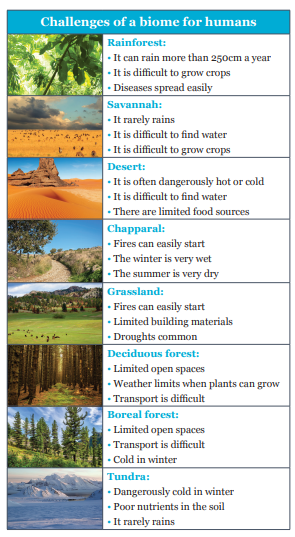
**Spring Term Overview Years 3/4 – Geography**

|  |  |  |
| --- | --- | --- |
| **Spring Term Book(s) – How to Train Your Dragon - Culture** | | |
| **Topic(s) – Biomes and Vegetation belts** | | **3 Lessons** |
| **Assessment:** | VIP quiz at the end of lessons asking children to recap. Then recapping VIPs from the previous lesson at the start of the next one.  Teacher judgement through the final pieces of work. | **Very Important Points (VIPs):**  - A biome is a natural area of plants and animals.  - The world is divided into lots of different biomes which are different as a result of their environments.  - Scientists divide the Earth’s land into what are called vegetation regions. These areas have distinct types of plants, soil, and weather patterns.  - Vegetation regions can be divided into five major types: forest, grassland, tundra, desert, and ice sheet.  - Climate, soil, the ability of soil to hold water, and the slope, or angle, of the land all determine what types of plants will grow in a particular region.  - There are 7 types of biomes that include: boreal or taiga forest, desert, temperate deciduous forest, grassland, rainforest, tundra and savannah.  **Fat Question:**  If we only had one type of biome in the world, how would life be different as we know it? |
| **Links to prior learning (sequencing) and canon book** | How to Train Your Dragon is mainly set in the forests, so children will be able to draw on their KS1 Geography knowledge of what a forest is. In addition, they will use their prior Science plant knowledge to support their new learning of plants in vegetation belts.  Children will build on their cycle A learning as they delve deep into human and physical geography once more. They will use their prior learning of the Antarctica and be able to compare it to their new learning. |
| **Links to other learning (cross fertilisation)** | History – Vikings and the different settlements. How has vegetaiton changed over the years? Has climate changed boimes we have today compared to Viking era?  Science – Forces and magnets  Reading – Linked to the literacy canon book. |
| **Links to future learning** | Pupils will continue learning about physical geography in the spring and summer terms for LKS2. This is then continued into UKS2 when they look at longtitude and latitude. |
| **Character/Wider Development ('50 things', cultural capital, skills)** | - Visit to Magna  - Visit Farmer Copleys - focusing on crops and how the different seasons effect his vegetation. Look at the financial impact of this.  - Exploring the local area to understand which biome we are in and how our vegetation grows. Compare and contrast this to another biome.  - Understanding the importance behind vegetation belts and how climate change is affecting it.  - Children may travel to different countries so they can understand why vegetation is different in different continents of the world.  **Thematic questions:**  **The World Beyond us**  Are there biomes in space? What might they look like?  **World around us**  How does biomes affect how countries in terms of everyday lives?  **Culture**  How can different cultures be affected by biomes in terms of climate?  **Healthy Bodies Healthy Minds**  Do you think certain biomes have a positive impact on our mental and physical health?  **Technology in action**  How has technology enabled us to view the world’s biomes?  **Modern Britain**  Do biomes have an impact on climate change? |

