p>	<p>monsoon rainfall.</p> <ul style="list-style-type: none"> - Identify geographical regions on a globe or world map and their distinguishing physical and human characteristics (extreme cold areas, deserts, rainforests).. - Compare the climate and significant cause/effect processes relating to this in focus regions. - To understand the unique challenges of monsoons. - Analyse and compare weather data. - Analyse evidence and draw conclusions. - Communicate in ways appropriate to the task and audience. 	<p>planning*</p> <p>There is information on monsoons on the BBC resource, but I suggest that this lesson input is based around a relevant and meaningful news story. Show news clip, provide chn with further facts about the incident, then write a newspaper report.</p> <p>Site of application writing opportunity (newspaper report):</p>	<p>Also to be assessed for English level.</p>
HALF TERM – FINISH BIOMES PROJECTS – SHARE FIRST DAY BACK				
7.	<p>Where are rainforests found and what is the climate like?</p>		<p>For the rest of this topic, the focus is on tropical rainforests. * NB. Please make good use of the resources available in the old Year 5 topic box on rainforests – lots of great stuff!! Also refer to Lloyd's old Y5 rainforest plan*</p> <ul style="list-style-type: none"> - Locations - Rainfall, temps - Water cycle (compulsory in new Orders). 	



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8	What are rainforests really like? What living creatures are found there?		<ul style="list-style-type: none"> - Layers - Ecosystems - Collage activity – could cut up images from net/info books etc e.g. for birds and animals. 	
9.	What would it be like to actually live in a rainforest?		Case study: <ul style="list-style-type: none"> - Yanomami tribe (see Lloyd’s 2010 planning and resources) Or <ul style="list-style-type: none"> - Living in the Caribbean (see BBC ‘Living in Contrasting Environments’ CD-Rom and info pack. 	
10.	Why do we need rainforests? What do they provide for us?			
11.	Why are rainforests threatened? What can we do to help?		Living Rainforest trip: <ul style="list-style-type: none"> - Threats - Sustainable future tour (see notes saved on system) 	
12.	KQ TBC		Follow-up from Living Rainforest trip. Site of application writing opportunities: Explanation text: Write an article for a magazine focussing on one of the threats to rainforests and what we can do to help. Persuasion text: Write newsletter article on behalf of the Rainforest Alliance (or similar) persuading people to join their campaign by emotively illustrating one or more of the threats to rainforests and what we can do to help. Recount text: Recount of recent trip and what has been learned (best one to be featured on school website).	