


Learning journey	Geography	Biomes	Year 6 Spring 1	
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Building on prior learning	Theme overview	Preparing for future learning	Vocabulary	
<p>Before the start of the unit the children...</p> <p><b>The pupils know</b> how to use an atlas and find key countries on a map.</p> <p><b>The pupils can use</b> positional and directional vocabulary while using a variety of maps.</p> <p><b>The pupils have studied</b> how rivers affect our environment</p> <p><b>The pupils have identified</b> push and pull factors when it comes to migration</p>	<p><b>The pupils will learn</b> what a biome is</p> <p><b>The pupils will identify</b> the Earth's major biomes</p> <p><b>The pupils will study</b> what factors affect an ecosystem</p> <p><b>The pupils will compare</b> the characteristics of two biomes</p> <p><b>The pupils will identify</b> the characteristics of the savannah and tundra</p> <p><b>The pupils will study</b> the world's largest biome</p>	<p><b>In KS3</b> understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems</p>	<p>Biome</p> <p>Equator</p> <p>Tropic of Cancer</p> <p>Tropic of Capricorn</p> <p>Climate</p> <p>Temperature</p> <p>Longitude</p> <p>Latitude</p> <p>Ecosystems</p> <p>Fragile</p> <p>Precipitation</p> <p>Plastic</p> <p>Damage</p>	<p>Biome</p> <p>Ecosystem</p> <p>Ocean</p> <p>Salt water</p> <p>Coral reef</p> <p>Marine</p> <p>Climate change</p> <p>Deforestation</p>

## NC coverage and HWJS skills development

### National curriculum coverage for Geography

- locate the world's countries
- identify key topographical features and land-use patterns
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere
- understand geographical similarities and differences through the study of human and physical geography of a region in a European country, and a region within South America

describe and understand key aspects of:

- human geography, including: types of land use
- physical geography, including: climate zones, biomes and vegetation belts
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

### HWJS skills development

- Identify the Earth's major biomes and describe key features
- Compare different features of biomes
- Explain factors that affect an ecosystem
- Evaluate the impact climate change has on different biomes

### Connections / deepening understanding

English – The Explorer  
Science - Evolution

### RADE

**Article 6** - (life, survival and development) **Article 12** - (respect for the views of the child) **Article 13** - (freedom of expression) **Article 17** - (access to information from the media) **Article 28** - (right to education) **Article 29** - (goals of education)

## Knowledge organisers

The Six Major Biomes		Terminology
1 Tropical Rainforest	<ul style="list-style-type: none"> <li>• Very steady temperature between 20°C and 25°C.</li> <li>• Rains all year long</li> <li>• The trees are very tall and evered.</li> <li>• Most of the plants are evergreen, not deciduous.</li> </ul>	<ul style="list-style-type: none"> <li><b>Biome</b> A large area of land with a particular climate, type of plants and animals.</li> <li><b>Ecosystem</b> A community of living and non-living things that work together.</li> <li><b>Climate</b> The general weather conditions and patterns in an area.</li> <li><b>deciduous</b> A tree that sheds its leaves in the autumn.</li> <li><b>dominant</b> When a plant or animal is in a deep, long sleep.</li> <li><b>equator</b> The imaginary line that runs around the middle of the earth.</li> <li><b>fauna</b> The animals that normally live in a particular biome.</li> <li><b>flora</b> The plants that normally grow in a particular biome.</li> <li><b>latitude</b> Imaginary lines goes around the earth horizontally.</li> <li><b>temperate</b> Mild weather, further away from the equator.</li> <li><b>tropics</b> Any place on earth near the equator.</li> <li><b>Deforestation</b> Cutting down trees.</li> </ul>
2 Temperate Deciduous Forest	<ul style="list-style-type: none"> <li>• Temperature ranges from 30°C to 10°C.</li> <li>• Goes through all four seasons</li> <li>• Range of trees, most lose their leaves in the autumn.</li> <li>• Even rainfall throughout most of the year.</li> </ul>	
3 Coniferous forest (Taiga)	<ul style="list-style-type: none"> <li>• Temperature ranges from 54°C to 30°C.</li> <li>• Low average temperature.</li> <li>• Most of the trees are evergreen.</li> <li>• Largest land biome.</li> </ul>	
4 Tundra	<ul style="list-style-type: none"> <li>• Temperature ranges from -40°C to 0°C</li> <li>• Coldest of all the biomes.</li> <li>• Little rain, lots of frost.</li> <li>• No trees grow, and only a few small plants.</li> </ul>	
5 Grasslands (Savanna)	<ul style="list-style-type: none"> <li>• Dry season and a rainy season.</li> <li>• Temperature ranges from -40°C to 40°C.</li> <li>• Mostly grass grow, occasional individual trees.</li> </ul>	
6 Desert	<ul style="list-style-type: none"> <li>• Temperatures over 50°C in the day, below freezing at night.</li> <li>• Very few clouds and very little rain.</li> <li>• Very few plants or animals.</li> </ul>	

**WORLD BIOMES MAP**

Legend:

- Tropical forest
- Savanna
- Desert
- Chaparral
- Temperate grassland
- Temperate broadleaf forest
- Coniferous forest
- Tundra
- High mountains
- Polar ice

### Assessment

**The pupils will be assessed** through ongoing assessment using the atlas game and 'Where am I?' starter.

**By the end of the unit** children will be able to locate globally where particular biomes are typically found and the impact climate change is having.

**Assessment recording for the unit - checking the level of pitch of the work**

<u>Key skill(s)/ knowledge to be assessed by the end of the unit</u>	<u>Lower attaining</u>	<u>Middle attaining</u>	<u>Higher attaining</u>
<p><b>Key skills:</b></p> <p><b>Explain the factors affecting different ecosystems</b></p>	<p><b>The pupils can</b> explain differences between ecosystems</p>	<p><b>The pupils can</b> explain some factors affecting different ecosystems</p>	<p><b>The pupils can</b> explain multiple factors affecting different ecosystems</p>
<p><b>Key knowledge :</b></p> <p><b>Know the Earth's biomes and their key characteristics</b></p>	<p><b>The pupils can</b> label Earth's biomes on a map</p>	<p><b>The pupils can</b> explain and describe most of Earth's biomes</p>	<p><b>The pupils can</b> compare Earth's biomes and explain why they vary</p>

NB: The assessments are completed for two reasons – to enable the class teacher and in turn the subject leader to evaluate the pitch of the learning within the unit in order to consider any necessary updates and for the class teacher to report to parents on the attainment of pupils in the end of year reports