**OVERVIEW OF TEACHING SEQUENCE**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Key Facts/Learning** | **Learning Focus or Key Question** | **Learning Outcomes (NC)** | **Key Words/**  **Vocabulary** | **Greater Depth/SEND** | **Misconceptions** | **Activities and Resources** |
| **Lesson 1**  To understand and locate biomes. | Pupils will recap the difference between physical and human geography. They will learn about the six main biomes. From this, they will locate them either on a map or be able to write continent/country examples. | **NC:** Describe and understand key aspects of physical geography of vegetation belts. | Aquatic  Grassland  Forest  Rainforest  Desert  Tundra  Biome  Location  Continents  Countries  Plants  Animals  Characteristics  Environment | **GD** extend knowledge by identifying continents and countries in which biomes are located.  **SEND** match the pictures to the definition of each biome. Take pictures of children working on this. Use this time for a lot of talk/discussion time. | Children may think that:  - All biomes are the same.  - All biomes produce vegetation.  - Continents only have one biome. | Short starter of recapping the difference between human and physical geography. They will learn about the six main biomes. From this, they will locate them either on a map or be able to write continent/country examples.  **Year 3 Tasks:**  SEND - Using the picture cards, identify all 7 biomes by grouping the pictures and matching them to the correct definition. Use this time for a lot of talk/discussion time.  Red – Write a sentence about each biome next to the appropriate picture.  Blue – Using the WAGOLL and key to support you, locate and colour four biomes on the world map.  Gold - Locate and colour four biomes on the world map and write a short paragraph about each of them.  Deepen the moment – Are deserts hot or cold? Explain your answer by providing examples.  **Year 4 Tasks:**  SEND - Using the picture cards, identify all 7 biomes by grouping the pictures and matching them to the correct definition. Use this time for a lot of talk/discussion time.  Red – Using the WAGOLL and key to support you, locate and colour four biomes on the world map.  Blue – Using the key showing all seven biomes, locate and colour them all on the world map.  Gold – Write an information text based on the seven biomes. Using the iPads to support you, include which country and continent each biome can be found in.  Resources: Use the complete map as a WAGOLL – found in both year 3 and 4 folder. iPads for year 4 gold challenge.  Deepen the moment – Give reasons why the United Kingdom doesn’t have a desert biome.  **Other useful resources**  <https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zvsp92p> |
| **Lesson 2**  To understand vegetation belts. | Pupils will be able to understand what vegetation belts are and how climate plays a part in this. They will understand the how they are linked to biomes but they focus on the plants and habitats that live within these vegetation belts. | **NC:** Describe and understand key aspects of physical geography of vegetation belts. | Vegetation belts  Forest  Grassland  Tundra  Desert  Ice sheet  Climate  Characteristics  Equator | **GD** extend knowledge by identifying animals and habitats in each vegetation belts and explain why this is.  **SEND** match the pictures to the definition of each biome. Take pictures of children working on this. Use this time for a lot of talk/discussion time. | Children may think that:  - Vegetation belts and biomes are the same thing.  - Every vegetation belt has plants within them.  - Desert vegetation belt doesn’t have plants because of its climate. | Short starter of recapping the VIPs from last lesson. Pupils will be able to understand the five different vegetation belts and how climate plays a part in this. They will understand how they are linked to biomes but they will recognise that vegetation belts focus on the plants and habitats that live within each belt.  **Year 3 Tasks:**  SEND - Using the picture cards, identify all 5 vegetation belts by grouping the pictures and matching them to the correct definition. Use this time for a lot of talk/discussion time.  Red – Match the pictures to the definitions. Once you have completed this, stick the pictures in your book and copy the sentence out.  Blue - Write one sentence for each of the five vegetation belts using the support sheet to help you. Once you have completed this, draw a picture to show an example.  Gold – In your books, write about each of the five vegetation belts using the support sheet to help you. Once you have completed this, draw a picture to show an example.  **Deepen the moment**  The desert has the least amount of vegetation. Do you agree? Why? Why not?  **Year 4 Tasks:**  **SEND** - Using the picture cards, identify all 5 vegetation belts by grouping the pictures and matching them to the correct definition. Use this time for a lot of talk/discussion time.  **Red** – Write one sentence for each of the five vegetation belts using the support sheet to help you. Once you have completed this, draw a picture to show an example.  **Blue** – In your books, write about each of the five vegetation belts using the support sheet to help you. Once you have completed this, draw a picture to show an example.  **Gold** – Write an information text based on the five vegetation belts. Using the iPads to support you, include what type of animals can be found in each vegetation belt and why this is.  **Resources**  All resources are available within the Trust shared folder. However, you may want to get some iPads as an extra supporting tool.  **Deepen the moment**  Which vegetation belt do you think is most suited to the United Kingdom? Give reasons for your answer.  **Other useful resources**  <https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/z7dkhbk>  <https://www.youtube.com/watch?v=oYS2Xo2vsb8>  <https://www.youtube.com/watch?v=Z_THTbynoRA> |
| **Lesson 3**  To describe one biome in detail. | Pupils will be able to apply their learning from previous lessons to create a more detailed version of one biome. | **NC:** Describe and understand key aspects of physical geography of vegetation belts. | Aquatic  Grassland  Forest  Rainforest  Desert  Tundra  Biome  Location  Continents  Countries  Plants  Animals  Characteristics  Environment  Vegetation belts  Forest  Grassland  Tundra  Desert  Ice sheet  Climate  Characteristics  Equator | GD – Children need to be exploring the impact of this particular biome on habitats, animals and how the climate affects the above.  SEND Using supporting tools, the children will design a poster to show their understanding of a biome of their choice.  As a group, look around school to find all the facts about the Rainforest biome and put them in order of importance. Discuss this as a group. | Children may think that:  - All biomes are the same.  - All biomes produce vegetation.  - Continents only have one biome. | **Year 3 Tasks:**  SEND – As a group, look around school to find all the facts about the Rainforest biome and put them in order of importance. Discuss this as a group.  Red – Using supporting tools, design a poster to your understanding of a biome of their choice.  Blue - Complete a detailed poster about a biome of your choice including technical vocabulary and pictures.  Gold – In your books, write about one biome of your choice using the support sheet to help you. Once you have completed this, draw a picture to show your understanding.  **Deepen the moment:**  Would a hedgehog be able to survive in the biome you have written about? Why? Why not?  **Year 4 Tasks:**  **SEND** - Using supporting tools, design a poster to your understanding of a biome of their choice.  **Red** – Complete a detailed poster about a biome of your choice including technical vocabulary and pictures.  **Blue** – In your books, write about one biome of your choice using the support sheet to help you. Once you have completed this, draw a picture to show your understanding.  **Gold** – Write an information text based on a biome of your choice. Using the iPads to support you, include information about biomes, vegetation belts and climate.  **Resources**  All resources are available within the Trust shared folder. However, you may want to get some iPads as an extra supporting tool.  **Deepen the moment**  Would you live in the biome you have written about? Why? Why not? How does it compare to the biome we live in? |
| Context (big picture learning)  Children will begin to understand various biomes and vegetation zones. They will understand that a biome is a large region of Earth that has a certain climate and certain types of living things. Major biomes include tundra, forests, grasslands, and deserts. The plants and animals of each biome have traits that help them to survive in their particular biome. They will look at the climates within different vegetation zones and think about what effect the various climates have on the landscape. In addition, they will understand that a vegetation belt is an area with distinct plant types, determined by climate, soil, drainage, and elevation. There are five major vegetation regions: forest, grassland, tundra, desert, and ice sheet. However, the children will just focus their learning on forests which is the setting of our reading cannon book. | | | | | | |

