

Grade 4 Geography Assessment: Global Climates and Biomes

Learning objective: To demonstrate understanding of climate zones, biomes, and the factors that influence global weather patterns.

Read each question carefully. Use your geographical knowledge to provide detailed answers. Ensure you use appropriate vocabulary where required.

Finn the dolphin has been mapping the world's oceans and noticing how different the weather feels near the Equator compared to the Polar regions. He has shared his notes with Nova the owl, who is studying how the sun's rays hit the Earth at different angles. Together, they are exploring why some places are covered in ice all year round, while others have lush rainforests or dry, sandy deserts.

Word bank: Equator · Tropics · Polar · Temperate · Precipitation · Latitude · Biome · Atmosphere

1. Identify the imaginary line that circles the middle of the Earth. Why is the climate generally warmer near this line? (2 marks)

2. Name two different climate zones and describe one key characteristic for each. (4 marks)

3. Explain why the Polar regions have much colder climates than the Temperate regions. (3 marks)

4. Define the term 'biome' and give one example of a biome found in a tropical climate zone. (3 marks)

5. How does the distance from the sea (maritime vs continental climate) affect the temperature of a region? (4 marks)

6. Imagine you are an explorer traveling from the Equator towards the North Pole. Describe how you would expect the vegetation, temperature, and amount of precipitation to change during your journey. Use geographical terminology in your answer. (9 marks)

Draw: Draw a simple diagram of the Earth showing the Equator, the Tropics, and the Polar regions. Label each zone clearly.



Extension challenge: Total: /25. Research task: If the average temperature in a UK town rises by 1 degree Celsius, how might this affect the local wildlife and farming? Write a short paragraph explaining your thoughts.