Cliftonville Geography Curriculum

Key concepts: Location (where places are - map work); **Place** (physical and human features of a location); **Change; Sustainability; Interconnection** (the connection between physical and human features**); Scale** (examining from a local to global level – fieldwork)

Pre-School

Children will:	**Geographical Knowledge** -knowledge of locations **3&4 year olds** **Maths** Describe a familiar route.	**Geographical Understanding** -physical and human processes **3&4 year olds** **UW** Begin to make sense of their own life-story and family's history. Use all their senses in hand-on exploration of natural materials. Talk about what they see, using a wide vocabulary Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and animal. Begin to understand the need to respect and care for the natural environment.	**Geographical Enquiry** -map work -fieldwork **3&4 year olds** **UW** Know that there are different countries in the world and talk about the difference they have experienced or have seen in photos.
All About Me & Nursery Rhymes	*explore the questions: What do children know about their immediate locality? What are the places around them? Parks, Shops, houses? *learn the immediate locality around the Pre-School and grounds	* identify the different types of homes they live in? Who lives in a flat, house, bungalow etc?	*describe where they live? Have children lived in other countries?
Celebrations	*visit the Post Office to post Christmas letters to Father Christmas - use positional language, talk about where children live if nearby	*learn that bulbs are planted under the ground and watch for shoots to appear above the ground *plant bulbs to spring in the pre-school garden	*learn about the route from the school to the post office to post their Christmas letters
Traditional Tales		*learn about the different seasons *explore natural materials using all their senses to make art - eg stick man, hedgehogs using leaves *explore the life cycle of growing a bean for Jack and the Beanstalk.	
Journeys	*explore globes - Talk to the children about if they have visited other countries in the world? What did they remember? How did they get there? What was different? *look at maps before creating their own pirate treasure map	*learn basic geographical vocabulary - beach, park. woods	*look at maps of the UK and the world *look at a globe, show children the country they live in or come from *use a map to find treasure *use a map to talk about different colours eg brown/green land and blue sea
Minibeasts		*create and understand natural habitats of minibeasts *learn the lifecycle of tadpoles using our pond *learn about the life cycle of butterfly watching them grow from caterpillars. Associated vocabulary.	*visit Wingham Wildlife Park
People Who Help Us	*have a visit from Lollipop Man to ensure cross roads safely.	*learn about food that grows above and below the ground *plant and vegetable growing in the Preschool garden - tomatoes, peas, herbs etc.	

Reception Year

Children will:	**Geographical Knowledge** -knowledge of locations **ELGs** **UW People, Culture and Communities** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; **C&L Speaking** Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;	**Geographical Understanding** -physical and human processes **ELGs** **UW People, Culture and Communities** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; **C&L Speaking** Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; **C&L Listening, Attention and Understanding** Make comments about what they have heard and ask questions to clarify their understanding; **UW The Natural World** Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	**Geographical Enquiry** -map work -fieldwork **ELGs** **People, Culture and Communities** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
Marvellous Me!	*tour the school. Where do we eat lunch? Play? Etc. *look at photos of Margate. Children identify the different places	*identify different types of homes: who lives in a flat, house, bungalow etc? *learn about the 4 seasons- focus on Autumn	*be introduced to maps- look at a map of the EY/Y1 building. Where is the classroom? Where are the toilets? Where is the hall/playground/YGL room? *look at a map of Thanet *draw a simple map
Once Upon a Time	*visit different places, such as, the church and the post office and talk about differences and similarities *visit a local castle *go on a road safety trip with RCP	*discuss roles and responsibilities of different people who help us (parents, police, RCP, nurse etc) *find the location of castles	*learn about the route from the school to the post office to post their Christmas letters *learn about the route from the school to the church for the nativity performance *go on a road safety trip with RCP
Space Explorers	*find the UK on a map *pinpoint our local area on Google Earth (revisiting previous learning)	*learn about the 4 seasons- focus on Winter *learn about how craters are formed *identify mountains, sea, desert, forest on a world map *find out about the climates of different planets	*look at maps of the UK and the world *look at a globe, identify it as Planet Earth
Roots, Shoots and Muddy Boots	*talk about where food comes from, which countries	*learn about where food grows: hot and cold climates *learn about food that grows above and below the ground *learn about the 4 seasons- focus on Spring	
Mad About Animals	*learn about native animals of the UK and their habitats	*learn about why some animals are endangered	*use a world map to identify where different animals come from
Pirates, Mermaids and Under the Sea	*understand the location of lighthouses *learn about each/sun/water safety (signs etc.) *identify local beaches	*learn about the 4 seasons- focus on Summer *understand the purpose of lighthouses *RNLI visit	*use a map to find treasure *use a map to identify all the different seas around the world *identify local beaches on a map

