

Holme Community School – Long Term Curriculum Planning

Subject	Geography	Cycle	A
What themes/ golden threads weave through the curriculum?		The golden threads through our geography curriculum are locality, landscapes and landforms and settlements.	
Why were these themes chosen?		<p>All three strands provide children with experiences to create a curiosity and fascination about the world and its people. Locality supports children contextual knowledge of their place in the world, along with globally significant places. We use fieldwork and mapping skills to further understanding of the Earth's features as a whole and how these are interconnected and change. Landscapes and landforms support children's understanding of diverse places, resources and psychical and human processes. Children are able to interpret a range of sources to study the wider world. Settlements allows children to look closely at the human and physical features in specific areas around the world that are globally significant. They will learn about various cultures and traditions to broaden their knowledge and curiosity for not on the world but the people that live on it.</p>	
What are the overall aims of this curriculum?		<p>The aims of our geography curriculum is to promote children as citizens of the community and the World through highly creative and practical experiences including learning through the natural environment and increasing fieldwork skills which weave throughout our golden threads. We also intend for our children to think like geographers, using skills and knowledge from our broad curriculum.</p>	

Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		<u>Our School</u>		<u>Chilly Places</u>		<u>Jungle Life</u>	
EYFS	What are the building blocks for this subject to ensure children are KS1 ready?	<u>UW 30-50</u> <ul style="list-style-type: none"> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Developing an understanding of growth, decay and changes over time. 	<u>UW 40-60</u> <ul style="list-style-type: none"> Looks closely at similarities, differences, patterns and change. 	<u>UW 30-50</u> <ul style="list-style-type: none"> Shows care and concern for living things and the environment. <u>ELG</u> <ul style="list-style-type: none"> Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make 			

				observations of animals and plants and explain why some things occur, and talk about changes.
Year 1/2		<u>The Lake District</u>	<u>Wonderful World</u>	<u>London</u>
	Link to themes/ key concepts	Locality	Landscapes and Landforms	Settlements
	National Curriculum Objectives to be covered...	<ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the <u>United Kingdom</u>, and a small area in a contrasting non-European country. Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; <u>devise a simple map; and use and construct basic symbols in a key.</u> 	<ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. 	<ul style="list-style-type: none"> <u>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;</u> devise a simple map; and use and construct basic symbols in a key. <u>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</u> Use basic geographical vocabulary to refer to: key human features, including city, town, village, factory, farm, house, office, port, harbour and shop.
	...through the following objectives	<ol style="list-style-type: none"> Know what a map of the Lake District looks like. Understand a basic key on a map and locate areas of interest. Understand the difference between a village and a town by visiting a town in the Lake District. Consider the human and physical features in the local area. Study aerial photographs of the school and label it with key features e.g. school, church, park, shops. Use mapping software to locate where you live and draw your route to school. <u>To compare the Lake District with a contrasting area in a non European country.</u> 	<ol style="list-style-type: none"> To know what a continent is and to locate and name the 7 continents. To locate and name the 5 main oceans. To recognise the shape of each continent and make simple comparisons between them. To locate the continent we live in, and describe some of its key features. To understand how a journey can be made around the world. To observe aerial photographs of physical and man-made geographical features from around the world. To research festivals and foods from each continent. 	<ol style="list-style-type: none"> To locate the 4 countries that make up The United Kingdom, surrounding seas and their capitals. <u>Locate London on a map and describe its location using geographical vocabulary.</u> To identify and describe landmarks from London. To compare a variety of maps of London. To use compass points and directional language to navigate between landmarks in London. Identify and describe a variety of geographical features in London.

