

Key Vocabulary **Climate** - understanding different areas have their own climate **Climate Zone** - identifying different zones on the planet **Polar, Arid, Mediterranean, Tropical, Temperate, Mountains** - Recognising why these zones are named this way **Tropic of Cancer and Capricorn** - That the earth is split into zones that affect weather. **The Equator**- what it is and why the earth is divided the way it is **Biomes** - that specific animals and plants have evolved to survive in very specific **Biomes** **Vegetation belts** - areas of the planet have evolved to work with both the climate and the surrounding plants to produce life that can only be found in these areas. **extreme evolved located variety sustained adapted hemisphere tropics global warming ice caps poles deforestation extinct endangered**

World Climate Zones
This is a map of the main world climate zones. A climate zone is an area that has its own climate. Climate zones also have their own type of vegetation and wildlife too. Which climate zone is the UK in?

Explain the climates of given countries in the world and relate this to knowledge of the hemispheres, the Equator and the Tropics. Research the diversity of life and climate and adaptations relevant to the zone.

Understand the term 'biome'.
Use knowledge of this term to make suggestions for places in the world which may be biomes.

Once the children are aware that the main types are tundra, desert, grassland and rain forest, children to **use maps to locate areas** they think may be biomes e.g. very green areas could be rainforests, flat pale ones could be deserts etc. **Defend reasoning using knowledge of maps**

What are vegetation belts or regions?
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.

Relate knowledge from Climate Zones and Biomes to what a vegetation Belt might be and why it is described as a belt. Make informed guesses and where a vegetation belt may occur on the planet - considering what we know about the Equator and the Tropics. Identify key geographical features of vegetation belts.

Through pupil's shared and independent research we hope to inspire a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. We hope to equip pupils with knowledge about diverse places and the defining physical characteristics that make them up. Develop their physical geographical skills by describing and understanding key aspects

Unlock even more knowledge by : Children to **ask questions** about global warming. **Research the causes of global warming and the implications. Reach reasoned and informed solutions and discuss the consequences** for the future. **Identify changes** that could be made in their own lives in response to this. Discuss and research animals that are on the brink of extinction and relate this to climate - is there a link? Is the geographical link more a **human** or a **physical** geography related reason? Has the Biome that you researched been affected by climate change? If so, how? If not -can you think of one that has? Explain what you have found out.

of Climate Zones, Biomes and Vegetation Belts.