Year One First teaching of key locational knowledge and map skills

	Geographical Knowledge -knowledge of locations	**Geographical Understanding** -physical and human processes	**Geographical Enquiry** -map work -fieldwork
Ongoing: *identify seasonal and daily weather patterns in the UK by observing changes from summer, through autumn to winter			
Come Outside! ***By investigating the school and local environment, children will be taught to:***	*name and locate the four countries of the UK and London	*use basic geographical vocabulary to refer to local key physical features, such as: beach, cliff, coast, forest, hill, sea, river, soil, vegetation, season and weather *use basic geographical vocabulary to refer to local key human features, such as: city, town, village, house, office, harbour and shop	**Map work** *use maps, atlases and globes to identify the United Kingdom and its countries *use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on maps of the classroom and school * use aerial photographs and Google Earth to recognise landmarks and basic human and physical features starting from the school and moving out to the UK * devise a simple map of the classroom; and use and construct basic symbols in a key **Fieldwork** *use observational skills to keep a weekly weather chart with symbols *use simple fieldwork and observational skills to study the geography of the school and its grounds: ***What are the different parts of the school and what are they used for?***. Children use a map to follow a trail around the school. They complete the map by adding symbols for missing areas and completing the key.
Lets' Play! ***By investigating bears, children will be taught to:***	*name and locate the world's seven continents	*identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles, identifying where different bears' habitats are Geography assembly to parents	*devise a simple map of their ideal playground; and use and construct basic symbols in a key *use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map (and in PE)
Living Things ***As children investigate the location of the habitats of the plants and animals that they are studying, children will be taught to:***	*name and locate the world's seven continents	*use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, vegetation, season and weather	*identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles and the broad regions that animals studied would be found in

Year Two

	Geographical Knowledge -knowledge of locations	**Geographical Understanding** -physical and human processes	**Geographical Enquiry** -map work -fieldwork
London's Burning! ***By studying maps of the UK, focusing on London, in Stuart and modern times, children will:***	*name and locate the four countries of the UK and their capital cities	*use some basic geographical vocabulary to refer to physical and human features: river, coast, sea, city, house	*use aerial photographs and plan perspectives to identify London landmarks and basic human and physical features, including the location of the Great Fire of London
What an Achievement! ***By studying maps of where the historical figures travelled, children will be taught to:***			*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.
Jamaica ***By studying an area of Jamaica and comparing it to Margate, children will be taught to:***	*name and locate the world's seven continents and five oceans	*identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles, comparing the weather of Jamaica and the UK *understand geographical similarities and differences in terms of human and physical features of Jamaica and the UK *use basic geographical vocabulary to refer to: -key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	*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 *use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features of Jamaica and Margate; and use and construct basic symbols in a key *use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map* ***(PE)***
Oh I do like to be beside the seaside! ***By studying Margate in greater depth, children will be taught to:***	*name and locate the four countries of the UK and the surrounding seas/oceans *develop knowledge of the human and physical geography of a small area of the United Kingdom	*use basic geographical vocabulary to refer to: -key local physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather -key local human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	*use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map of the local area; and use and construct basic symbols in a key **Fieldwork** *use simple fieldwork and observational skills to study the physical and human features of the local area: ***What kind of a place is Margate?*** Take photographs, conduct surveys and interviews. Focus on how the physical geography of the coastal location has affected the human geography of the area: the tourist industry. Identify land use: housing, shops, tourist-related sites.

