PENTECOST TERM 1
GEOGRAPHY – Year 6 - Medium Term Planning – Mexico (Desert)

COMPARATIVE STUDY OF NON-EUROPEAN AREA WITH GRIMSBY, HULL AND GERMANY

LESSON 1	LESSON 2	LESSON 3
GEOGRAPHICAL SKILLS (MAP SKILLS) **LOCATIONAL KNOWLEDGE** **LEARNING INTENTION:** To know that Mexico is in North America. **Disciplinary Knowledge:** • Use maps, atlases and **digital/computer** mapping to locate countries and describe features. (Recap Year 5) • On a map, name and locate **Mexico** within **North America** • Identify the position and significance of the **Prime/ Greenwich Meridian and times zones** (including day and night). **Aim:** Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)	**LOCATIONAL KNOWLEDGE** **LEARNING INTENTION:** To know that Mexico has mountains, rivers rainforests and deserts. **Disciplinary Knowledge:** • Identify human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns. • Explain how some of these aspects have changed over time. **Aim:** Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.	**PLACE KNOWLEDGE** **PHYSICAL GEOGRAPHY** **LEARNING INTENTION:** To know that the Chihuahuan Desert is the largest desert in North America. **Disciplinary Knowledge:** • Explain how locations around the world are changing and explain some of the reasons for change. • Describe **and understand** key aspects of physical geography in a European country (**Germany**) and a non-European country (**Mexico**) - climate zones, biomes, vegetation belt, rivers, deserts, mountains, **water cycle** **Aim:** Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human

		characteristics and how these provide a geographical context for understanding the actions of processes.
Key Vocabulary: Equator, tropics, **Northern Hemisphere**, **population**, human feature, physical feature, **North America**	**Key Vocabulary:** mountain, **mountain range, river**, source, tributary, **desert, rainforest**	**Key Vocabulary:** aerial map, **temperate, sub-tropical, rain cloud desert**, **high-elevation**, moisture
Recap & retrieval	**Recap & retrieval** • Mexico is in North America. • It shares a border with the USA in the North. • It shares a border with Belize and Guatamala.	**Recap & retrieval** • Mexico is in North America. • It shares a border with the USA in the North. • It shares a border with Belize and Guatamala. • The Northern part of Mexico is a desert. • The Southern part of Mexico is a tropical rainforest.
Key Knowledge: **Child:** • Mexico is in North America. • It shares a border with the USA in the North. • It shares a border with Belize and Guatamala. • The capital of Mexico is Mexico City. • The Northern part of Mexico is a desert. **Teacher:** • The population of Mexico is over 129 million. • There are 31 states in Mexico. • The Prime Meridian is the imaginary line from the North Pole to the South Pole that passes through	**Key Knowledge:** **Child:** • The Northern part of Mexico is a desert. • The Southern part of Mexico is a tropical rainforest. • Few nations on Earth support as many plant and animal species as Mexico does. • Rio Grande is the longest river in Mexico. **Teacher:** • Sierre Madre Oriental mountain range is in the East. • Sierre Madre Occidental is in the west region. • Mexico is situated on 'The Ring of Fire,' the world's most prominent volcano and earthquake region.	**Key Knowledge:** **Child:** • The Chihuahuan is the largest desert in North America, stretching all the way from south-west United States deep into the central Mexican highlands. • The Chihuahuan desert is a cold desert. • It can be described as a rain cloud desert because the moisture brought from the Gulf of Mexico and the Pacific Ocean is blocked. **Teacher:** • The Rio Grande River (known as Rio Bravo) flows through the desert • The Chihuahuan desert covers an area of 140,000 square miles.

Greenwich in England and marks 0° longitude, from which all other longitudes are measured.	• Located partway between the Equator and the Arctic Circle, it is a refuge for animals fleeing extreme cold in the north and intense heat in the south. • In northern Mexico, deserts are full of plant and animal species that have found ways to survive the harsh environment. • On Mexico's west coast, grey whales swim thousands of miles each year from Alaska to breed in the waters off Baja California. • The rain forests and coastal wetlands of eastern Mexico are home to thousands of tropical plant species and elusive animals like jaguars and quetzal birds.	• The desert is split between the USA and Mexico. • Invisible lines of latitude run horizontally around the earth and show the northerly or southerly position of a geographical place. • Invisible lines of longtitude run vertically from the North to the South pole and show the westerly or easterly position of a geographical area

PENTECOST TERM 1
GEOGRAPHY – Year 6 - Medium Term Planning – Mexico (Desert)

