

# The Abbey Hill CURRICULUM

*How wonderful  
is our world?*

*Achieving our dreams together*





# How wonderful is our world?

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## Key Idea:



Isn't our world incredible? Earth is perfectly positioned in the "Goldilocks Zone"—just the right distance from the sun to support life! From wild weather like lightning balls and blood rain to the amazing variety of biomes—aquatic, grassland, desert, and more—our planet is full of wonders. With our changing climate and exciting innovations like recycling and renewable energy, it's up to us to protect this amazing place we call home!

## We will:



Produce a cooking demonstration linked to our DT work.

## Core Text:



The Wind in the Willows  
Kenneth Grahame



## Core Knowledge



1. Earth is in the "Goldilocks Zone"—not too hot, not too cold, just the right distance from the sun.
2. Weather happens today (sunny or rainy), but climate is the long-term pattern of weather in a region.
3. There are five major biomes: aquatic, grassland, forest, desert, and tundra, each with unique weather and plants.
4. Weather can get wild—lightning balls, blood rain, giant hailstones, and even tornadoes that form in supercell storms!
5. E&D Recycling reduces waste, while renewable energy sources like solar and wind power help protect the planet from pollution.

## Disciplinary Knowledge



### Being a Geographer:

Know how to use fieldwork to observe and measure the human and physical features of the local environment.

Know what is meant by aspects of human geography - economic activity

Know my own opinion about a change that has happened in the world.

Know key aspects of physical geography – rivers, climate zones, biomes and vegetation belts





## 🌍 Lesson 1: Why is Earth the Perfect Place to Live?

Learning Intention	To understand Earth's position in the "Goldilocks Zone" and why it matters
Disciplinary Knowledge	Know key aspects of physical geography – climate zones
Key Knowledge Covered	Earth is in the "Goldilocks Zone"—not too hot, not too cold, just the right distance from the sun.
What the Teacher Does	Introduce the concept of the Goldilocks Zone with videos/animations. Use a model or planet scale activity to show Earth's position relative to the sun. Facilitate discussion on why this makes Earth special. Scaffold key vocabulary (Goldilocks Zone, orbit).
What the Children Do	Participate in the model activity, label diagrams, discuss reasons why Earth is habitable. Write/draw what makes Earth special.
How the Lesson is Evidenced	Drawings/diagrams with explanations.
Adaptation	Dual Coding – Use visuals and physical models to support understanding.








## ☀️ Lesson 2: What's the Difference Between Weather and Climate?

Learning Intention	To distinguish between weather and climate
Disciplinary Knowledge	Know key aspects of physical geography – climate zones
Key Knowledge Covered	Weather happens today (sunny or rainy), but climate is the long-term pattern of weather in a region.
What the Teacher Does	Use local weather data and videos showing different climates. Explain difference with examples. Model sorting weather vs climate statements. Prepare simple climate zone maps.
What the Children Do	Sort examples into weather or climate. Explore local weather data and compare with other regions. Label maps with climate zones.
How the Lesson is Evidenced	Sorted statements, labelled climate maps.
Adaptation	Chunking – Break concepts into weather vs climate before linking.












### Lesson 3: How do we compare biomes using Top Trumps?

 <b>Learning Intention</b>	To compare biomes by creating Biome Top Trumps cards using scoring categories.
 <b>Disciplinary Knowledge</b>	Being a Geographer: Know how to use maps and combine information; understand biomes and weather.
 <b>Key Knowledge Covered</b>	Five major biomes: aquatic, grassland, forest, desert, tundra; extreme weather includes lightning balls, blood rain, hail, tornadoes.
 <b>What the Teacher Does</b>	Explains the concept of Top Trumps and how it can help compare biomes. Introduces and models the five scoring categories: Temperature, Rainfall, Plant Life, Animal Diversity, Extreme Weather. Supports pupils with vocabulary and examples. Provides templates for cards.
 <b>What the Children Do</b>	Research or use provided information to create their own Biome Top Trumps cards. Assign scores in each category based on key facts. Play the Top Trumps game in small groups, comparing cards and discussing their scores. Reflect on how biomes differ and what makes each unique.
 <b>How the Lesson is Evidenced</b>	Completed Biome Top Trumps cards showing understanding of key features; observed group discussions and gameplay.
 <b>Adaptation</b>	Preteaching – introduce key vocabulary and scoring concepts before card creation to support understanding.








