**Draft Planning Unit**

Geography: Key Stage 2

**The Incredible Ecosystems of Planet Earth**

By Rachel Ignotofsky

**KS2 programme of study**

Pupils should be taught to:

* describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts
* locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

*Key question: how does this unit build on prior knowledge and where might it lead?*

This unit builds on the KS1 programme of study:

* name and locate the world’s seven continents and five oceans
* identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

The unit will lead to the KS3 programme of study:

* extend their locational knowledge and deepen their spatial awareness of the world’s countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities
* understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems

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| **How could this book be used?**  There are several different ways in which this book could be used, as it relates to a variety of different objectives, both geography and science, taught in KS2. It could be used for a standalone unit, or certain pages could be incorporated into units across the year for a particular year group, or across more than one year group. | |
| **Biomes**  When introducing children to the concept of biomes, use the overview on p.8 – 9. It gives a clear definition of a biome, supported by a diagram, a map of world biomes and a diagram showing the biomes’ climates. | **Terrestrial Ecosystems**  These are organised by continent, with a map showing the distribution of biomes in each continent which could be used as part of any learning about that continent.  There are several examples of ecosystems for each continent – some commonly studied, such as the Amazon rainforest, the Mediterranean and Antarctica, and some less common, such as the Pampas and the Redwood Forest. These could be used as examples in a unit on biomes, or to revisit knowledge of biomes when learning about a particular continent or country. |
| **Aquatic Ecosystems**  The pages on the ecosystems of rivers and lakes could be used as part of a unit on rivers, or to revisit and consolidate this learning. | **Human interaction with the environment**  For each individual ecosystem, there are details of the ‘Biggest Benefits’ and ‘Greatest Threats’ to that ecosystem. Some examples of ecosystems, with a focus on benefits and threats, could be used as part of a unit on how humans affect their environment. |
| **Other concepts**   * Climate change – a specific page as well as the benefits and threats to each ecosystem on their individual pages, and information about sources of energy and sustainability running throughout the book. * The Water Cycle – a page that could be used to revisit learning * Food chains – each ecosystem includes a diagram showing the food chain in that ecosystem, which is a good way of reinforcing prior knowledge of food chains. * Adaptation – there are details of plant and animal adaptations included in each individual ecosystem’s pages, which is a good way of reinforcing prior learning. * Plants – a page that could be used to revisit learning about seed germination and the parts of a plant and flower * Definition of geography – details of how humans impact on the environment run throughout the book, providing a useful opportunity to ensure that children understand that geography is | |