**Geography – Summer Yr 3 / 4**

**Somewhere to Settle/Plants of the World - Biomes**

Somewhere to Settle

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| Prior Learning | | |
| * Link with previous history units on peoples who have settled in the UK. * Different land use. * Use of eight compass points and using these to give directions. | | |
| Key vocabulary for this unit | | |
| settlement, settler, site, need, shelter, food, defence, water, fuel, building materials, agriculture, transport, invader, origin, suffix, pattern, village, town, city, land use, retail, leisure, housing, business, industrial, agricultural  transport, link, journey, route, plan, key, symbol | | |
| Learning Sequence | | |
| **What Did Early Settlers Need?** | * To explain why settlements develop in certain locations. | |
| **Where Would You Settle?** | * To explain why settlements develop in certain locations. | |
| **What's in a Name?** | * To use maps to identify settlements built by invaders | |
| **How Is Land Used in Settlements?** | * To compare land use in different settlements. | |
| **How Are Settlements Linked?** | * To use maps to identify links between settlements. | |
| **An Ideal Place to Settle** | * To create a map of a settlement. | |
| Assessment milestones | | |
| **Working Geographically:**   * To use digital and paper maps to investigate land use in different sized settlements and the ways in which settlements are linked together. * To identify similarities and differences between land use in different places | | **Geographic Knowledge:**   * To identify reasons settlers have chosen a site * To identify features of a good settlement site * To explain that some settlements were built by invaders * To identify who built a settlement from clues in its name |

Plants of the World - Biomes

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| Prior Learning | | |
| * Knowledge of the seven continents and major countries and where they are on a world map. * Use of an atlas. * What plants need to grow. * What adaptation means in relation to animals. | | |
| Key vocabulary for this unit | | |
| continent, climate zones, adaptation, biomes, agriculture, biodiversity, mega-diversity, endemic | | |
| Learning Sequence | | |
| **To be able to identify the location of plants around the world.** | * Children will discover some of the strangest plants from around the world, locating them on a world map and identifying the continent and country in which they can be found. | |
| **To explore what biomes are and identify major biomes around the world.** | * Children will consider whether all plants can grow in different places around the world. They will then go on to explore the main climate zones and biomes of the world, identifying plants that grow in a particular biome and where these biomes are around the world. | |
| **To explore how plants survive in extreme environments.** | * Children will explore desert biomes and identify both hot and cold deserts as being the most extreme climates in the world. They will find out about plants that grow in these biomes and how they have adapted to suit their environment, and investigate what deserts are like. | |
| **To explore the role of plants in agriculture.** | * Children will start by thinking about all the plants they know that we eat. They are then given a brief overview of some of the staple foods in our diet that come from plants, and what agriculture is. They will find out why some crops grow better in different parts of the world than others, and how plants get from the fields to our tables. | |
| **To explore ways in which humans use plants.** | * Children are challenged to organise a set of objects into those we get from plants and those we don’t, before looking at some of the many ways in which humans use plants, including for wood, paper, medicine, fabrics, rubber and cosmetics. | |
| **To investigate the plants found in mega-diverse countries.** | * Children will define the word ‘biodiversity’ and find out what a mega-diverse country is. They will identify the 17 mega-diverse countries in the world and locate them on a map before carrying out their own research into one of these mega-diverse countries. | |
| Assessment milestones | | |
| **Working Geographically:**   * To use a map to locate unfamiliar countries. * To identify major climate zones around the world. * To identify plants that are endemic to a particular country. | | **Geographic Knowledge:**   * To understand what a biome is. * To name and describe some of the major biomes around the world. * To know that not all plants can grow in the same climates. |