CONONLEY PRIMARY SCHOOL
Inspiring and Challenging Our Children

Key Stage 2

How is Climate Change Affecting the World?

Location Knowledge:	United Kingdom, North America, Africa, Oceania, Latitude, Longitude, Northern hemisphere, Southern hemisphere, Tropics of Cancer and Capricorn
Place Knowledge:	United Kingdom Banjul, The Gambia Victoria, Southeast Australia Greenland
Human and Physical Geography:	Climate zones, biomes and vegetation belts, Types of settlement and land use, Natural resources
Skills and Fieldwork:	Maps, atlases, globes, digital / computer mapping, mapping symbols and key
How does this unit build on the knowledge and skills developed in KS1 and link with the knowledge and skills in other KS2 units?	See the 'Geography Curriculum: Unit Links' document on the school website.
Links to other areas of the curriculum:	Maths: analysing data

Curriculum Intent: Key Lines of Enquiry

1: Why is Elhaji cleaning shoes on the streets of Banjul?	**2: Why can't Olivia afford to insure her home?**
Pupils will learn about: • Location of The Gambia • changes in weather patterns associated with climate change which are affecting The Gambia • why communities in The Gambia are being affected by the changes Pupils will: • investigate, explain and evaluate the impact on people  	Pupils will learn about: • impact on people of changing weather patterns in Victoria in Southeast Australia • Evaluating a range of evidence, reaching a conclusion and making judgements about the above.
Key Vocabulary:	**Key Vocabulary:**
Continent: a large solid area of land. Earth has seven continents. **Country**: a land lived in by a people with a common government **Capital city:** a **city** or town where the central government of a country is located. Capitals are usually large cities. **Atlantic Ocean**: the world's second largest **ocean**. It separates Europe and Africa from North and South America. **Wet season**: a **monsoon** is actually the wind pattern that causes such heavy rain. Monsoon winds bring **wet** summers and dry winters to the regions where they blow. **Rainfall:** a measurement of the amount of rain which falls. **Drought**: a continuous period of dry weather, when an area gets less than its normal amount of rain, over months or even years. **Crop-failure**: when a farmer's crop does not grow. **Trade winds**: a **wind** blowing steadily toward the equator from an easterly direction.	**Insurance:** a sum of money paid every month so that if your home is ever damaged by fire or floods, the Insurance company agree to pay a sum of money to repair the damage. **Insurance premium**: the sum of money paid each month to the insurance company. **Heatwave**: a prolonged period of unusually hot weather **Bush fire**: a fire in scrub or a forest, especially one that spreads rapidly. **Natural disaster**: a natural event such as a flood, earthquake, or hurricane that causes great damage or loss of life

Curriculum Intent: Key Lines of Enquiry

3: Why are people living in Cononley / Skipton / Starcross making flood plans?	4: Why do Lars and Sofie disagree about how nice the weather is?
Pupils will learn about: • Changes that are occurring in weather patterns and to sea levels in the UK • How Cononley & Skipton are affected by the changes in weather patterns and increased risk flooding • Flood defences in Cononley &Skipton • How some coastal communities are having to make flood resilience plans in order to cope better with changes Pupils will: • Make judgements about what to include in a resilience plan.	Pupils will learn about: • The implications of changing weather patterns on the people of Greenland • Reflect upon and evaluate different viewpoints and reach a personal judgement 
Key Vocabulary:	**Key Vocabulary:**
Settlement: a place or region where people live **Situation:** the location or surroundings of a place **Physical features**: A natural **feature** on the surface, such as water, mountains, and deserts. **Stream**: a small, narrow river **River**: A **river** is a flowing, moving stream of water. Usually a **river** feeds water into an ocean, lake, pond, or even another **river**.an ocean, lake, pond, or even another **river**. **Estuary**: the tidal mouth of a large river, where the tide meets the stream. **Urban**: a location in a city **Rural**: a location in the countryside **Human features**: things made by humans including jobs, houses, schools, shops, hospitals, services **Economy**: the system of how money is made and used within a particular country or region **Tourism**: the business of encouraging and supporting **tourists** **Accessibility:** how places have been adapted so that people with disabilities and special needs can use them easily. **Infrastructure**: the term used to describe the facilities which support modern human life, such as homes, schools, hospitals, roads, transport, shops etc. **High tide**: when the tide is in and sea is at its highest level covering land next to the seas shore. **Storms**: strong wind and rain **Flood defences**: different ways of trying to prevent areas of land from being flooded. **Pumps**: a mechanical device for moving water. Can be used as part of flood defences. **Sluices**: a device for controlling the flow of water **Flood gates**: a **gate** for shutting out, admitting, or releasing a body of water	**Weather**: the daily state of the atmosphere, or air, in any given place. The state of the atmosphere can cause rain, wind, dry conditions etc. **Climate**: the average of **weather** conditions in an area over a long period. **Ice Cap Climate**: the climate in the far north and south where there is just ice. **Polar climate**: very cold and dry **Climate zone**: a particular region or area with specific type of climate **Climate graph**: what geographers draw and use to compare the weather and climate in different places in the world. **Precipitation**: liquid and solid water. Includes drizzle, rain, snow, snow pellets, ice crystals, and hail. **Ice sheet**: a glacier flowing outward in all directions from its centre.

Curriculum Intent: Key Lines of Enquiry

5: Why are people all over the world noticing that the weather they are used to is changing?	**6: What can I / countries of the world do about global warming?**
Pupils will learn about: • How global warming is affecting weather patterns around the world • How to evaluate its impact in different places 	Pupils will learn about: • How as individuals, members of families and communities such as schools they can make a contribution to reducing greenhouse gas emissions, for example, wind, wave and solar power. • How and why countries around the world have acted to reduce global warming and reach a judgement about how effective this might be 
Key Vocabulary:	**Key Vocabulary:**
Equator: the imaginary east-west line encircling the Earth midway between the North and South poles **Southern hemisphere**: the half of Earth that is south of the Equator **Northern hemisphere**: the half of the earth which is north of the equator **Arctic Ocean**: the ocean which surrounds the north pole of the Earth. It is the smallest of the earth's oceans. **Antarctica**: an extremely cold continent at the south pole almost entirely below the **Antarctic** Circle **North Pole**: the most **northern** point of the earth **South Pole**: the most southern point of the earth. **Global warming**: the process of the rise in the average temperature of the earth **Sea level**: the height of the sea where the ocean meets the land **Greenhouse gases** : gases in Earth's atmosphere that trap heat. The gases are carbon dioxide, methane, ozone, nitrous oxide, chlorofluorocarbons and water vapour. **Atmosphere**: the layer of gas that surrounds Earth. It is often called air. **Fossil fuels**: the result of the decomposition of dead plant and animal matter buried deep in the Earth's crust. They provide us with a source of non-renewable energy. **Fossil fuels** can either come in the form of an oil, coal, or natural gas **Fossil fuel emissions**: burning **fossil fuels** releases **carbon** dioxide and other greenhouse gases into the atmosphere.	**Renewable**: any natural resource (as wood or solar energy) that can be replenished naturally with the passage of time **Non-polluting**: causing little or no pollution **Solar energy**: light, heat, and other forms of energy given off by the Sun. Solar energy can be collected and used to heat buildings and to make electricity. **Wind Energy:** can be used to produce electricity that heats homes and lights streets and buildings. Wind power is harnessed by a machine called a wind turbine. **Geothermal energy**: energy which comes from heat under the ground. **Tidal energy**: captures the energy from moving water (the rise and fall of the tides) by using either a turbine or a barrage. **Wave energy**: the same as tidal energy.