Year Three

	Geographical Knowledge -knowledge of locations	**Geographical Understanding** -physical and human processes	**Geographical Enquiry** -map work -fieldwork
Stone Age and Iron Age ***By studying the landscape of the UK at that time, children will be taught to:***		*identify key aspects of physical geography: mountains, valleys, rivers, lakes, beaches, cliffs forests, heathland	
Europe ***By studying the continent of Europe, children will be taught to:***	*locate countries and capital cities in Europe *identify the position of the Equator; and the Southern and Northern Hemispheres, recognising that Europe is in the Northern Hemisphere	*describe and understand key aspects of physical geography, including climate and mountains *describe and understand key aspects of human geography, including settlement types and landmarks	*use maps, atlases, globes and digital/computer mapping to locate countries *use the four points of the compass, symbols and keys to build their knowledge of the United Kingdom and Europe
Romans ***By investigating the location of the Roman Empire and its impact on the UK, children will be taught to:***	*locate countries in Europe		*use maps, atlases, globes and digital/computer mapping to locate countries
The UK ***By studying and comparing two regions of the UK (Margate and Central London), children will be taught to:***	*name and locate counties, cities and geographical regions within the South-East of England *Recognise the identifying human and physical characteristics of Margate and Central London.	*describe and understand key aspects of physical geography, including rivers and coasts *describe and understand key aspects of human geography, including types of settlement and land use *understand geographical similarities and differences through the study of human and physical geography of Margate and Central London.	*use maps, atlases, globes and digital/computer mapping to locate and describe the areas and features studied *use the eight points of the compass, symbols and key to build their knowledge of the United Kingdom **Fieldwork** *use fieldwork to observe, measure, record and present the human and physical features in the local area: ***What are the similarities and differences between Margate and Central London?*** After studying aspects of the human and physical geography of Central London, carry out fieldwork in Margate to find comparisons. *use a range of methods including sketch maps, plans and graphs, and digital technologies to collect and present information

