#WEAREGEOGRAPHERS

UNIT OF LEARNING | YEAR 5 | AUTUMN | DESERTS ACROSS THE WORLD

Overview:

Deserts across the world- Features of a desert focus in on Sahara (African continent) Flora and fauna, biomes and vegetation belts

National Curriculum Objectives:

- 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
- 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)
- Describe and understand key aspects of: ♣ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ♣ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use fieldwork to observe, measure, record and present the human and physical features

Human and Physical Geography:

- To know how deserts are formed
- To know deserts have specific flora and fauna (biome)
- To know that deserts can be hot and cold for example The Artic and Antarctica Desert (due to lack of rainfall)
- To know that deserts in hot areas can vary from 0-45 degrees Celsius between night and day

Locational Knowledge:

- To be able to use an atlas to locate deserts around the world (Sahara, Namib, Arabian, Great Basin Desert)

Geographical Skills and Fieldwork:

- To be able to use an atlas to locate deserts around the world (Sahara, Namib, Arabian, Great Basin Desert)
- To know that deserts can be hot and cold for example The Artic and Antarctica Desert (due to lack of rainfall)
- To know that the largest hot desert in the world is the Sahara Desert in Africa at 9.4 million square km

Revisiting:

Lines of longitude and latitude
World continents and oceans
Climate
Human and physical features of New York
Human and physical features of the Sahara Desert

Disciplinary and Procedural Knowledge:

- To be able to use an atlas to locate deserts around the world (Sahara, Namib, Arabian, Great Basin Desert)
- To know how deserts are formed (they are formed in areas where there is little rainfall and often in the shadow of a mountain (simple water cycle)
- To be able to identify some features of a desert (very little rainfall, generally less than 250ml per annum in comparison to UK at 1000 ml per annum) deserts lack water and only specific plants and animals can live there (biome)
- To know that deserts can be hot and cold for example The Artic and Antartica Desert (due to lack of rainfall)
- To know that 1/3 of the land on Earth is covered in deserts
- To know that the largest hot desert in the world is the Sahara Desert in Africa at 9.4 million square km
- To know that deserts in hot areas can vary from 0-45 degrees Celsius between night and day

Skills to be lifelong geographers:

- **Direction/Location:** Use 8 compass points; use atlas to identify continents where deserts are
- **Using maps**: Use atlas to identify continents where deserts are. Compare maps with aerial photographs. Select a map for a specific purpose (climate)
- **Map knowledge**: Identify significant places and environments
- **Style of map**: Use index and contents page within atlases. Use medium scale land ranger OS maps

Fieldwork Opportunities:

- Investigative work around climate and comparison to cold desert
- On the school grounds
- Create and trial weather instruments (e.g..: rain gauge).
- Create a small scale weather investigation (microclimates).

Website links/Texts:

https://biomania-saharadesert.weebly.com/climatelocation.html
https://www.oddizzi.com/teachers/explore-the-world/physical-features/ecosystems/deserts/

Key Knowledge – End Points: - To be able to use an atlas to locate deserts around the world (Sahara, Namib, Arabian, Great Basin Desert) - To know how deserts are formed - To know deserts have specific flora and fauna (biome) - To know that deserts can be hot and cold for example The Artic and Antarctica Desert (due to lack of rainfall) - To know that the largest hot desert in the world is the Sahara Desert in Africa at 9.4 million square km - To know that deserts in hot areas can vary from 0-45 degrees Celsius between night and day	**Unit Vocabulary** desert Sahara flora fauna canyon abrasion drought Arid freeze thaw annum

Lesson sequence					
To know what a desert is and how it is formed.	**To use an atlas to locate deserts around the world**	**To know that deserts can be hot and cold**	**What is a biome? (flora and fauna)**	**To know that the largest hot desert in the world is the Sahara**	**To know that the largest hot desert in the world is the Sahara**
Suggested retrieval task					
Lines of longitude and latitude	Identify continents on a world map	Identify world oceans on a map	Climate	Human/ physical New York	The Sahara human and physical features
Activity					
Explain to children that deserts are formed in areas where there is little rainfall and often in the shadow of a mountain. Explain that deserts lack rainfall and only specific plants and animals can live there (biome) Children to write an explanation as to how a	Children to use a junior atlas and index to identify the following world deserts: - Sahara - Namib - Arabian - Great Basin Desert (more if possible)	Print off different images of a selection of hot and cold deserts. What is the same? What is different? Which human/physical features can you see? Provide children with temperature graphs and identify differences in temperatures between deserts.	Explain to children that a biome is a distinct geographical region with specific climate, vegetation, and animal life (re-cap) Children to use organisers to identify the definitions of flora and fauna. Children to be split in half and given either a hot or cold desert to research. Which animals/ plants exist	Children to create a mini 'project' either on power point or paper with information about the Sahara. - Where is it found? - Which continent ? - How big is it? - Flora/ fauna (animal and plant life)	Children to create a mini 'project' either on power point or paper with information about the Sahara. - Where is it found? - Which continent ? - How big is it? - Flora/ fauna (animal and plant life)

desert is formed and some key features.		Children to create a table comparing similarities and differences between a hot and cold desert.	there? Children to create a presentation to feed back to class.	- What is the climate like? - What is the average rainfall? - What is the population? - What do people do for jobs in the Sahara Desert?	- What is the climate like? - What is the average rainfall? - What is the population? What do people do for jobs in the Sahara Desert?
Assessment					
Exit ticket- can children identify 3 key features of a desert?	Book look- can children use atlas correctly to identify?	Can children identify common features of both hot and cold deserts? Can children	Multiple choice Biomes / flora/ fauna Choose correct definition (Oak Academy)	Presentation assessment	Presentation assessment