

Year 5 Spring 1 Project overview—There is no Planet B!

Big Idea: Why must we look after our planet?

Year 5 explore the impacts that climate change is having on the world that they live in. Developing their skills as geographers, they become experts in the physical features of polar regions and reflect on the human impacts that cause the changes taking place in this climate region. Year 5 will become aware of their roles as citizens in the world and the choices that they can make to help combat the effects of climate change.

HOOK: Our World today—what are we facing?

OUTCOME: SJS World Climate summit

Applied Literacy:

Biography—David Attenborough

Information Texts—What is Climate Change?

*Geographical conclusions—reporting on a geographical enquiry questions
Speech for Climate Summit*

Applied Mathematics:

Statistics—interpreting graphs and data about regional climates and change.

Pupil Premium Curriculum Enhancement:

Virtual Reality—Polar exploration—Using Google VR children will get to explore the polar regions, generating language and vocabulary mats, and see physical features prior to learning about Polar ice caps in their project.

Key Concept Geography - Climates and Human Impact

Children will be able to

- describe key aspects of the **physical features** of **polar regions**; including the **climate, terrain** and **topographical** features.
- Identify the position and significance of **latitude, longitude, Equator, Arctic/Antarctic circle**.
- Locate **polar** regions using maps, globes and digital mapping (Digimaps) and begin to use 6 figure **grid references** to **locate** places in the world.
- begin to use **position** and **latitude/longitude** to be accurate in **locating** places in the world.
- Describe and draw **geographical conclusions** about the **human impact** of **climate change** on **polar regions** and how the geography of the **region** has changed over time.

Computing: I can take my own photos to add to a video - creation of a climate change video.

I can select appropriate programmes to record and interpret data in various forms including charts and graphs, adding explanation within the programme - children collect and represent data about the school's eco footprint.

Art: Drawing - children develop their sketching skills and deepen their understanding of **shade** and **light** when creating a polar landscape piece of artwork.

PSHE: An exploration about the roles and responsibilities children can have in their community and the choices they can make to improve the world they live in (Ecological footprint week)

SMSC and Learning Values:

Moral– Reflect on their own choices and how they may impact the wider world— what is right for the world we live in.

Community—global community and small steps that we can, as a community together, undertake to combat climate change.

Community links / Enterprise /

Experiences:

Eco-footprint week—children explore their ecological footprint and the small steps they can personally take to tackle climate change.

Minstead residential—opportunity for a residential in a ecologically sustainable unit and learn about how to use their land sustainably.

Big Idea:

Why must we look after our world?

What I already know...

The **location** of the **equator** and the world's **continents**. (Y2)

The world's **climate zones** and their characteristics - tropical, arid, temperate, mountainous and polar. (Shirley Cruises - Y3)

The **physician features** of a rainforest - a tropical **region** of the world. (Wild! - Y4)

The **human impact** in rainforest regions. (Wild! - Y4)

Key Vocabulary:

climate

polar

region

latitude

longitude

impact



In this **Geography** project, explore the *impacts* of climate change on our world. Become experts in the *Polar regions* and discover the devastating *impact humans* have on the ice caps. Be prepared to make a plan for the future in our final world summit.

SJS Geographers

Key concept: Climate

I will learn...

- ❑ To use a range of maps to learn about the **features** of a region.
- ❑ To describe the **physical features** of **polar regions**.
- ❑ To **locate regions** of the world using **longitude** and **latitude**.
- ❑ To understand **human impact** on polar regions.
- ❑ How to draw **geographical conclusions** and next steps.

Our Personal Skills:

