



<b>Topic:</b>	<b>What's it like to live in a desert?</b>	
<b>Resources:</b>	<p>Links with science: animals adapting to their environment/habitat.  <a href="https://teachers.thenational.academy/units/water-weather-and-climate-4454">https://teachers.thenational.academy/units/water-weather-and-climate-4454</a>,  <a href="https://www.bbc.co.uk/bitesize/topics/zx882hv/articles/zsqnfg8">https://www.bbc.co.uk/bitesize/topics/zx882hv/articles/zsqnfg8</a>, <a href="https://www.bbc.co.uk/bitesize/clips/zxcb4wx">https://www.bbc.co.uk/bitesize/clips/zxcb4wx</a>,  <a href="https://www.bbc.co.uk/bitesize/clips/z8fpyrd">https://www.bbc.co.uk/bitesize/clips/z8fpyrd</a>, <a href="https://www.bbc.co.uk/bitesize/clips/ztkc87h">https://www.bbc.co.uk/bitesize/clips/ztkc87h</a>,  <a href="https://www.geographyinthenews.org.uk/issues/issue-24/desert-places/ks2/">https://www.geographyinthenews.org.uk/issues/issue-24/desert-places/ks2/</a>,  <a href="https://kids.nationalgeographic.com/nature/habitats/article/desert">https://kids.nationalgeographic.com/nature/habitats/article/desert</a>, <a href="https://easyscienceforkids.com/all-about-deserts/">https://easyscienceforkids.com/all-about-deserts/</a>  <b>Why are deserts so dry, Weather: including resource 9 + 11</b></p>	
<b>Introduction:</b>	<p>Revise climate zone knowledge (Y2) to describe features and processes of desertification making links with rain/water cycle and location in world map to understand terrain and make comparisons with previous learning of other climates (e.g. polar, Y2).  <b>Taught here gives grounding for Ancient Egyptians, next.</b></p>	
<b>Prior Learning:</b>	<p>Year 3, Who lived in a house like this? Using understanding of chronology and climate to work out when and where sources showing and making comparison with modern houses around the world (Year 2). Identifying key elements for settlement and survival in local environment and developments from Stone, Victorian and modern Ages.</p>	
<b>Next Learning:</b>	<p>Year 3, What can we find out about Ancient Egypt? Building on Yr3 Stone/Iron Age and topography knowledge of region here, to find detail from sources to describe and explain reasons for differences in lifestyle linked to climate and chronology. Should also include mapping, description+ use of Nile for farming.</p>	
<b>Vocabulary:</b>	<p>Drought, globe, topography, habitat, environment, consequences, impact, effect, causes, sources, patterns, weather, data, predictions, water cycle, climate, desert, topography, Egypt,</p>	
<b>Session 1</b>	<p style="text-align: center;"><b>Where will we find deserts?</b></p> <ul style="list-style-type: none"> <li>Locate region on a globe, and using world knowledge of climates, predict what they will find regarding climate/weather, topography, habitat and environment.</li> </ul>	
Outcome/tasks	<ul style="list-style-type: none"> <li></li> </ul>	
	<ul style="list-style-type: none"> <li>i. Draw own basic UK maps with clearly recognizable features (countries, basic outline)</li> <li>ii. Add detail/labels and key onto a map with accuracy and use key/symbols correctly</li> <li>ii. Correctly locate places on a map using locational language, including 4 compass points</li> </ul>	<ul style="list-style-type: none"> <li>i. Draw own maps with detail and clearly recognizable features (continents, roads, basic outline)</li> <li>ii. Independently add correct detail/labels onto a map using 4 grid referencing/key</li> <li>ii. Locate variety of places on a map using contextual framework (8 compass points, distancing)</li> </ul>
	<ul style="list-style-type: none"> <li>i. Describe features including similarities and differences (to modern), with detail and correct terms</li> <li>ii. Link events/features within a time/locational framework (what features/inventions/transport goes when)</li> <li>iii. Identify consequences/impact/effect of identified events/actions (e.g. can travel further/less, more range)</li> </ul>	<ul style="list-style-type: none"> <li>i. Describe between features, including similarities and differences, with accuracy in detail and terminology</li> <li>ii. identify diversity within same location/period (e.g. people in society, or animals in an environment)</li> <li>iii. Describe the causes and consequences of events/actions on specific features (groups of people, aspects of environment)</li> </ul>
<b>Session 2-3</b>	<p style="text-align: center;"><b>What are deserts like?</b></p> <ul style="list-style-type: none"> <li>Interpret a range of data/sources, presenting their findings and describing any patterns they find in the climate/weather etc.</li> <li>Use a range of data/sources to prove/disprove a theory that 'it never rains' in the region. <i>Does the data match their predictions (lesson 1)?</i></li> </ul>	
Outcome/tasks	<ul style="list-style-type: none"> <li></li> </ul>	
	<p>Find relevant information from a range of given sources relating to a question or ideas/hypothesis/suggestion</p> <ul style="list-style-type: none"> <li>i. Describe features including similarities and differences (to modern), with detail and correct terms</li> <li>ii. Link events/features within a time/locational framework (what features/inventions/transport goes when)</li> <li>iii. Identify consequences/impact/effect of identified events/actions (e.g. can travel further/less, more range)</li> </ul>	<p>Find relevant information from a range of sources and suggest how they support ideas/hypothesis/suggestion</p> <ul style="list-style-type: none"> <li>i. Describe between features, including similarities and differences, with accuracy in detail and terminology</li> <li>ii. identify diversity within same location/period (e.g. people in society, or animals in an environment)</li> <li>iii. Describe the causes and consequences of events/actions on specific features (groups of people, aspects of environment)</li> </ul>
<b>Session 4</b>	<p style="text-align: center;"><b>Why are deserts like this?</b></p> <ul style="list-style-type: none"> <li>Having revised the water cycle, explain how the climate and environment interact to create a desert topography. <i>Why is there little water in the desert?</i></li> </ul>	
Outcome/tasks	<ul style="list-style-type: none"> <li></li> </ul>	
	<ul style="list-style-type: none"> <li>i. Describe features including similarities and differences (to modern), with detail and correct terms</li> <li>ii. Link events/features within a time/locational framework</li> <li>iii. Suggest reasons (i.e. what caused them) for these differences (e.g. features of climate or period)</li> <li>iv. Identify further consequences/impact/effect of features (e.g. easier/harder to eat)</li> </ul>	<ul style="list-style-type: none"> <li>i. Describe between features, including similarities and differences, with accuracy in detail and terminology</li> <li>iii. Identify diversity within same location/period (e.g. people in society, or animals in an environment)</li> <li>iii. Explain/give reasons for specific features based on chronological and geographical knowledge</li> <li>v. Explain/give reasons for the consequences/impact/effect of specific features (e.g. why easier/harder to eat)</li> </ul>
<b>Session 5-6</b>	<p style="text-align: center;"><b>How can we survive in a desert?</b></p> <ul style="list-style-type: none"> <li>Describe how animals/plants interact with their environment to survive the climate.</li> <li>Compare with other climate zones studied previously (e.g. Polar in Yr 1) and UK to identify the challenges of living there.</li> </ul>	
Outcome/tasks	<ul style="list-style-type: none"> <li></li> </ul>	

