DQ

Term: Autumn 2   Topic Question: Why do countries experience different weather and climate?   Year: 5/6   Date: WB 2nd November

National Curriculum Links		What will the children learn?	What will they do?	New Vocabulary
Subject Geography	NC Statements: Describe and understand key aspects of: physical geography, including: climate zones and the water cycle. Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America.	**WB 2nd November** **Stunning start** L.Q. What happens when warm humid air rises and meets cooler dry air?	Stunning start – Making a tornado Watch storm chasers: http://www.discovery.com/tv-shows/storm-chasers http://www.ultimatechase.com/YouTube/Tornado_Videos/Church_Tornado_South_Dakota.htm Chn create tornadoes then research and record finding along with diagram of experiment	humidity
Skills Focus A1, 2, 3, 4 B1, 2, C1, 2, 3 D1, 2, 3 Highlight indicates additional for Y6		**WB 9th November** Knowledge harvest B2 I can describe how countries and geographical regions are interconnected and interdependent	Overview of weather and climate. Chn given world map – label as many countries as possible. Also mark on weather conditions in different countries with a symbol. KWL A1 I use a range of geographical resources to give detailed descriptions and opinions of the characteristics features of a location. C1 I can name and locate the countries of North and South America and identify their main physical and human characteristic.	Recap country, continent
Links to previous knowledge Locational knowledge of countries. Water Cycle. Time Zones (Year 5 Science)		**WB 16th November** L.Q. How does a country's position against the Equator and Prime Meridian have on its climate?	Show lines of latitude and longitude, the Equator, the tropics of Cancer and Capricorn, the Arctic and Antarctic circles and the Prime Meridian – position in relation to the sun and typical conditions around each area. Chn predict today's weather for a number of capital cities. Look up actual weather: http://worldweather.wmo.int/ D2 I can identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).	Longitude Latitude Prime Meridian Tropic of Capricorn Tropic of Cancer
Literacy Links Weather report		**WB 23rd November** L.Q. Why does climate differ in particular countries? C3 I can describe and understand key aspects of: physical geography: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.	Case study – choose two countries in different parts of the world. Compare and contrast: Jan vs. July temps, annual and av. monthly rainfall, av. days of sun, wildlife, natural veg., physical features of country.www.bbc.co.uk/learningzone/clips/the-tilt-and-daylength-of-theearth/1876.html We have a weather and climate DVD in school that can support this. A2 I collect and analyse statistics and other information in order to draw clear conclusions about locations. C2 I can name and locate some of the countries and cities of the world and identify human and physical characteristics, including hills, mountains, rivers, key features and land-use patterns; and understand how some of these aspects have changed over time. D1 I understand some of the reasons for geographical similarities and differences between countries.	
First Hand Experiences Inspire Workshop – make weather vanes Weather forecast (link to Shelfield – Green Screen).		**WB 30th November** L.Q. What makes an effective geographical representation? A4 I can create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).	Compare maps. Look at the London underground map and compare to different geographical representations e.g. aerial images. (aerial images compared with maps and topological maps). How are they different? Which is most effective?Chn to create their own maps. (C1, D1). Include information on the map e.g. land use, climate zones, population densities, height of land. A3 I can analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps – as in London's Tube map).	Topological Aerial Climate zone
		WB 7th December Fantastic Finish	Choose a country. Prepare to deliver a 'weather forecast' as they do on TV (in pairs) .Explain the forecast and why and compare to the UK. – Possible use green screens? (Link to Sheffield). B1 I can describe how places around the world are changing and explain some of the reasons for change. D3 I offer reasons for my own views about environmental change and I recognise that other people may hold different views.	