<p>Key knowledge</p> <ul style="list-style-type: none"> The Lake District is a National Park in North England; there are other national parks. Use a key to identify and label mountains, lakes, rivers, roads, buildings and woodlands. Visit a town in the Lake District and realise that it is bigger, and has more amenities, than a village. Holme has woodland and estuaries to the West, small hills (limestone pavement) to the East, the M6 runs very close, as does the canal and the River Bela. Study aerial photographs of the school and label it with key features e.g. school, church, park, shops. Use mapping software to locate where you live and draw your route to school. The Lake district is a World Heritage Site and can identify differences with a contrasting area in another country (non European). 	<ul style="list-style-type: none"> The seven continents are: North America, South America, Africa, Europe, Asia, Australasia and Antarctica. A continent is a great division of land on Earth. Most continents are made up of many countries. The five oceans from smallest to largest are: the Arctic, Southern, Indian, Atlantic and Pacific. The continents all different shapes and sizes; have different populations and are in different hemispheres. Travelling around the world is easier than ever. There are many different modes of transport, and these can be linked to reach almost any destination in the world. 	<p>To know:</p> <ul style="list-style-type: none"> The Grand Canyon is in North America. Paricutin is in North America. Victoria Falls is in Africa. Mount Everest is in Asia. The Great Barrier Reef is in Australasia. The Sahara Desert is in Africa. Macchu Picchu is in South America. The Great Wall of China is in Asia. Christ the Redeemer is in South America. The Sydney Opera House is in Australia. The Eiffel Tower is in Europe. Colosseum is in Europe. 	<ul style="list-style-type: none"> England, Wales, Scotland and Northern Ireland make up the United Kingdom. London is the capital of England and is in the South East of the country. London has many famous landmarks, such as: Tower Bridge, Buckingham Palace, The Houses of Parliament, Tower of London, St Paul's Cathedral and The Shard (to name but a few!). Not all of maps of London look the same and all can be useful for different things. Never Eat Shredded Wheat! The River Thames crosses London from the east to the southwest. 																																													
<p>Key Subject Specific Vocabulary to be taught</p>	<table border="1"> <tr> <td>Human features</td> <td>Route</td> </tr> <tr> <td>Physical features</td> <td>Map</td> </tr> <tr> <td>Village</td> <td>Map key</td> </tr> <tr> <td>Town</td> <td>Floor plan</td> </tr> <tr> <td>Mountain</td> <td>Aerial View</td> </tr> <tr> <td>Lake</td> <td>Hill</td> </tr> <tr> <td>Forest</td> <td>Soil</td> </tr> <tr> <td>Valley</td> <td>Farm</td> </tr> <tr> <td></td> <td>World Heritage Site</td> </tr> </table>	Human features	Route	Physical features	Map	Village	Map key	Town	Floor plan	Mountain	Aerial View	Lake	Hill	Forest	Soil	Valley	Farm		World Heritage Site	<table border="1"> <tr> <td>Continent</td> <td>Diverse</td> </tr> <tr> <td>Land</td> <td>Ocean</td> </tr> <tr> <td>Culture</td> <td>Sea</td> </tr> <tr> <td>Urban</td> <td>Island</td> </tr> <tr> <td>Rural</td> <td>Climate</td> </tr> <tr> <td>Beach</td> <td>Coast</td> </tr> <tr> <td>Cliff</td> <td>Port</td> </tr> <tr> <td>Harbour</td> <td></td> </tr> </table>	Continent	Diverse	Land	Ocean	Culture	Sea	Urban	Island	Rural	Climate	Beach	Coast	Cliff	Port	Harbour		<table border="1"> <tr> <td>Capital city</td> <td>Transport</td> </tr> <tr> <td>Perspective</td> <td>Thames</td> </tr> <tr> <td>Aerial view</td> <td>Skyscraper</td> </tr> <tr> <td>Landmark</td> <td>Buckingham Palace</td> </tr> <tr> <td>Tourist</td> <td>Population</td> </tr> </table>	Capital city	Transport	Perspective	Thames	Aerial view	Skyscraper	Landmark	Buckingham Palace	Tourist	Population	
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	Core Activities	<ul style="list-style-type: none"> - Trip to the Lake District. - Finding key map symbols on maps of Lake District and local area. - Create an aerial map of the school/local area as a class by using different sized blocks. 	<ul style="list-style-type: none"> - Sing the 7 continents song as a class. - Try food from different continents. 	<ul style="list-style-type: none"> - Use aerial photographs to label landmarks on big paper.
	Fieldwork and Mapping	<ul style="list-style-type: none"> - Observe and record information about the local area e.g. how many shops there are near the school, how many bus stops are there close to the school. - On a walk in the local area, children to pick things up e.g. a stick, stone, leaf etc and use them to create memory maps to show the journey. - Digimap: Map your Walk (https://digimapforschools.edina.ac.uk/learning-resources/resource/map-your-walk.html) - OR... Investigate what jobs people do within and beyond the school, in the local area. Sort them into categories and investigate where and how far people travel to work (<i>nice display!</i>) 	<ul style="list-style-type: none"> - Digimap: Aerial Imagery Landmarks (https://digimapforschools.edina.ac.uk/learning-resources/resource/using-aerial-imagery-landmarks.html) 	<ul style="list-style-type: none"> - Digimap: Capital Stops (https://digimapforschools.edina.ac.uk/learning-resources/resource/capital-stops.html)
	Assessment	<ul style="list-style-type: none"> - Draw a simple map of the school including basic symbols in a key. 	<ul style="list-style-type: none"> - Label a blank world map with the seven continents and 5 oceans. (Ext. Add and label pictures of significant landmarks from the topic) 	<ul style="list-style-type: none"> - To plan a simple sight-seeing tour between popular London landmarks – present to class (locations and directional language).

