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| <p>Question: What would life be like as a Mexican?</p> | |
| <p>National Curriculum Link: -Identify hot and cold places and locate them on a map, looking at how they relate to the position of the Equator. Identify the animals that live in hot and cold places and recognise how they adapt. - Understand the location of hot and cold areas of the world is related to their location and the location of the Equator and the North and South Poles</p> | |
| <p>International Baccalaureate Learner Profile Link: Inquirer. Children will use their inquiry skills to develop their understanding of polar regions Communicative: Children will communicate and express learning to peers, through oral and written work</p> | |

Previous learning Year 1

| | Locational knowledge | Place knowledge | Physical and human Geography | Geographical skills and fieldwork |
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| Year 1 | <ul style="list-style-type: none"> -Name the four countries of the UK, capital cities and surrounding seas. -Use a range of maps (world, country, street maps, aerial views and plans) to locate places and landmarks in the UK. -Begin to know simple features of the countries of the UK. -Use aerial photographs to recognise and describe the basic human and physical features of Liverpool -Use a range of maps (country, street maps, aerial views and online maps) to locate places and landmarks. | <ul style="list-style-type: none"> local area of Kensington and Liverpool, including houses, shops, roads, schools, playgrounds, etc. -Know the physical features of our local area of Kensington including, Welsh hills and rivers. -Begin to know the differences between town and country locations, focusing on the amount of buildings located around school and compare with aerial photographs of the local countryside areas. | <ul style="list-style-type: none"> - Order the months of the year and recognise seasons. -Identify seasonal and daily weather patterns in the United Kingdom and know the differences between the seasons -Name a range of weather types. -Identify the types of clothing worn in different weather, offering explanations about how weather can affect people's lives, giving examples both positive and negative. -Relate weather types to the seasons and months of the year. -Identify the types of weather we have in the United Kingdom and record the daily weather in our area. -Know how the weather can affect different jobs. Use basic geographical vocabulary to refer to: -beach, cliff, coast, forest, hill, mountain, sea, ocean, river. | <ul style="list-style-type: none"> -Use world maps, atlases and globes to locate the United Kingdom and its countries. -Use simple fieldwork and observational skills to study the geography of their school and its grounds; -Observe and identify the key human and physical features of its surrounding environment. -Know what a map shows us and explain some basic features of maps, e.g. roads and buildings. -Draw a simple sketch map of the school and local area from observations in the outdoor environment. Know and use the terminology of left, right, above, below, next to. -Plan a simple route around the local area using a map and key vocabulary. |

New Learning Year 2:

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| Year 2 | <ul style="list-style-type: none"> -Identify hot and cold places and locate them on a map, looking at how they relate to the position of the Equator. -Name and locate the world's seven continents and five oceans. -Describe where different continents are located. Use a range of maps (country, street maps, aerial views and online maps) to locate places and landmarks. | <ul style="list-style-type: none"> -Understand the human and physical geography of the UK and the local area (from Year 1). -Locate Mexico on a world map and know that it is a hot place compared to the UK. -Locate the village of Tecoma <u>Tecoma</u> and know that it is located near the Lake Patzcuaro and describe how people use the river and the issues the villagers now face (it is drying up) -Understand geographical similarities and differences of Liverpool and Mexico | <ul style="list-style-type: none"> -Recognise and describe the features of hot and cold places. -Identify the animals that live in hot and cold places and recognise how they adapt. -Use the terms: deserts, rainforests and polar regions. - Understand the location of hot and cold areas of the world is related to their location and the location of the Equator and the North and South Poles - Begin to classify key features of places into 'natural' and 'man-made' - Identify the physical features of a continent. <u>including:</u> beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. -Identify the human features of a continent, <u>including:</u> city, town, village, factory, farm, house, office, port, harbour and shop. | <ul style="list-style-type: none"> -Identify hot and cold places and locate these on a world map. -use world maps, atlases and globes to identify the 7 continents and 5 oceans. -use world maps to locate the continents of the world -Use aerial photographs to 'view from above' and recognise basic human and physical features. -Use and follow simple compass directions (NESW); -Plan and follow routes on a map using map <u>symbols:</u> (<u>to be developed further in year 3</u>) -Ask geographical questions - 'Where is it? What is this place like? How near/far is it?' -Use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. -use aerial photographs and plan perspectives to recognise |
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| | Locational Knowledge | Place Knowledge | Physical and Human Geography | Geographical Skills and Fieldwork |
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| Year 3 | <ul style="list-style-type: none"> -Understand that climate depends primarily on the latitude of a particular place in relation to the equator and the poles (building on knowledge from hot and cold regions Y2). -Locate Europe on a world map - and its relative location to the UK - and identify some of its main characteristics. -Name 8 countries in Europe, and their capital cities. | <ul style="list-style-type: none"> -Understand the main human and physical features of the Mediterranean region of Europe, with a focus on Spain and understanding the impact that the physical landscape has on human land-use and the way people live their lives (including, different cuisines). -Know at least four main differences between daily life in Spain, Madrid and our local area. | <ul style="list-style-type: none"> -Describe how volcanoes are formed and the key features of volcanoes. -Understand the effects of a recent volcanic eruption on the human population focus on Pompeii and evaluate the advantages and disadvantages of living near a volcano. | <ul style="list-style-type: none"> Know how to use an atlas to locate Europe on a world map and to identify the countries within this continent. -Understand how to use the index in an atlas to identify different countries, cities and physical features of southern Europe, e.g. Mt. Vesuvius -Use online mapping, including <u>Digimap</u>, to explore Europe and the cities within different countries |

Knowledge, Skills and Understanding

G1: Name and locate country and continent and surrounding seas and its positioning in the world in relation to Equator. To accurately locate capital city of Mexico and area studied.

Recognise map symbols and improve map reading skills from previous term.

G2: To understand and recognise the geographical similarities and differences, through the human and physical geography of a small area of the UK and a small area in a non- European country. Describe features of the country

Identify seasonal changes and daily weather

G3: Use of basic geographical vocabulary to refer and Key human features, city, town, village, factory, farming and key physical features, mountains, Rivers, soil, valley, season and weather.

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| <p>Resources:</p> <p>Pictures of Mexico</p> <p>World maps</p> <p>Atlases</p> <p>Traditional Mexican dress for role plat</p> <p>Mexican culture books for research</p> | <p>Websites or Apps:</p> <p>http://www.worldaware.org.uk/education/projects/tocuaro/tocuaroks1.html</p> <p>http://www.metoffice.gov.uk/public/weather/world-forecasts/mexico-city- mexico#?tab=fiveDay</p> |
| <p>Vocabulary:</p> <p>Rural</p> <p>Climate</p> <p>Temperature</p> <p>Similarities</p> | <p>Numeracy skills:</p> <p>Record daily weather temperatures in Mexico and England, Compare and find the differences. Working with degrees Celsius.</p> |
| <p>Suggested Quality Texts:</p> <p>The Bear Prince (Traditional Mexican folk tale)</p> <p>The Forbidden Chamber (A darker folktale, challenging read)</p> | <p>WOW Experience:</p> <p>. Mexican Experience: Host a Mexican day. Ch to dress in the colours of Mexico. Lessons to be "Mexican themed" A Spanish lesson, make Mexican Pinata, Music "drumming" rhythm</p> |

Cross Curricular Links:

Music: Drumming. **Art/Design Technology/ during Enquiry time:** Design and make a piñata. **Science:** Seasonal changes