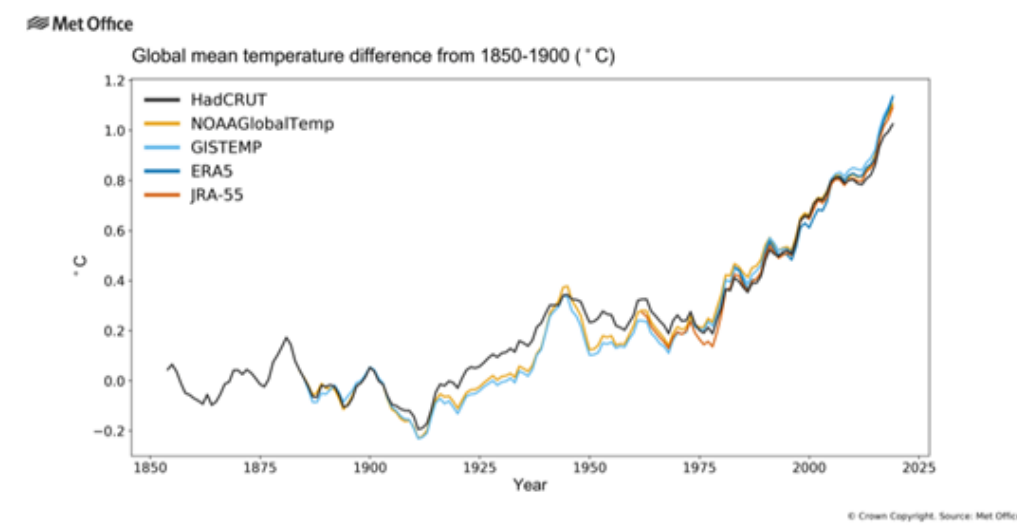
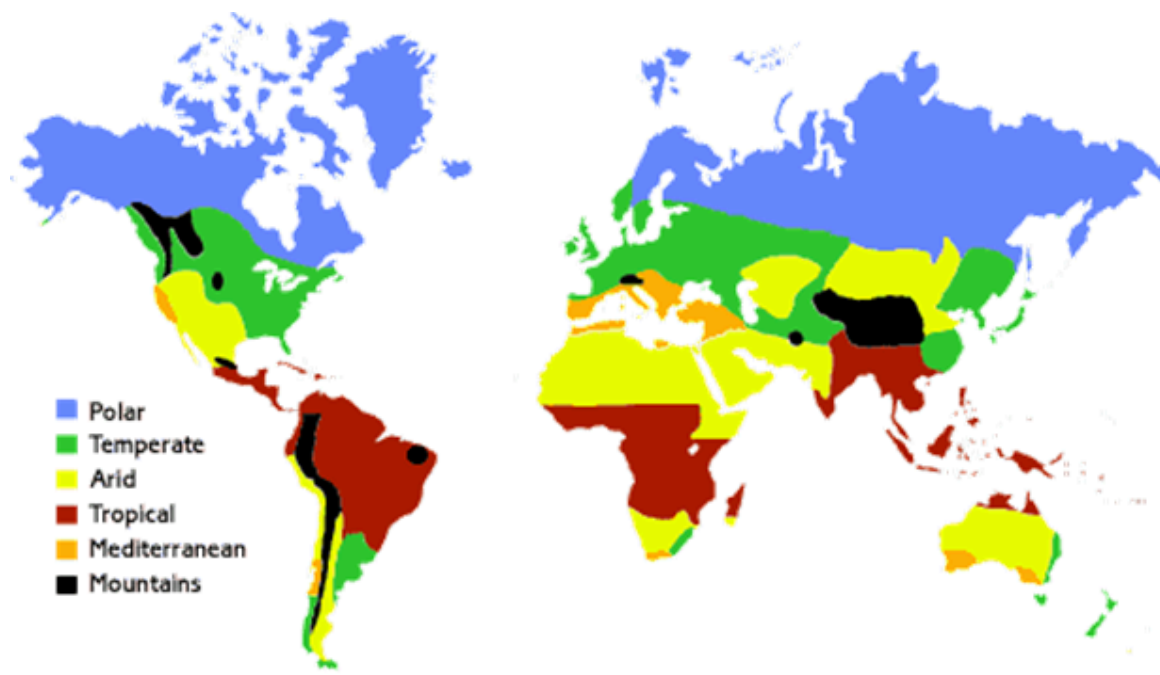


Weather & Climate		Year 6 Spring 2	
	Prior Knowledge	New Knowledge	Future Knowledge
Geography	Physical geography, including coasts, rivers, hills, mountains and the water cycle. Human geography including types of settlements and land use. (Y4) Can identify seasonal and daily weather patterns in the United Kingdom. Can start to locate the hot and cold areas of the world in relation to the Equator and North and South Poles. Can begin to understand that some parts of the world are hot and some are cold. (Y1)	Can identify the different lines of latitude, longitude, tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time zones (including day and night.) Can assess and understand key aspects of: • Physical geography including climate zones (locating the hot and cold areas of the world), biomes and vegetation belts and describe the characteristics of these. • Human geography including economic activity including trade links.	Understand, through the use of detailed place-based exemplars, a variety of scales. The key processes in physical geography relating to weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts. 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.