Year 3/4	Topic Heading	City Living	Wild World	Greece
	Link to themes/ key concepts	Locality	Landscapes and Landforms	Settlements
	National Curriculum Objectives to be covered...	<ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a <u>region of the United Kingdom</u>, a region in a European country, and a region within North or South America. Locate the world's countries, using maps to focus on Europe (<u>including the location of Russia</u>) and North and South America, concentrating on their environmental regions, <u>key physical and human characteristics, countries, and major cities</u>. Identify the position and significance of latitude, longitude, <u>Equator, Northern Hemisphere, Southern Hemisphere</u>, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. 	<ul style="list-style-type: none"> Physical geographical understanding, including climate zones, biomes, rivers, mountains, volcanoes and <u>earthquakes</u>, and the water cycle. Identify the position and significance of latitude, longitude, <u>Equator, Northern Hemisphere, Southern Hemisphere</u>, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. 	<ul style="list-style-type: none"> Locate the world's countries, <u>using maps to focus on Europe</u>, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, <u>a region in a European country</u>. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
	... through the following objectives	<ol style="list-style-type: none"> Locate countries using a map, compass and globe. <u>How does their location affect the climate?</u> Locate Paris and Moscow on a map, <u>identify and compare</u> their significant landmarks and physical geographical features. Locate Brasilia and Cairo on a map, <u>identify and compare</u> their significant landmarks and physical geographical features. Locate New York and [city of their choice] on a map, and identify their significant landmarks and physical geographical features. Consider the advantages and disadvantages of living in a city. Know what pollution is and how it can be reduced. 	<ol style="list-style-type: none"> To find out about the Earth's climate and areas of extreme temperatures. To find out about extreme weather conditions across the world. To know the Earth is split up into tectonic plates and how these can cause earthquakes. To know how the magnitude of earthquakes is measured. To know what a tsunami is and how they are formed. To explore how people around the world respond to natural disasters. To explore how famine, drought and poverty affect people around the world. To explore how human activity can affect climate change. 	<ol style="list-style-type: none"> To locate Greece on a map and label key settlements and features. To name the seas and islands that surround Greece. To examine how the geography of Greece influenced the development of Ancient Greece. To explore the climate of Greece and look at trends over the past 10/20/50 years. To explain what makes Greece a popular tourist destination. To find out what Greece's main exports are. To identify the main physical and human features of Greece and <u>how they compare to the UKs physical and human features</u>.