Year Four

	Geographical Knowledge -knowledge of locations	**Geographical Understanding** -physical and human processes	**Geographical Enquiry** -map work -fieldwork
Vikings ***By studying the invasion routes of Vikings, children will be taught to:***	*locate countries in Europe and seas/oceans within that region *identify the position and significance of the Equator; the Southern and Northern Hemispheres; and the Arctic and Antarctic circles	*identify and describe settlement patterns *identify and describe push and pull factors for resettlement	*use maps, atlases, globes and digital/computer mapping to locate countries *use the eight points of the compass, symbols and keys to build their knowledge of Europe and identify and describe the routes travelled by Vikings
Africa ***By studying Africa, and specifically Kenya, children will be taught to:***	*locate Africa's countries and the oceans around it, concentrating on key physical and human characteristics *identify the position and significance of the Equator; and the Southern and Northern Hemispheres	*describe and understand key aspects of physical geography including: climate zones and biomes (specific to Africa), and rivers *describe and understand key aspects of human geography, including: types of settlement, land use, natural resources and fair trade *understand geographical similarities and differences between locations (UK and Kenya)	*use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied *use the eight points of the compass, four-figure grid references, symbols and key to build their knowledge of Africa *use a range of methods including graphs, and digital technologies to collect and present information eg. about climate
Habitats and Plants ***By studying different habitats around the world, children will be taught to:***	*locate the world's countries and oceans *identify the position and significance of the Equator; and the Southern and Northern Hemispheres; and the Arctic and Antarctic circles	*describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts, in relation to how they provide habitats for the plants and animals studied	*use maps, atlases, globes and digital/computer mapping to locate countries **Fieldwork** * use fieldwork to observe, measure, record and present information about physical features: ***Which micro-habitats are in our school grounds?*** *use a range of methods including sketch maps, plans and graphs, and digital technologies to collect and present information
The Power of Rivers ***By studying physical and human features of rivers, children will be taught to:***	*locate Africa, Egypt and the River Nile on a map *identify the source and tributaries and which sea the Nile flows in to	*describe and understand the 'journey' of a river, specifically the River Nile, using the terms: source, tributary, mouth, estuary and delta *describe and understand the courses (upper, middle and lower) of a river and the features found in each: valley, channel, gorge, waterfall, tributary, meander, floodplain, delta *describe and understand how erosion and deposition result in features such as meanders and oxbow lakes (in simple terms)	*use maps, atlases, globes and digital/computer mapping to locate Africa and Egypt and chart the course of the Nile through other African countries *use the eight points of the compass, symbols and keys to build their knowledge of the wider world
Ancient Egypt ***By studying the development of this ancient civilisation, children will be taught to:***	*locate Africa and Egypt on a map *identify the position and significance of the Equator; and the Southern and Northern Hemispheres; and the Arctic and Antarctic circles	*describe and understand key aspects of physical geography including: biomes (focus on desert biome) and rivers *identify how the distribution of natural resources, particularly the River Nile, contributed to the development of the civilisation (links between physical and human geography) *identify the role of the Nile in farming, trade and the development of settlements	*use maps, atlases, globes and digital/computer mapping to locate Africa and Egypt *use maps, atlases, globes and digital/computer mapping to identify other physical and human features of Egypt: lakes, mountains, other rivers, modern cities *use the eight points of the compass, symbols and keys to build their knowledge of the wider world

Year Five

	Geographical Knowledge -knowledge of locations	**Geographical Understanding** -physical and human processes	**Geographical Enquiry** -map work -fieldwork
Early Islamic Civilisation ***By studying the location of this ancient civilisation, children will be taught to:***	*locate the modern day countries of the early Islamic civilisation on a map * identify the position and significance of the Equator; and the Southern and Northern Hemispheres; and the Arctic and Antarctic circles	*identify the significance of Baghdad's location of to its wealth and growth (trade routes) *describe and understand key aspects of physical geography including: climate zones (all) and biomes (all) *describe and understand key aspects of human geography, comparing population density/ settlements in Europe and the UK to the Middle East *identify the relationship between the natural landscape and human settlement patterns	*use maps, atlases, globes and digital/computer mapping to locate countries of the Middle East *use maps, atlases, globes and digital/computer mapping to identify physical and human features of the Middle East: landscape and settlements *use the eight points of the compass, symbols and keys to build their knowledge of the wider world
Italy ***By studying Italy, focusing on the physical features, children will be taught to:***	*locate Italy and the countries of Europe on a map, concentrating on Italy's physical features * identify the position and significance of the Equator; and the Southern and Northern Hemispheres; the Arctic and Antarctic circles; and lines of longitude and latitude, including the Tropics of Cancer and Capricorn	*describe and understand key aspects of physical geography, particularly the effects of plate tectonics: mountains and volcanoes *describe and understand the interaction between physical and human processes, in terms of the effects of volcanoes both historically and more recently *understand geographical similarities and differences by comparing tectonic activity in the UK and Italy	*use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied *use the eight points of the compass, symbols and keys to build their knowledge of the wider world
WWII ***By studying how the coastal location of our local area influenced life during WWII, children will be taught to:***	*locate Margate, Ramsgate and Broadstairs, identifying the area of Thanet on a UK map *identify physical features of Thanet on an ordnance survey map: rivers, streams, rural areas *identify human features of Thanet on an ordnance survey map: towns, villages, roads, railways	*describe the formation of the chalk cliffs along the coastline (erosion) * analyse the Ramsgate Tunnels: how and why they were made and their crucial role in WWII (physical and human geography) *analyse the changing uses of the tunnels: railway tunnels →WWII shelters →tourist attraction *identify the physical and human geography of Margate harbour (and its role in the Dunkirk evacuation) and Ramsgate marina and port	*use maps, atlases, and digital/computer mapping to locate Thanet *use the eight points of the compass, six-figure grid references, symbols and keys (including the use of ordnance survey maps) to build their knowledge of the local area **Fieldwork** *use fieldwork to observe, measure, record and present the human and physical features in the local area: ***How did Thanet's coastal location play a part in WWII?*** Visit to the Ramsgate tunnels to identify physical features of the coastal location and land use of the area over the years. *use a range of methods including sketch maps, plans and graphs, and digital technologies to collect and present information