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Find relevant information from a range of given sources relating to a question or ideas/hypothesis/suggestion	Find relevant information from a range of sources and suggest how they support ideas/hypothesis/suggestion

<b>Pupils</b>	
End of year expectations	End of following year expectations
<ul style="list-style-type: none"> <li>• I can draw my own a map</li> <li>• I can add the correct detail/labels to my map in the right places with symbols and key</li> <li>• I can find places on my map, describing where they are with 4 compass points</li> <li>• I can describe my sources and where they came from</li> <li>• I can choose the right information from a range of maps/sources</li> <li>• I can describe similarities and differences of features from a place or period with correct terms</li> <li>• I can find links between features and their period or place</li> <li>• I can describe how features are similar or different, or how they have changed, and suggest reasons why they are different</li> </ul>	<ul style="list-style-type: none"> <li>• I can draw my own a map and people can easily recognise where things are using a 4 grid reference</li> <li>• I can add all the correct detail/labels/symbols to my map in the right places myself</li> <li>• I can find places on my map, describing where they are with 8 compass points and distances</li> <li>• I can describe my sources, where they came from and how they are different to each other</li> <li>• I can choose and describe the right information from a range of maps/sources</li> <li>• I can describe similarities and differences of features from a range of periods and places, all with accurate terms/vocabulary</li> <li>• I can describe and give a reason for how a place, person or event have made a difference to/changed a feature</li> <li>• I can see/suggest how a feature may affect people or places differently within the same location or period</li> </ul>