	<p>7. Can you design your own city? https://www.bbc.co.uk/teach/class-clips-video/ks2-geography-exploring-cities/zjswwnb</p>		
Key knowledge	<ul style="list-style-type: none"> Locate countries using a map, compass and globe. Describe their location and how this will affect the climate. Paris is in France and Moscow is in Russia; both are popular tourist destinations and contain many significant landmarks. Brasilia is in Brazil and most of its architecture is modern; Cairo is in Egypt and it has many ancient buildings and monuments. New York is in USA and [city of your choice] is in [find out where!]; NEW York has many famous landmarks – how does that compare with the city you have chosen? There are advantages and disadvantages of living in a city. Pollution is often worse in cities but there are ways in which it can be reduced. Can you design your own city? https://www.bbc.co.uk/teach/class-clips-video/ks2-geography-exploring-cities/zjswwnb 	<ul style="list-style-type: none"> There are many different climates on our planet: hot, cold, wet and dry. Extreme weather is any weather that falls outside of normal patterns. Some examples are: hurricanes, tornados, tsunamis lightning and thunder, tropical storms, heatwaves and droughts. Earth's outer layer is made up of large, moving pieces called plates. All of Earth's land and water sit on these plates. The plates are made of solid rock. Under the plates is a weaker layer of partially melted rock. The plates are constantly moving over this weaker layer. The plates can slide past each other or crash into each other, which can cause earthquakes. The magnitude of earthquakes is measured using the Richter scale. Plates moving under the ocean can cause a tsunami. Agencies such as the Red Cross provide emergency response to natural disasters. The Horn of Africa suffers bad droughts which causes widespread famine. Climate change is accelerating and some people believe this is a result of certain human activities. 	<ul style="list-style-type: none"> Greece is in southeast Europe. Its capital city is Athens and second biggest city is Thessaloniki. Greece is bordered to the east by the Aegean Sea, to the south by the Mediterranean Sea, and to the west by the Ionian Sea. The country includes 6,000 islands and islets scattered in the Greek Seas, of which only 227 islands are inhabited. The largest of these is Crete. In line with other countries, Greece's average temperature has increased 1.6°C over the past 40 years. Greece is famous for its amazing beaches and clear-blue waters. In addition, it has beautiful architecture, incredible sunset spots, warm summer weather and delicious fruits, vegetables and seafood. Greece's main export is petroleum. Other include: aluminium, fish and vegetables. Greece's landscape is mostly mountainous country with a very long coastline, filled with peninsulas and islands. The climate can range from semi-desert to cold climate mountain forests.
Key Subject Specific Vocabulary to be taught	<p>City Capital City Country Landmark Location</p>	<p>Settlement Population Infrastructure</p>	<p>Richter scale Magnitude Tectonic plate Pressure Epicentre Aftershock</p> <p>Seismic wave Tsunami Tremor Seismograph Seismologist Fault line</p> <p>Citizens Mount Olympus Athens Aegean Sea Crete Democracy</p> <p>Civilisation Coastline Pindus mountains Cultivated Maquis</p>
Core Activities	<ul style="list-style-type: none"> - Research the average temperature for each of the countries and create a chart to show this. 	<ul style="list-style-type: none"> - Recreate an earthquake with jelly. 	<p>Use google maps to look at satellite images and use street view to identify similarities and differences</p>

			<ul style="list-style-type: none"> - Create a graph recording the World's largest earthquakes. <p>https://www.tes.com/teaching-resource/the richter-scale-11135629</p>	
	Fieldwork and Mapping	<ul style="list-style-type: none"> - City visit: Survey the use of land in the high street, using the following classifications: <ul style="list-style-type: none"> · Residential: houses, flats, hotels, hostels · Retail: food, clothing, footwear, sports, toys, furniture, etc.... · Professional/ Commercial: solicitors, banks, building societies, company offices etc.... · Industrial and Storage: machine tools, engineering, factories, warehouses · Entertainment/ Leisure: theatres and cinemas, public houses, restaurants, cafes · Public Authorities: local government offices, police, libraries, hospitals, churches, chapels, schools · Other: vacant property, car parking, open spaces, development sites - Traffic survey on street outside school compared to a street in Liverpool. - Digimaps: Fantasy Maps 	<ul style="list-style-type: none"> - To fit in with climate work from session 1, take daily temperature and rainfall readings over a few weeks and graph using computer software (Excel?) 	<ul style="list-style-type: none"> - Digimaps: Patterns of landuse (https://digimapforschools.edina.ac.uk/learning-resources/resource/patterns-land-use.html) adapt to use Greece maps? - To use and read 4-figure grid references.
	Assessment	<ul style="list-style-type: none"> - Create and infographic comparing two of the countries studied. 	<ul style="list-style-type: none"> - Paired or small group presentation on one of the natural disasters studied and their impact. Must explain using technical vocabulary how the disasters occur, how they are dealt with, and is there any research to help cope with them in the future? 	<ul style="list-style-type: none"> - Label key physical features on a map of Greece and match the benefits/consequences for Ancient Greek settlers.