Year Six

	Geographical Knowledge -knowledge of locations	**Geographical Understanding** -physical and human processes	**Geographical Enquiry** -map work -fieldwork
Victorians ***By studying evidence of Victorian technology in the local area, children will be taught to:***	*identify land-use patterns in the local area; and identify changes over time	*understand geographical similarities and differences; and change, through the study of maps and photographs of Margate from before, during and after the Victorian era – particularly the development of the railway	*use maps, atlases and digital/computer mapping to identify land use in the local area *use the eight points of a compass, six-grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the local area **Fieldwork** *use fieldwork to observe, measure, record and present the human features in the local area: ***How did Victorian industrialisation and urbanisation change Margate?*** Walk through Margate, identifying buildings from different eras. Identify patterns in location (more central), original purposes: houses, hotels, shops/industry – links to tourist industry. *use a range of methods including sketch maps, plans and graphs, and digital technologies to collect and present information
Earth and Space ***By studying the rotation of the Earth and day and night, children will be taught to:***	* identify and understand time zones and the Prime/Greenwich Meridian		
The Americas ***By studying the Americas, with a focus on California, children will be taught to:***	*locate the Americas and the oceans around them, concentrating on its environmental regions, key physical and human characteristics, countries, states (of the USA) and major cities. *identify the position and significance of the Equator; and the Southern and Northern Hemispheres; the Arctic and Antarctic circles; lines of longitude and latitude, including the Tropics of Cancer and Capricorn; and time zones and the Prime/Greenwich Meridian	*describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts (with a focus on the Americas); and earthquakes *describe and understand the interaction between physical and human processes, in terms of the effect the landscape has on land use and economic activity; and the effect of earthquakes and climate change	*use maps, atlases, globes and digital/computer mapping to locate the Americas *use the eight points of a compass, symbols and key to build their knowledge of the Americas. *use a range of methods including graphs, and digital technologies to collect and present information e.g. about climate
The Amazon ***By studying the Amazon, children will be taught to:***	*locate the Amazon *identify the position and significance of the Equator	*describe and understand key aspects of physical geography, including rivers and rainforests *describe and understand key aspects of human geography, including the use of natural resources and trade and the environmental impact of this	*use maps, atlases, globes and digital/computer mapping to locate the Amazon *use the eight points of a compass, symbols and key to build their knowledge of the Amazon region

