**Newquay Junior Academy – Summer 2 Sequence – Geography**

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| Logo  Description automatically generated |  | **YEAR 3****Climate and Biomes****Prior knowledge – Pupils will have learnt about settlements and rivers.**  |  | **YEAR 4****Climate and Biomes****Prior knowledge – Pupils will have learnt about settlements and rivers.**  |  | **YEAR 5****Climate and Biomes****Prior knowledge – Pupils will have learnt about settlements and rivers.**  |  | **YEAR 6****Climate and Biomes****Prior knowledge – Pupils will have learnt about settlements and rivers.**  |
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| **INTENT** |  | Disciplinary focus: interactionHow does the climate affect the way people live? |  | Disciplinary focus: interactionHow does the climate affect the way people live? |  | Disciplinary focus: interactionHow does the climate affect the way people live? |  | Disciplinary focus: interactionHow does the climate affect the way people live? |
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| **VOCABULARY / STICKY KNOWLEDGE** |  | Climate and biomes(Situated, through its examples, in Europe, so that European place focus is launched simultaneously)Continent of EuropeClimate zones - first mention of Equator, Arctic, Antarctic and the North/South poles.Climate and relationship with oceans.Climate and biomes within climatesDepth focus 1) Mediterranean climateDepth focus 2) Temperate climate, using examples of Rhine & UK ready for ongoing regional comparison Geographical skills: World map and key lines of latitude |  | Climate and biomes(Situated, through its examples, in Europe, so that European place focus is launched simultaneously)Continent of EuropeClimate zones - first mention of Equator, Arctic, Antarctic and the North/South poles.Climate and relationship with oceans.Climate and biomes within climatesDepth focus 1) Mediterranean climateDepth focus 2) Temperate climate, using examples of Rhine & UK ready for ongoing regional comparison Geographical skills: World map and key lines of latitude |  | Climate and biomes(Situated, through its examples, in Europe, so that European place focus is launched simultaneously)Continent of EuropeClimate zones - first mention of Equator, Arctic, Antarctic and the North/South poles.Climate and relationship with oceans.Climate and biomes within climatesDepth focus 1) Mediterranean climateDepth focus 2) Temperate climate, using examples of Rhine & UK ready for ongoing regional comparison Geographical skills: World map and key lines of latitude |  | Climate and biomes(Situated, through its examples, in Europe, so that European place focus is launched simultaneously)Continent of EuropeClimate zones - first mention of Equator, Arctic, Antarctic and the North/South poles.Climate and relationship with oceans.Climate and biomes within climatesDepth focus 1) Mediterranean climateDepth focus 2) Temperate climate, using examples of Rhine & UK ready for ongoing regional comparison Geographical skills: World map and key lines of latitude |
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| **SEQUENCE OF LESSONS**  |  | 1. What is agriculture?2. Arable farming.3. Pastoral farming.4. How does farming change the landscape?5. How does our food affect farming?6. Sheep farming in Wales. |  | 1. What is agriculture?2. Arable farming.3. Pastoral farming.4. How does farming change the landscape?5. How does our food affect farming?6. Sheep farming in Wales. |  | 1. What is agriculture?2. Arable farming.3. Pastoral farming.4. How does farming change the landscape?5. How does our food affect farming?6. Sheep farming in Wales. |  | 1. What is agriculture?2. Arable farming.3. Pastoral farming.4. How does farming change the landscape?5. How does our food affect farming?6. Sheep farming in Wales. |
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| **OUTCOME / COMPOSITE** |  | Pupils to tell parents how climate affects the way people live.  |  | Create a factsheet to show how climate affects the way people live. |  |  Create a leaflet to show how climate affects the way people live. |  | Create a poster to show how climate affects the way people live. |