

NC/PoS:

Locational knowledge

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on the environmental regions, key physical characteristics, countries, and major cities.
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.
- Identify the position and significance of latitude, longitude, Equator, Northern hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North and South America

Human and physical geography

- describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- describe and understand key aspects of 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

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Prior Learning (what pupils already know and can do)

Children know where the Alps are located, the physical and human characteristics of the Alps and what life is like in the Alps. They understand the similarities and differences between our local area and an Alpine area.

End Points (what pupils MUST know and remember)

Locate the largest deserts in each continent

Identify the lines of latitude where hot desert biomes are located

Name and describe the physical features found in a desert

Describe the characteristics of a hot desert biome

Key Vocabulary

Agriculture, airstrip, arid, barren, climate, desert, desertification, drought, flash flood, mesa, mining, mushroom rock, national park, tundra

Lesson 1:

What is a hot desert biome?

Are all deserts hot?

What is a tundra?

Where are the hottest places on Earth?

Vocabulary: arid, biome, climate, desert, rainfall, tundra, vegetation, weather

Lesson 2:

Where are the cold deserts (tundras) located?

Where are the hot deserts located?

What are physical/human features?

Which states does the Mojave Desert span?

Which country/continent is the Mojave Desert in?

Which physical/human features can you see?

Vocabulary: airstrip, barren, national park, nature reserve, sparse, tourist attraction

Lesson 3:

What physical features are found in a desert?

Can you describe these physical features?

Vocabulary: mesa, mushroom rock, natural arch, salt flat, sand dune

Lesson 4:

How can people use deserts?

How do you think people might use the Mojave Desert?

Is it a good idea to build a large city in a desert?

How do people live in Palm Springs?

How is Palm Springs different from other deserts?

Do you think you could live in a desert? Why or why not?

Vocabulary: lines of longitude, military, mining, Prime Meridian, ranching, recreational land, renewable energy, time zone

Lesson 5:

What are the threats to deserts?

What environmental threats might you see happening in the desert?

Vocabulary: agriculture, desertification, drought, flash flood, irrigation

Lesson 6:

Would you like to live in the desert?

What similarities/differences are there between our local area and the Mojave Desert?

Would you like to live there? Why? Why not?

Vocabulary: climate, comparison, difference, land use, settlement, similarity

Future learning this content supports:

This content will support future learning on where our energy comes from