What I already know…

-the **location** of the **equator** and the worlds **continents**. *(Year 2)*

-the worlds **climate zones** and their characteristics—tropical arid, temperate, mountainous, polar *(Y3—Shirley Cruises)*

-the **physical features** of a Rainforest—a tropical **region** of the world. *(Y4—Wild)*

-the human **impact** in Rainforest regions. *(Y4—Wild)*

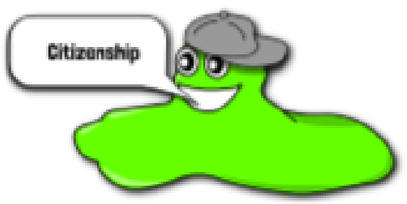
I will learn…

- ⇒ to describe about the **physical** features of **Polar regions**.
- ⇒ to **locate** regions of the world using **longitude** and **latitude.**
- ⇒ to understand the **human impact** on Polar regions.
- ⇒ Use a range of maps to learn about features of a region.
- ⇒ How to draw **conclusions** and next steps from geographical learning.

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

Key Vocabulary

Climate **Polar** **Region** **Impact** **Longitude** **Latitude** **features**



Develop your role as global citizens—reflect on the impact your choices may have on the world you live in.

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

Topic: There is no Planet B!

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 affects of climate change.

HOOK: Our World today—what are we facing?

OUTCOME: SJS World Climate summit

Driving Subject: ***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.

-Children will learn how to use position and **latitude/longitude** to be accurate in locating place in the world.

-Children will be able to 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.

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.

Curriculum Links:

Art—Drawing—children develop their sketching skills and deepen their understanding of creating shade and light within their ice drawings.

PSHE—An exploration about the different roles and responsibilities children can have in their community and they choices they can make to improve the world they live in. Linked to Ecological Footprints!

Pupil Premium Enrichment

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.

SMSC/British 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.