

St Margaret Mary's Medium Term Planning

Subject: Geography Topic: The effect that the Equator has on the World.		Year group: 5 Term: Spring 2
Prior learning: The children should have an awareness from KS1 about daily weather patterns and the location of hot and cold areas of the world in relation to the equator and North and South Poles. They will be aware of the location of some key physical and human features globally and the water-cycle.		
Main focus of the unit: Identify the position and significance of latitude, longitude, the Equator, Northern and Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic circle, the Prime/ Greenwich Meridian and time zones (including day and night) and then describe and understand key aspects of climate zones, biomes and vegetation belts linked to this.		
End of unit task: To create a 'David Attenborough' styled video about a chosen biome. These will be played to the children.		
Key Objectives	Vocabulary	Lesson sequence:
To identify the position and significance of the Equator, Northern and Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic circle.	Arctic Circle. Antarctic Circle. Latitude. Longitude. Southern Hemisphere. Prime/Greenwich meantime. Northern Hemisphere.	Recap with the children their understanding of what weather is, the location of hot and cold areas of the world and the location of the North and South poles. Show the children a picture of the world with the topographical features. Ask the children- 'Why are certain places hot/ colder than others?' Ask the children the question- 'Why do you think places in the Northern and Southern Hemispheres are hot?' Introduce the children to the Equator and Northern and Southern Hemisphere. Children to label their map of the world with the Equator, Northern and Southern Hemisphere. Introduce the children to the Tropic of Cancer and Capricorn, Arctic and Antarctic circle. The children will then identify these locations on their map. The children will then use the Atlas to identify some of the countries which the equator passes through.
To identify the position and significance of longitude and latitude, Prime/ Greenwich Meridian and time zones and the effect this can have on climate zones.	Time zone. Arctic Circle. Antarctic Circle. Latitude. Longitude. Southern Hemisphere. Prime/Greenwich meantime. Northern Hemisphere.	Recap with the children about biomes and their layout. Ask the children- 'If it isam here, why is itam in?' Get the children to look at a map on google earth and identify what they think the vertical and horizontal lines. Explain how longitude and latitude work and the Greenwich meridian. Give the children a map of the world with some major cities on them. Identify the times of these cities and also their longitude and latitude coordinates.
To identify the position and location of climate zones, biomes and vegetation belts in relation to the Equator.	Savannah. Tropical Forest. Coniferous forest. Deciduous forest. Desert. Ecosystem. Ice-sheets. Marine. Mediterranean. Tundra.	Recap what the children learnt about the effect the equator has upon the earth. Ask the children- 'What is the difference between climate and weather?' Introduce the children to the concept of climate zones and the climate zone of the UK. Show the children a map of the different biomes (tundra, desert, savannah, aquatic, grassland and forest). and ask the children what they notice. Each table to research a different biome and present to the class. Each table answers a question about each biome in their books after each presentation.
To understand the key features of Tropical and subtropical climate zones.	Savannah. Tropical Forest. Coniferous forest. Deciduous forest. Desert. Ecosystem. Ice-sheets. Marine. Mediterranean. Tundra.	Recap with the children the effect that the different longitudes and latitudes have on the climate zones. Show the children a map of the tropics and subtropics. Ask the children- 'What do you notice about the map and the location of the deserts and rainforests?' Use atlases to identify some biomes and countries within the tropics and subtropical zones and write an explanation of what the climate might be like for people in those countries.
To understand the key features of Temperate, Polar and subpolar climate zones.	Savannah. Tropical Forest. Coniferous forest. Deciduous forest. Desert. Ecosystem. Ice-sheets. Marine. Mediterranean. Tundra.	Recap with the children the effect that the different longitudes and latitudes have on the climate zones. Show the children a map of the temperate, polar and subpolar climate zones. Ask the children- 'What do you notice about the map and the location of the deserts and rainforests?' Use atlases to identify some biomes and countries within the tropics and subtropical zones and write an explanation of what the climate might be like for people in those countries.

<p>To demonstrate our understanding of climate zones and their features due to their location in relation to the Equator.</p>		<p>Have the children recap what they have learnt about biomes, climate zones and how this is effected by the location to the equator. Children will then use what they have learnt to make a 'David Attenborough' styled presentation about their tables chosen biome.</p>
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