Year 5/6	Topic Heading	<u>Mexico</u>	<u>Destination World</u>	<u>Rivers</u>
	Link to themes/ key concepts	Settlements	Landscapes and Landforms	Locality / Landscapes and Landforms
	National Curriculum Objectives to be covered	<ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a <u>region within North or South America</u> Human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. 	<ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. 	<ul style="list-style-type: none"> Human geography, including types of settlement and land use, economic activity including trade links, and the <u>distribution of natural resources including energy, food, minerals and water.</u> Physical geography, including climate zones, biomes and vegetation belts, <u>rivers</u>, mountains, volcanoes and earthquakes, <u>and the water cycle.</u>
	... through the following objectives.	<ol style="list-style-type: none"> To identify and map the key cities and biomes of Mexico. To know about the weather and climate of Mexico. To know about the physical geography of Mexico and compare to UK. To learn about the varying vegetation biomes of Mexico and identify some of its key crops (DT link). Explore and connect the human and physical landscapes of 3 Mexican fiestas (Day of the Dead, Guelaguetza, and Cinco de Mayo). To understand Mexico as a tourist destination. Explore Mexico's natural resources and major exports. 	<ol style="list-style-type: none"> To locate Russia and its surrounding countries on a map, including their capital cities. To compare maps of Russia with Former USSR and know the history behind the change. To know and map Russia's most famous landmarks. To map the physical geography of Russia (mountains and rivers). To identify the human and physical features of Spain. To use the 8-points of a compass (using map of Spain) To use 4 and 6-figure grid references (using map of Spain) To compare the climate of Spain with the UK. 	<ol style="list-style-type: none"> To understand how rivers are formed. To understand that the features a river and the surrounding landscape change from source to mouth. To understand the factors that cause rivers to flood. To understand the human impact of a major flood event and how to prepare for flooding. To name and locate the five longest rivers in the UK and the World. To understand the key features of an OS map including: • Compass directions • The key • Four and six-figure grid references • Grid squares • Scale • Contour lines To interpret an OS map to answer questions about a locality: the River Bela. To know the physical characteristics of The River Thames. To know how waterfalls are formed and note their characteristics.

