

# Bishop Bronescombe C of E Primary School

Star Gazers Knowledge Organiser

Year 5/6



## Key Vocabulary

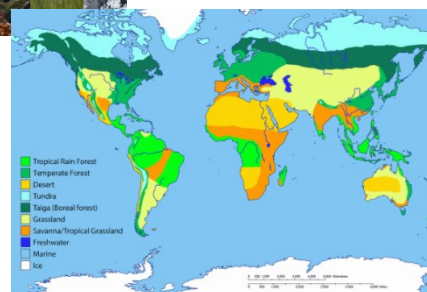
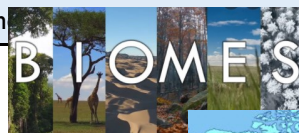
Word	Meaning
Climate	The general weather in an environment over a significant time period.
Biome	An environment that has similar plant, animal and climate characteristics, due to their position next to the equator.
Equator	An invisible line that runs at 0 degrees around the world from East to West, towards the centre.
Tropics	Two invisible lines that mark areas at 23.5 degrees North and South of the equator. These places don't have seasons and have prolonged warm weather.
Northern/ Southern Hemisphere	The opposite sides of the earth. The Northern hemisphere is the top, the Southern hemisphere is the bottom.
Compass	A resource used to navigate to North, South, East or West.
Latitude	Invisible lines that circle the earth from East to West.
Longitude	Invisible lines that circle the earth from North to South, that identify your given time zone. GMT runs at 0 degrees.
Coordinates	The numbers in sequence that indicate the position of a point on a map.
Time Zones	Each area in the world has a particular time zone, dependent on their location. The time zones relate to the GMT, and the latitude lines. An area adopts a standard time dependent on their position.
Succession	The natural progression of the vegetation in a particular area that increases the natural diversity of the area.
Vegetation	The natural plant matter that is found in a given environment.

## A snapshot of our learning this half term:

During this half-term, we are going to be spending time together looking at the main 'imaginary' lines that run across our world, with particular focus on the equator, Northern and Southern hemisphere, Tropics of Cancer and Capricorn and how the lines of longitude and latitude can be used to identify particular places. Not only this, we are then going to be exploring and researching the different biomes of our world, such as tropical, temperate, arctic (tundra), grassland, desert and forest. We are then going to consider how our actions are implicating on our natural environment before applying this to the environment on Mars.

## What your child should already know:

When in Year 3 and 4, your child should have spent time being introduced to the biomes of our world, and should have looked at the main features of the weather found in each environment. They will have been introduced to the equator and the Tropics (briefly) and have been introduced to the concept that the weather gets warmer and less varied as you move towards the equator. To develop their understanding further, they will have spent time looking at the climate of our temperate biome before comparing it to another contrasting biome such as tropical/ arctic, finishing their learning through focusing in on a tropical rainforest environment.



## By the end of the unit your child should be able to:

Following on from this unit, your child should be able to recognise the equator, tropics of Cancer and Capricorn, the Northern hemisphere and the Southern hemisphere and the lines of longitude and latitude to identify a range of features on a map. Not only this, they should also be able to define a range of climate biomes that we have on this world, as well as identifying a range of animals, plants and climate that are indicative of a particular biome. This will allow the children to better be able to compare our world to the environment on another planet; Mars.

## How our learning links to Real Life:

Within this unit, we have an opportunity to apply and consolidate our understanding through considering how Climate Change, an event that is enhanced through our actions, is affecting and damaging the biomes and climate areas of our world. We are then going to suggest plausible actions that everybody can take to rectify this situation, before considering how we could make the environment on Mars inhabitable.