

## Geography Medium Term Plan - Climate Change, Our World, Our Responsibility

### NC POS:

#### Locational knowledge

- locate the world's countries, using maps to concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

#### Human and physical geography

describe and understand key aspects of:

- physical geography, including: climate zones
- human geography, including: types of settlement and land use

#### Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

#### Vocabulary

Climate change, biomes, vegetation, emission, glacial,

### Core knowledge:

#### Substantive knowledge

**Locational Knowledge** : name and locate locations; positioning systems

- identify polar regions on a map and Antarctica
- understand the difference between the Arctic, which is a large area of ice floating in the sea, and the Antarctic, which is a huge landmass (and is one of the world's seven continents, Antarctica) covered in a thick layer of ice. This difference is key to how each has a very distinct and separate role in global warming and its effects

**Place Knowledge** (connection of location and physical and or/human geography processes with personal experience)

- links human and physical geological features and or actions , connects geography and science to investigate how sea levels could rise, and the impact this would have on different places in Antarctica and Arctic
- as the **Arctic ice** is already floating in the sea, its volume already contributes to the sea level: therefore, the water released by melting of this ice will not raise sea levels. The role the large area of Arctic ice plays is to reflect the rays from the sun. If the ice was not there to form a reflective barrier, the sun would shine instead onto the surface of the ocean, so warming the water. As water warms, it expands, so it is in this way the sea level would rise from the melting of the Arctic ice.
- as **the ice at the Antarctic** is held on land, it is not already part of the volume of seawater; therefore, were this ice to melt, it would add to the amount of water in the sea and thus raise the sea level.

**Environmental, physical and human geography** e.g. migration; glaciation; climate change

- understand reasons for glaciers melting and impact on specific ecology, climate change, biomes
- identify key physical and human features in Antarctica and Arctic

**Geographical Skills and fieldwork** e.g. using maps and globes; collecting first hand evidence

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
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### Space, Place and scale

- **place:** what is in places and what happens there, ways places change and develop, their character and what they are like, how we conceive of and respond to places, whether we prefer them to stay the same or evolve. Place is multifaceted, involving cognitive and affective understandings of places.
- **space** describes the formal layout of the natural and human environment and their fluidity and change. It enables us to recognise and explain the processes affecting them
- **scale** enables many relationships to be identified and particular and wide-ranging patterns and connections to be recognised. Scale supports understanding environmental and place processes and making predictions

### Human and Physical process

- ...relates to the land and oceanic surface of Earth, its geology and its atmosphere. It includes the range of Earth's natural and people-created features, and the natural and human actions affecting the world. It explains the processes that create and change natural, built, modified and social environments. This concept helps us predict and plan what might happen – climate change geographers are utilising information constantly to try and predict timescales etc

### Interconnections

- life in the world's biomes is reliant on being adapted to cope with the climate and landscape they are in if these change has impact – both positive and negative
- when considering how plants or animals might adapt to climate change, it is essential to have a clear understanding of how a change in global temperature could change landscapes around the world
- causes of rises in global temperature and impact

### Cultural awareness and diversity

- responsibility, awareness, rights

### Environmental impact and sustainability


- impact of climate change on biomes, vegetation, - research own area of impact or cause

### Wider influences:

- climate change and our impact /responsibility

### Enduring understanding:

- impact of climate zones and effect of global warming on these
- life in the world's biomes is reliant on being adapted to cope with the climate and landscape. When considering how plants or animals might adapt to climate change, it is essential to have a clear understanding of how a change in global temperature could change landscapes around the world

-  GA Article Climate change Help - websites
-  GA Article Climate change
-  GA Article Exploring their future
-  GA Article Little changes lead to big things
-  GA Article Make my future sustainable part 1
-  GA Article Make my future sustainable Part 2
-  GA Article Make my future sustainable part 3
-  GA Article microclimates a field study
-  GA Article Picturing a sustainable future
-  GA Article Responding to climate change
-  GA Article Their future
-  GA Article Weather around the world



## CLIMATE ACTION PROJECT

WWF is proud to support The Climate Action Project 2020, which launches on 28th September, uniting students and teachers the world over in a 6-week quest to understand climate change and play a role in finding solutions.

Sign up to access high quality cross-curricular resources and activities, teacher training, student webinars and opportunities to share ideas and experiences with students in schools around the world. Global problems require global action - help your students become part of the solution to the biggest issue of our time.

[REGISTER YOUR SCHOOL](#)

### End Point

Create a class charter on Our World Our responsibility – what can we do?