








Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Anglo-Saxons	Vikings	Climate Zones	UK & Natural Resources	Maya	Earth and Space
	Coasts UK	Lines of Significance	Pensarn Trip UK	Mexico	Rocky Mountains
					
National Curriculum					
	Describe and understand key aspects of physical geography, including: coasts (PG)	Identify the position and significance of latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and Arctic and Antarctic Circle. Describe and understand key aspects of physical geography, including climate zones (LK)	Human geography, including: the distribution of natural resources	Unit on Mexico aligns with the KS2 Geography curriculum by developing locational knowledge through map skills and positioning Mexico within a global context. It addresses both human and physical geography, covering Mexico's climate zones, ecosystems, natural resources, and cultural contrasts with the UK.	This unit addresses <b>physical geography</b> by exploring mountain formation, climate, and ecosystems, giving students insight into landforms, biomes, and natural processes.
Sequence of Lessons - LO					
	<p><b>LO:</b> Find out what coasts are and how they are formed</p> <p><b>LO:</b> Find out about the physical features of coasts and the processes of erosion that affect them.</p> <p><b>LO:</b> Explore different strategies of coastal management</p> <p><b>LO:</b> Identify different types of beaches</p> <p><b>LO:</b> Use maps and secondary sources to research and describe coastal areas.</p> <p><b>LO:</b> Explain how changes in land use will affect people and the environment in different ways</p>	<p><b>Lesson 1:</b> Identify the different lines of latitude and explain how latitude is linked to climate</p> <p><b>Lesson 2:</b> Locate different climate zones and explore the differences between the Northern and Southern Hemispheres</p> <p><b>Lesson 3:</b> Compare temperate and tropical climates.</p> <p><b>Lesson 4:</b> Explore weather patterns within a climate zone.</p> <p><b>Lesson 5 &amp; 6:</b> Identify the characteristics of each climate zone</p>	<p><b>LO:</b> identify some of Britain's natural resources and explain how they are used.</p> <p><b>LO:</b> identify some ways in which natural resources are used to produce energy.</p> <p><b>LO:</b> identify clean and renewable natural resources used to produce electricity, and to discuss the pros and cons of their use.</p> <p><b>LO:</b> Identify parts of the world where wood is produced, and consider some of the problems associated with its production.</p> <p><b>LO:</b> describe where a range of natural resources come from and how they are used.</p>	<p>LO: Identify Mexico's geographical position, including its latitude and longitude, and locate key regions, cities, and physical features like the Sierra Madre mountains and the Yucatán Peninsula.</p> <p>LO: Describe the different climate zones within Mexico and discuss how they influence local weather patterns and the environment.</p> <p>LO: Identify Mexico's main natural resources, including oil, silver, and agricultural products, and discuss how these resources impact the economy and environment. (COMPARE WITH UK)</p>	<p>LO: Understand the definition of a mountain and identify mountain ranges across the world.</p> <p>LO: Explore how are mountains formed.</p> <p>LO: Describe key features of a mountain</p> <p>LO: Explore how are highs shown on maps</p> <p>LO: Explore climates in the Rocky Mountain</p> <p>LO: Investigate how do people use the Rocky Mountain</p> <p>LO: Explain what is the impact of tourism on Rocky Mountain</p>