COMPARATIVE STUDY OF NON-EUROPEAN AREA WITH GRIMSBY, HULL AND GERMANY

LESSON 4	LESSON 5	LESSON 6
HUMAN GEOGRAPHY **LEARNING INTENTION:** To know that settlement and land use is different in Mexico in comparison to the UK. **Disciplinary Knowledge:** • Describe key aspects and compare human geography in the UK and an area in a European country **(Germany)** and a non-European country **(Mexico)** - types of settlement, land use **economic activity, including trade links),** distribution of energy, minerals, food and water, tourism, **energy issues and connections** **Aim:** Are competent in the geographical skills needed to communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.	**GEOGRAPHICAL ENQUIRY** **FIELDWORK - ANALYSING** **LEARNING INTENTION:** To know that climate change is having an impact on Mexico. **Disciplinary Knowledge:** • Ask and respond to questions and offer their own ideas. • Suggest questions and studies for investigating. • <u>Analyse evidence</u> and draw <u>multiple conclusions</u> by making comparisons between <u>multiple</u> locations or human / physical features **Aim:** Are competent in the geographical skills needed to communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.	**PRESENTING GEOGRAPHICAL SKILLS –** **WHOLE SCHOOL EXHIBITION** **PLACE KNOWLEDGE** **LEARNING INTENTION:** To know that there are similarities and differences between Mexico, Grimsby, Hull and Germany. **Disciplinary Knowledge:** • Explain and discuss a range of reasons for geographical similarities and differences between countries. **(Grimsby, Hull, Mexico, Germany)** • Explain how locations around the world are changing and explain some of the reasons for change. **Aim:** Are competent in the geographical skills needed to communicate geographical information in a variety of ways,

		including through maps, numerical and quantitative skills and writing at length.
Key Vocabulary: **trade**, export, import, goods, **economy, natural resource, agriculture**	**Key Vocabulary:** **agricultural land,** greenhouse gases, global warming, **climate change**, atmosphere, **drought**	
Recap & retrieval • Mexico is in North America. • It shares a border with the USA in the North. • It shares a border with Belize and Guatamala. • The Northern part of Mexico is a desert. • The Southern part of Mexico is a tropical rainforest. • The Chihuahuan is the largest desert in North America, stretching all the way from south-west United States deep into the central Mexican highlands.	**Recap & retrieval** • Mexico is in North America. • It shares a border with the USA in the North. • It shares a border with Belize and Guatamala. • The Northern part of Mexico is a desert. • The Southern part of Mexico is a tropical rainforest. • The Chihuahuan is the largest desert in North America, stretching all the way from south-west United States deep into the central Mexican highlands. • Mexico has lots of valuable resources such as oil, silver and copper.	• Mexico is in North America. • It shares a border with the USA in the North. • It shares a border with Belize and Guatamala. • The Northern part of Mexico is a desert. • The Southern part of Mexico is a tropical rainforest. • The Chihuahuan is the largest desert in North America, stretching all the way from south-west United States deep into the central Mexican highlands. • Mexico has lots of valuable resources such as oil, silver and copper. • Climate change is making Mexico's land far less suitable for growing crops and food.
Key Knowledge: **Child:** • <mark>Mexico has lots of valuable resources such as oil, silver and copper.</mark> • Mexico is the world's sixth largest oil producer. • Oil generates over 10% of Mexico's export earnings. **Teacher:** • The distribution and access to natural resources, cultural influences and economic activity are significant factors in community life in a settlement.	**Key Knowledge:** **Child:** • <mark>Climate change is making Mexico's land far less suitable for growing crops and food.</mark> • As Mexico becomes warmer, this increases evaporation in soil, which effects plant life and can reduce rainfall even more. **Teacher:**	

• Farming and ranching were the traditional mainstays of Mexico's economy. • The Mesa Central, with the country's most fertile soils and the largest tracts of agricultural land, has supported a dense farming population for at least 1,000 years. • By the early 21st century agriculture, combined with fishing and forestry, produced less than 5 percent of the GDP. • However, the sector still employed about one-eighth of the country's workers. The agricultural sector is made up largely of subsistence farmers and laborers. https://kids.britannica.com/students/article/Mexico/275813	• In 2011 Mexico had its worst drought on record. • Mexico has to pump water from deep underground. • Climate change may lead to a 40% - 70% decline in Mexico's current cropland suitability by 2030. This could soar to an 80 to 100 percent decline by the end of this century. • Mexico could potentially losing over half its workable farms in less than 12 years – and all of them by 2100.	

Assessment
Cumulative quiz. Retrieval practice.