Key Questions	Key Individuals	Key Vocabulary
<p>How does location affect climate?</p> <p>What and where are the different climate zones in the world?</p> <p>How does climate affect trade?</p> <p>What is climate change?</p> <p>What are the causes and consequences of climate change?</p>	<p>Wladimir Köppen (1846-1940) was a German botanist and climatologist, first developed a system of climate zones at the end of the 19th century, basing it on the earlier biome research conducted by scientists.</p> <p>Greta Thunberg (2003-present) is a Swedish environmental activist who is internationally known for challenging world leaders to take immediate action against climate change (diagnosed as ASD).</p>	<p>Climate - the weather conditions prevailing in an area in general.</p> <p>Climate Zones - any of the eight principal zones, roughly demarcated by lines of latitude, into which the earth can be divided on the basis of climate</p> <p>Biome - a large naturally occurring community of flora and fauna occupying a major habitat, e.g. forest or tundra.</p> <p>Vegetation Belt - Plant life as a whole within a certain area. An area of the planet characterised by certain flora.</p> <p>Trade - The exchange of goods and services between two or more parties.</p> <p>Tropic of Capricorn - Line of latitude 23.5° S of the equator. Between the tropics, tropical rainforests are common.</p> <p>Tropic of Cancer - Line of latitude 23.5° N of the equator. Along the tropic of Cancer, a number of the world's largest hot deserts are located due to high pressure.</p>



Five-year running average of global temperature anomalies (relative to pre-industrial) from 1854 to 2019 for five data sets: HadCRUT.4.6.0.0, NOAA GlobalTemp v5, GISTEMP v4, ERA5, and JRA-55. Data for 2019 to June



Curriculum Leaflet

Year 6 Spring 2

Year 6 will be exploring the topic: 'Weather & Climate'. This unit of work will have a specific focus on developing the children's knowledge, skills and understanding in geography.

Maths	English	Home
<p><u>Ratio</u></p> <p>To understand if we add or multiply when calculating ratio. Use ratio language and begin to use the ratio symbol. Understand links between ratio and fractions. To use scale drawings and scale factors to solve ratio problems.</p> <p><u>Fractions, Decimals and Percentages</u></p> <p>Understand decimal and fraction equivalents. Calculate fractions as division. Calculate percentages and fractions to percentages. To find equivalent fractions, decimals and percentages. Order fractions, decimals and percentages. To calculate the percentage of an amount in one-step and multi-step.</p> <p><u>Measurement: Perimeter, Area and Volume</u></p> <p>Recognise that shapes with the same areas can have different perimeters and vice versa. Recognise when it is possible to use formulae for area and volume of shapes. Calculate the area of parallelograms and triangles. Calculate, estimate and compare volume of cubes and cuboids using standard units, including cm³, m³ and extending to other units (mm³, km³)</p>	<p>We will be reading: <i>Floodland</i>, Marcus Sedgwick</p> <p>Writing Focus: <u>Poetry</u> Student choice of a full range of poetic devices, used in a way to create an effect and impact on the reader; performance of poetry is developed upon prior term; use of vocabulary for effect; punctuation to add meaning.</p> <p><u>Diary Writing</u> Development of writer's voice and characterisation to mirror language of the text and authorial intent.</p> <p><u>Narrative</u> Effective vocabulary selected purposefully; paragraphs securely linked throughout; range of techniques to appeal to and engage the reader; secure development of characterisation, settings and atmosphere and use of dialogue to convey character and advance the action; use informal/formal language appropriately; dialogue punctuated correctly using inverted commas; full range of punctuation used effectively.</p> <p><u>Explanation</u> Form is adapted for readership and audience; clear and consistent viewpoint established and maintained; organisation of points is supported and thorough coverage and emphasises main ideas; use of formal language where appropriate; layout devices used to structure text- heading, subheading, paragraphs; full range of punctuation used effectively.</p>	<p>Parents can support in the following ways:</p> <ul style="list-style-type: none"> • Visiting the library or online books about climate change and our key individuals. • Listening to speeches by Greta Thunberg. • Researching different climate zones and the impact this has on biomes, vegetation and life. • Visiting the websites of different charities and organisations in relation to climate change, including the WWF (https://www.wwf.org.uk/get-involved/schools/resources/climate-change-resources) • Consider what we can do to be more sustainable in our everyday lives and homes. • Accessing weekly home learning tasks via Google Classroom and spag.com. • Supporting the development of times tables skills via regular practice on Times Tables Rock Stars. • Reading daily at home. • Accessing MyMaths for weekly maths homework.