				LO: Investigate how different regions in Mexico, such as deserts, rainforests, and mountain areas, support distinct ecosystems and land uses (e.g., agriculture, tourism). LO: Explore Mexico’s cultural heritage, focusing on traditions, festivals, and languages, and compare these to UK traditions to appreciate diversity.	
<b>Vocabulary</b>					
	Erosion landforms Depositional landforms Seacaves Natural arches Stacks Coastal erosion Coastal management strategies	Arid Climate Zone Ecosystem Equator Hemispheres Polar Precipitation Tropical Temperate	Abundance, Energy Fossil Fuels Renewable energy Non-renewable energy Natural resources Pollution Ordnance Survey Map Solar Energy Sustainability, Topography	Diversity Climate Climate Zone Latitude, Longitude Physical Geography Human Geography Region Political Map Weather , Topography	Climate Conservation Elevation Ecosystem Geology Grid Reference Mountain Range Tourism
<b>Cross - curricular links</b>					
	<b>Art</b> - Students can explore coastal landscapes by creating artistic representations of various coastal features (e.g., cliffs, beaches, and rock formations). They can use different materials to depict erosion processes, such as painting or using clay to model landforms like sea caves, natural arches, and stacks.	<b>Art</b> - Students create posters representing different climate zones, incorporating illustrations of typical landscapes, plants, animals, and weather patterns for each zone. They can also include key facts about the climate, latitude, and significance of each zone. <b>English</b> - write a persuasive letter or a blog post to convince a friend or family member to visit or move to a specific climate zone.	<b>Maths</b> - Students can collect data on energy consumption or renewable energy production in their local area (e.g., solar panels installed, wind farms, etc.). They can analyze this data, create graphs and charts, and present their findings to the class. Additionally, students can calculate energy savings from using renewable energy sources compared to non-renewable sources.	<b>Art</b> - Students can explore Mexican cultural heritage by creating art projects inspired by traditional Mexican crafts, such as papel picado (cut paper decorations), mosaic tile patterns, or traditional textiles. They can research the significance of these crafts within Mexican culture and create their own versions.	<b>Science</b> - Students can conduct a hands-on experiment to simulate mountain formation. Using materials like clay or Play-Doh, they can create models of mountains by applying pressure to represent tectonic plate movement. They can also investigate the erosion processes that affect mountains, such as water and wind erosion, by creating mini-ecosystems in terrariums.
<b>Knowledge: Mapwork, Fieldwork, Enquiries Progression</b>					
	Understand how topographic maps illustrate elevation changes and the layout of coastal features, including erosion and deposition processes. Identify key coastal features, such as sea caves, natural arches, and stacks, and explain how they are formed through erosion.	Know where the Equator, Tropic of Cancer, Tropic of Capricorn, Arctic and Antarctic Circle, the Greenwich Meridian Know about <b>time zones</b> and work out time differences around the world, including day and night Locate places studied in relation with latitude and longitude 6 figure grid reference	<b>OS Symbols:</b> Familiarity with Ordnance Survey (OS) symbols and their meanings to accurately represent physical and human geographical features (e.g., roads, rivers, forests). <b>Types of Maps:</b> Awareness of different types of maps (thematic, topographic, political, etc.) and their specific purposes and limitations.	<b>Data Interpretation:</b> Knowledge of how to read and extract information from tables and graphs, including understanding axes, scales, and units of measurement. <b>Graph Types:</b> Understanding the different types of graphs (e.g., line graphs, bar graphs) and when to use each type based on the data being presented.	Know the names of, and locate countries from <b>North and Central America</b> Name and locate <b>capital cities from North America</b> Know where the Equator, Tropic of Cancer, Tropic of Capricorn, Arctic and Antarctic Circle, the Greenwich Meridian Know about <b>time zones</b> and work out time differences



	<p><b>Political Maps:</b> Understand how political boundaries and regions relate to coastal areas, including countries and territories along coastlines. Understand the concept of scale on maps, including how to use scale to measure distances between locations on a coastal map.</p> <p><b>Grid References and Coordinates:</b> Learn how to read grid references and coordinates to locate specific coastal features on maps accurately.</p>	<p>8 compass points</p>	<p><b>Map Reading Skills:</b> Proficiency in reading and interpreting 1:50,000 scale maps, including understanding the meaning of different symbols, colors, and lines.</p>	<p><b>Understanding Data Types:</b> Knowledge of different types of data (qualitative vs. quantitative) and which visual representations are best suited for each (e.g. pie charts for percentages, bar charts for comparisons).</p>	<p>around the world, including day and night</p>
<p><b>Skills: Mapping, Fieldwork, Enquiries Progression</b></p>					
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Select appropriate methods for data collection such as interviews, questionnaires, observations</li> <li>• Evaluate the quality of evidence collected and suggest improvements</li> <li>• Ask geographical questions. E.g. What is this landscape like? How has it changed over time? What made it change? How is it currently changing? What could make the evidence we have collected unreliable?</li> <li>• Use sketches as evidence in an investigation</li> <li>• Annotate sketches to describe and explain geographical processes and patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Spatial Awareness: Understanding Geographic Position: Students will develop an understanding of how the position of a place on Earth (e.g. latitude and longitude) influences its climate and weather patterns.</li> <li>• Analysing Weather Data: Students will collect and analyse weather data for different climate zones, interpreting graphs and tables to understand patterns (e.g., temperature, rainfall).</li> <li>• Presenting Data: They will present their findings using bar charts or tables, enhancing their ability to convey information visually.</li> <li>• Comparative Thinking: Evaluating the differences and similarities between various climate zones, such as temperate and tropical climates, and considering the implications of these differences.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw a map with positioning of key features located accurately in relation to one another and use OS symbols.</li> <li>• Appreciate maps cannot show everything.</li> <li>• Using maps to locate areas where specific natural resources (like coal, steel, wood, etc.) are produced.</li> <li>• Interpreting data related to natural resources, such as statistics on production, consumption, and environmental effects.</li> <li>• Know 1:50.000 symbols and atlas symbols</li> </ul>	<ul style="list-style-type: none"> <li>• Analysing and interpreting information: complete, read and interpret information in tables; solve comparison, sum and difference problems using information presented in a line graph</li> <li>• Presenting information: begin to decide which representations of data are most appropriate and why.</li> <li>• Interpreting Climate Data: Looking at climate data (e.g., temperature, precipitation) to describe Mexico's diverse climate zones.</li> <li>• Understanding Location and Scale: Comparing Mexico's location, size, and geography to other countries, such as the UK, to grasp scale and proximity.</li> <li>• Using Map Symbols and Keys: Recognizing symbols for features like</li> </ul>	<ul style="list-style-type: none"> <li>• Spatial Awareness: Recognising Patterns: Students will develop skills in recognizing patterns in the landscape, such as elevation changes and the relationship between mountains and surrounding areas.</li> <li>• Understanding Scale: They will learn about scale on maps and how to interpret distances between locations.</li> <li>• Data Collection: They will learn to collect and record data related to geographical features and human activity in mountainous regions.</li> <li>• Grid Referencing: Students will learn how to use grid references to find locations on a map, understanding how to read both latitude and longitude and apply grid reference systems (such</li> </ul>



