1. BASIS

The content and activities in this unit focus on increasing and expanding the pupil's knowledge of weather and climate. In order to do this, we will review the difference between weather and climate, and then we will learn the elements that determine the climate of a place. We will study the Earth's climate zones depending on the Sun rays and the distortion of the Earth's axis. Then, we will elaborate and interpret a climograph as well as revising with other activities.

November ☐☐■■ December ■■☐☐

2. METHODOLOGY

As pupils study this unit they will gain a better understanding of the meanings of weather and climate, being able to differentiate and explain how the elements influence them. They will locate the Earth's climate zones and will elaborate a climograph. They will also be able to explain the consequences of our daily actions on the environment.

CONTENTS	EVALUATION CRITERIA	LEARNING STANDARDS
• Weather and climate.	1. Difference between weather and climate.	1.1. Explain the difference between weather and climate. 1.2. Identify the instruments that measure the weather elements.
• Climate elements: the Equator and the poles, the influence of the sea and the terrain.	2. Identify the elements that influence the climate by explaining how they work.	2.1. Define climate and name its elements. 2.2. Identify and understand how the climate's main elements work.
• The Earth's climate zones.	3. Identify some basic characteristics of the Earth's climatic zones on a world map.	3.1. Identify some basic characteristics of the different climate zones of the Earth. 3.2. Describe, know y locate the three main climate zones of the Earth.
• The climograph.	4. Interpreting a climograph and deducing the type of climate a place as.	4.1. Define, create and interpret a climograph of a place and learn about its climate. 4.2. Identify the importance of the climate in our lives.

• The consequences of our actions on the environment.	5. Explain the consequences that our daily actions have on the environment and how we can stop global warming.	5.1. Investigate the greenhouse effect, developing critical thinking skills and communicating orally. 5.2. Recognise and know the effects of global warming and the actions necessary to fight it. 5.3. Value the idea that, by protecting the environment, we protect our future.

3. COMPETENCIES

COMPETENCIES	CONTENTS AND ACTIVITIES BY COMPETENCY
Linguistic competency	Understanding written texts without help. Expressing orally information about the elements that influence a climate. Understanding what the teacher and other pupils say.
Mathematical competency and basic competencies in Science and Technology	Interacting respectfully with the environment by developing attitudes to take care of the planet. Elaborating climographs and using measurement instruments related to climate. Identifying and using mathematical instruments, like graphs and data.
Digital competency	Using different means to look for information to complete the activities. Researching on the Internet.
Learning to learn	Planning necessary resources to learn and solve daily-life problems. Representing ideas and concepts on simple diagrams or graphs.
Social and Civic competencies	Participating actively in the process of preserving the planet. Paying attention in class, participating and doing the activities.
Sense of initiative and entrepreneurial spirit	Persevering with the work. Identifying their own mistakes in the activity. Being responsible and ethically sensitive in class. Collaborating and participating in group activities.
Culture awareness and expression	Knowing the need to respect and value the planet's natural heritage. Creating projects and presentations with aesthetic rigour. Creating a neat and organised project.