### Lesson 4: How Wild Can Weather Get?

 <b>Learning Intention</b>	<b>To learn about extreme weather events and how they form</b>
 <b>Disciplinary Knowledge</b>	Know key aspects of physical geography – weather phenomena
 <b>Key Knowledge Covered</b>	Weather can get wild—lightning balls, blood rain, giant hailstones, and even tornadoes that form in supercell storms!
 <b>What the Teacher Does</b>	Show videos and images of extreme weather. Explain how these happen simply. Demonstrate a safe mini “storm” experiment (e.g. tornado in a bottle).
 <b>What the Children Do</b>	Observe and explain experiments, discuss examples, create “Weather Warning” posters for a chosen extreme weather.
 <b>How the Lesson is Evidenced</b>	Weather warning posters.
 <b>Adaptation</b>	Environments – Create a hands-on, interactive space for experiments.












## Lesson 5: How Can We Protect Our Planet?

 Learning Intention	To understand recycling and renewable energy's role in protecting Earth
 Disciplinary Knowledge	Know what is meant by aspects of human geography - economic activity
 Key Knowledge Covered	Recycling reduces waste, while renewable energy sources like solar and wind power help protect the planet from pollution.
 What the Teacher Does	Introduce recycling and renewable energy with videos and real-life examples. Discuss how choices affect the planet. Model planning a simple recycling or renewable energy campaign poster.
 What the Children Do	Design a group collage poster using recycled material, to encourage people to recycle.
 How the Lesson is Evidenced	Recycled posters
 Adaptation	Preteaching – Teach key vocabulary (renewable, pollution) before activity.

## Lesson 6: How Can We Celebrate Our World Through Cooking?

 Learning Intention	To appreciate Earth's resources through a cooking demonstration
 Disciplinary Knowledge	Know my own opinion about a change that has happened in the world
 Key Knowledge Covered	All prior knowledge celebrated in a practical activity
 What the Teacher Does	Lead a cooking demo using ingredients from different biomes (e.g. tropical fruits, grains). Discuss how Earth's diversity provides food. Facilitate conversation about why Earth's environment matters.
 What the Children Do	Participate in the cooking demo, ask questions, share opinions on Earth's wonders and how to protect it.
 How the Lesson is Evidenced	Observation notes, children's reflections or short written responses.
 Adaptation	Relational Approaches – Encourage positive discussion and respect for opinions.



# Knowledge How wonderful is our world?

Organiser

Earth is a special planet, perfectly placed in space for life to thrive. From icy tundras to deep oceans, our world is full of amazing places and wild weather. But climate change is a growing challenge, and we all have a part to play in protecting our planet.

## Key Knowledge

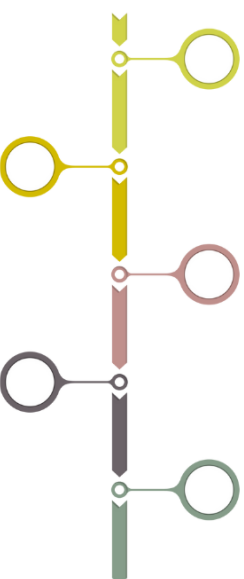
- Earth sits in the “Goldilocks Zone”—just the right distance from the sun for life.
- Weather happens day to day, but climate is the long-term pattern of weather.
- There are five major biomes: aquatic, grassland, forest, desert and tundra.
- Weather can be wild—like blood rain, lightning balls, or giant hailstones!
- Recycling and renewable energy like solar and wind help protect our planet.

## Topic timeline

1824 – Joseph Fourier explains the greenhouse effect.

1987 – The Montreal Protocol is signed to protect the ozone layer.

2019 – Greta Thunberg speaks at the UN Climate Action Summit, inspiring global youth action.



1958 – Charles Keeling begins measuring CO<sub>2</sub> levels at Mauna Loa Observatory.

2015 – The Paris Agreement brings nations together to tackle climate change.

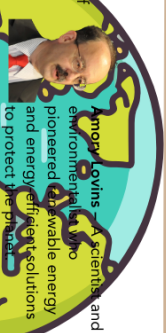
## Famous 3



**Greta Thunberg** – A young Swedish activist who inspired millions through her climate strikes.



**Wangari Maathai** – Environmentalist and founder of the Green Belt Movement, who helped plant millions of trees in Kenya.



**Amory Lovins** – A scientist and environmentalist who pioneered cleanable energy and energy-efficient solutions to protect the planet.

## Glossary



**Biome** – A large area with similar climate, plants, and animals.

**Climate** – The long-term pattern of weather in a region.

**Ecosystem** – A community of living things interacting with their environment.

**Greenhouse Effect** – The way Earth’s atmosphere traps heat, keeping the planet warm.

**Pollution** – Harmful substances released into the environment.

**Recycle** – To reuse materials to make new products.

**Renewable Energy** – Power from natural sources like wind or sun that don’t run out.

**Sustainability** – Using resources in a way that protects them for the future.