**Folder name (Trust shared > Primaries > KS2 > Year 3/4 Planning > Cycle B > Spring 1 > How to Train Your Dragon**



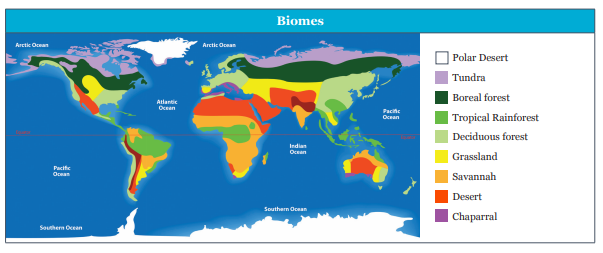
**Fat Question**If we only had one type of biome in the world, how would life be different as we know it?

**Intent**

As learners, we will be able to describe and locate biomes and vegetation belts around the world. We will understand the impact this has on wildlife in each one.

**Key Vocabulary**Biomes - a large naturally occurring community of flora and fauna occupying a major habitat.  
Climate - the weather conditions prevailing in an area in general or over a long period.  
Desert - an area, often covered with sand or rocks, where there is very little rain and not many plants.   
Ecosystems - a community of plants and animals and their non-living environment.  
Polar - an area of land surrounding the North and South poles.  
Tundra - barren or treeless land.   
Grassland - a large open area covered with grass.  
Rainforest - a thick forest that has a lot of rain.   
Continents - world’s main continuous expanse of land.   
Countries - a nation with its own government.  
Plants - a living organism such as trees, shrubs, herbs etc  
Animals - a living organism that feeds on organic matter.   
Vegetation belt - smaller regions indication where vegetation grows.

**Biomes and Vegetation Belts Knowledge Organiser**





**VIPs**- A biome is a natural area of plants and animals.

- The world is divided into lots of different biomes which are different as a result of their environments.

- Scientists divide the Earth’s land into what are called vegetation regions. These areas have distinct types of plants, soil, and weather patterns.

- Vegetation regions can be divided into five major types: forest, grassland, tundra, desert, and ice sheet.

- Climate, soil, the ability of soil to hold water, and the slope, or angle, of the land all determine what types of plants will grow in a particular region.

- There are 7 types of biomes that include: boreal or taiga forest, desert, temperate deciduous forest, grassland, rainforest, tundra and savannah.