				mountains, cities, and regions on physical and political maps.	as 4- or 6-figure grid references) to accurately identify positions.
A child who is exceeding expectations might:					
<ul style="list-style-type: none"> <li>• <b>Comprehensive Understanding of Coastal Landforms:</b> They would be able to clearly explain how various coastal landforms, such as sea caves, natural arches, and stacks, are formed through specific erosion processes, including hydraulic action, abrasion, and corrosion. They could provide examples from different locations around the world and discuss the geological conditions necessary for their formation.</li> <li>• <b>Detailed Knowledge of Coastal Processes:</b> The child would show a deep understanding of both erosional and depositional processes affecting coastlines. They might describe how wave action, currents, and tides contribute to these processes and explain the difference between constructive and destructive waves in shaping coastal features.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Demonstrate Advanced Understanding:</b> A child may create a detailed project that explains how latitude influences climate, using maps and diagrams to illustrate the relationship between lines of latitude and the characteristics of different climate zones, including temperature, precipitation, and ecosystems.</li> <li>• <b>Engage in Critical Thinking:</b> This child could propose solutions to climate-related challenges faced in specific climate zones, such as drought in arid regions or extreme cold in polar areas, suggesting practical adaptations for agriculture, infrastructure, or conservation that demonstrate a deep understanding of the interconnections between climate, geography, and human activity.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Conduct In-Depth Research:</b> A child may research and present on a specific natural resource's global impact, including environmental, economic, and social factors, showcasing their ability to connect concepts across different subjects.</li> <li>• <b>Propose Innovative Solutions:</b> They could propose creative, sustainable solutions to issues related to resource use, such as developing a community project focused on renewable energy or waste reduction, demonstrating critical thinking and problem-solving skills.</li> <li>• <b>Engage in Leadership Roles:</b> This child might take on a leadership role during group projects, facilitating discussions, organizing tasks, and mentoring peers,</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Conduct In-Depth Research:</b> A child may independently research a specific region of Mexico, such as the Yucatán Peninsula or the Sierra Madre mountains, and present their findings on its geographical features, climate zones, ecosystems, and cultural significance, showcasing a comprehensive understanding of the area.</li> <li>• <b>Create a Comparative Project:</b> They might design a project that compares and contrasts Mexico's climate zones, natural resources, and cultural traditions with those of the UK, using maps, visuals, and data to illustrate their understanding of how geography influences lifestyle and economic activities in both countries.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Develop and Implement a Conservation Plan:</b> This child could propose a detailed conservation plan for a mountain ecosystem, considering factors like biodiversity, human impact, and sustainable tourism, demonstrating higher-order thinking through problem-solving and critical analysis of environmental issues.</li> <li>• <b>Conduct Independent Research:</b> A child may independently research a specific mountain range (e.g., the Andes or Himalayas) and present their findings on its formation, ecosystem, and cultural significance, showing an ability to connect geographical concepts to real-world applications.</li> </ul>	



**WHAT IF CHALLENGES...Higher Order Thinking Questions**

	<p><b>What if</b> a major storm causes significant erosion along a coastline? How would this impact the local community, and what measures could be taken to protect the coastline from future storms?</p> <p><b>What if</b> climate change leads to rising sea levels? What would be the long-term effects on coastal landforms, ecosystems, and human settlements? How might communities need to adapt?</p>	<p><b>What if</b> global temperatures rise by 2 degrees Celsius? How would this change affect different climate zones around the world?</p> <p><b>What if</b> scientists create a new way to grow food in very hot or very cold places? How would this change where we get our food from, and what could it mean for people moving to different areas?</p>	<p><b>What if</b> a major wood-producing country enacted stricter regulations on logging to protect its forests? How would this impact the global supply of wood products, and what alternatives might the UK consider to meet its needs?</p> <p><b>What if</b> the government decided to invest heavily in renewable energy sources? How would this shift affect job markets, energy prices, and the overall economy in both the short and long term?</p>	<p><b>What if</b> Mexico's climate changed dramatically and became much hotter? How would this affect the people living there, the crops they grow, and the animals in different ecosystems like deserts and rainforests?</p> <p><b>What if</b> people from the UK wanted to celebrate a Mexican festival? What traditions and activities would they include, and how would this help them understand and appreciate Mexican culture better?</p>	<p><b>What if</b> a new technology could predict natural disasters (like avalanches or landslides) with high accuracy? How would this change the way people live and work in mountainous regions, and what potential ethical considerations might arise from its use?</p>
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