			<p>8. To know that rivers can be used for leisure and distribution.</p> <p>(Taken from RGS – Rivers – KS2: https://www.rgs.org/schools/teaching-resources/rivers-(1)/)</p>
Key Knowledge	<ul style="list-style-type: none"> - Mexico is a country in South America and its key cities are: Mexico City, Guadalajara, Oaxaca, Puebla, Cancun, Puerto Vallarta, Merida, San Miguel de Allende and Guanajuato. It has varying vegetation biomes: arid deserts and scrublands, tropical rainforests, temperate forests and grasslands, mangrove swamps, alpine ecosystems and coral reefs. - The climate in Mexico is tropical with a rainy and dry season and little temperature fluctuation from season to season. - Mexico is a land of extremes, with high mountains and deep canyons in the centre of the country, sweeping deserts in the north, and dense rain forests in the south and east. Mountains cover much of Mexico. - Mexico produces large quantities of maize (corn), coffee, sugar cane, beans, tomatoes and avocados. Mexico also produces tropical products such as sugarcane, bananas, pineapples, papayas, mangoes, coffee and cacao. - Three of the main Mexican fiestas are Day of the Dead, Guelaguetza, and Cinco de Mayo. - Mexico has attracted foreign visitors beginning in the early nineteenth century, with its cultural festivals, colonial cities, nature reserves and beach resorts. The nation's temperate climate and unique culture – a fusion of the European and the Mesoamerican – are attractive to tourists. 	<ul style="list-style-type: none"> - Russia is a large country in Europe and its capital is Moscow. - The Soviet Union, or U.S.S.R., was made up of 15 countries in Eastern Europe and Asia and lasted from 1922 until its fall in 1991. - Russia has many famous landmarks, including: The Kremlin, St Basil's Cathedral and The Winter Palace. - The Volga is the longest river in Europe, flowing through Central Russia to Southern Russia. - The Ural mountain range runs through Russia. - The capital of Spain is Madrid. - Spain has a monarchy. Spaniards are known for their love of life and for eating and drinking with family and friends. Regional dances and music are almost as important as soccer and religious festivals. - Grid references are read left to right, then up or down ('walk before you jump' or 'along the corridor, up the stairs'). - Spain is a country with a mild climate all year round but still preserves its seasonal contrasts. 	<ul style="list-style-type: none"> - Rivers usually begin in upland areas, when rain falls on high ground and begins to flow downhill. - Flooding tends to be caused by heavy rain: the faster the rainwater reaches the river channel, the more likely it is to flood. The nature of the landscape around a river will influence how quickly rainwater reaches the channel. - Immediate impacts of flooding include loss of human life, damage to property, destruction of crops, loss of livestock, non-functioning of infrastructure facilities and deterioration of health condition owing to waterborne diseases. - The 5 longest UK rivers are: Severn, Thames, Trent, Wye and Great Ouse. - Waterfalls are formed when rivers flow over hard and soft rock. Vertical erosion wears away soft rock, forming rapids and waterfalls. - Rivers provide travel routes for exploration, commerce and recreation. River valleys and plains provide fertile soils. Farmers in dry regions irrigate their cropland using water carried by irrigation ditches from nearby rivers. Rivers are an important energy source.

		<ul style="list-style-type: none"> - Among Mexico's major exports are machinery and transport equipment, steel, electrical equipment, chemicals, food products, and petroleum and petroleum products. About four-fifths of Mexico's petroleum is exported to the United States, which relies heavily on Mexico as one of its principal sources of oil. 			
Key Subject Specific Vocabulary to be taught	Metropolis Elevation Equator Natural resources	Fertile Equator Culture Distribution	Grid reference Environmental regions Artificial Catholicism Temperate Arctic climate	Terrain Topography Topographic map Ruble Euro	River Valley Source Basin Tributary Waterfall Meander Stream Floodplain Current Erosion Delta Mouth Estuary Oxbow lake
Core Activities	<ul style="list-style-type: none"> - Research a Mexican carnival and have a class carnival. (https://kids.nationalgeographic.com/explore/countries/mexico/) - To prepare and cook a selection of Mexican fiesta foods that use Mexican crops. 	<ul style="list-style-type: none"> - Research and make graphs showing most/least populated areas of the world etc.. 		<ul style="list-style-type: none"> Make a model river https://www.3dgeography.co.uk/river-facts 	
Fieldwork and mapping	<ul style="list-style-type: none"> - To interpret distribution maps and thematic maps for information, <u>and present one to the class.</u> - Digimap: Map Detectives 	<ul style="list-style-type: none"> - Measure the length of the Volga using scaled maps - Digimap: My Top Tourism Trail (map their local area) https://digimapforschools.edina.ac.uk/learning-resources/resource/my-top-tourism-trail.html 		<ul style="list-style-type: none"> - Education visit to study a local river (Create a river sketch, record and calculate how fast the water in a river is traveling, trace the course of a river). 	
Assessment	<ul style="list-style-type: none"> - Create a Mexico infographic (https://rb.gy/0yn5bu) 	<ul style="list-style-type: none"> - OS compass and directions quiz: https://www.ordnancesurvey.co.uk/map-zone/map-quizzes/compasses-and-directions/30001 <p>And/Or:</p> <ul style="list-style-type: none"> - Teacher narrates a tour of Spain or Russia, starting at certain grid ref points and travelling in certain directions - 		<ul style="list-style-type: none"> - Online rivers quiz: https://www.educationquizzes.com/ks2/geography/rivers/ - Using what they have learned, can the children devise their own multiple-choice quiz? 	

		which city/town/feature/landmark have they arrived at?	
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