First teaching of key locational knowledge and map skill

	Years that knowledge/skills are first introduced		Progression of fieldwork and sketch mapping	
	Locational knowledge	**Reading and using maps**	**Fieldwork**	**Creating and drawing maps**
Y1	*name and locate the four countries of the UK and London *name and locate the world's seven continents *identify hot and cold places in relation to the Equator and the North and South Poles	*use simple compass directions (North, South, East and West)	Come Outside ***What are the different parts of the school used for and why?*** The school and its grounds	*look at an object from above and draw it – use a visualiser and draw round it on the smartboard *give a basic map of the classroom and rectangles of card representing the tables – chn arrange on the map and draw around them *go on a walk around the school, noting what is passed on the route. On a large whole class outline map of the school, map the route taken and draw on key features passed (or place models of the features on a floor map.) *look at aerial views of the local area alongside maps of the same area to understand that maps are a representation of a place from a 'birds-eye view'
Y2	*name and locate the capital cities of the four countries of the UK *name and locate the UK's surrounding seas/oceans *name and locate the world's five oceans		Oh I do like to be beside the seaside! ***What kind of a place is Margate?*** Central Margate	*review understanding of maps as a representation of a place from a 'birds-eye view', using maps of the classroom and school – orienteering activities *outline map of Jamaica (either individual or whole class); as aspects of the country are studied, add them to the map, devising symbols for a key *give a basic outline map of Margate with some key landmarks marked on; give pictures of landmarks identified on fieldwork trip – chn position them on the map (this could be a whole class activity on a large map)
Y3	*identify the position of the Equator; and the Southern and Northern Hemispheres, recognising that Europe is in the Northern Hemisphere	*use the eight points of the compass	The UK ***What are the similarities and differences between Cliftonville and the City of London?*** Locality of the school	*draw a map of the classroom *use a map of the school for orienteering activities *give a base map of Margate seafront and a list of key features – chn place them on the map and devise a key (during or after fieldwork trip)
Y4	*identify the position and **<u>significance</u>** of the Equator; and the Southern and Northern Hemispheres *identify the position and significance of the Arctic and Antarctic circles	*use four-figure grid references	Habitats and Plants ***Which micro-habitats are in our school grounds?*** The school grounds	*draw a sketch map of the school grounds, identifying different habitats
Y5	*identify the position and significance of the lines of longitude and latitude, including the Tropics of Cancer and Capricorn	*use six-grid references	WWII ***How did Thanet's coastal location play a part in WWII?*** The Ramsgate Tunnels	*draw a sketch map of the Ramsgate tunnels area whilst carrying out fieldwork
Y6	*identify and understand time zones and the Prime/Greenwich Meridian		The Victorians **How did Victorian industrialisation and urbanisation change Margate?** Margate	*draw a sketch map of an area of Margate visited, mapping out the location of Victorian buildings

Progression in teaching climate zones and biomes Y4 – Y6

Year	Topic	Climate zones	Biomes
Y4	**Africa**	-introduction to climate zones – definition -climate zone world map -understand link between climate zones and latitude, specifically the Equator and the Arctic and Antarctic Circles -focus on 2 main climate zones of Africa: arid and tropical -descriptions of weather conditions; rainfall and temperature maps of Africa (how they illustrate the climate zones); photographs to exemplify climate for arid and tropical -focus on Egypt (arid) and Kenya (tropical) – rainfall and temperature graphs -produce a weather report for one of the countries	-link to climate; latitude and landscapes -definition of biome; biome world map -biomes of Africa: desert, savanna, rainforest, grassland -choose one to research
	Ancient Egypt		-focus on the desert biome -how are given animals and plants adapted to the desert biome?
Y5	**Early Islamic Civilisation**	-What does climate mean? Revisit. -Descriptions of climate zones – which one do you think Middle East is in? -Climate zone map – were you correct? -Climate PPT – use an atlas to work out the climate zones of given countries using the climate zone world map.	-What is a biome? Revisit. -2 biome youtube clips -Introduce 7 biomes: desert, tundra, savanna, rainforest, deciduous forest, taiga, grasslands -Match pictures to descriptions. -What biome is the Middle East? Pictures as clues. -Biome map of the world.
Y6	**The Americas**	-What does climate mean? Can you recall names of climate zones? -Youtube clip. -Relate climate zones to latitude – which climate zones do you think the Americas are in? Children colour their predictions on a blank map. -Met Office world map with bands of climate zones emphasising link to latitude. Specific climate zones shown within the bands. -Use maps to work out climate zone of California. -Youtube clip showing 4 areas of California as having quite diverse climates. -Average rainfall and temperature graphs. Compare to UK. Questions to answer on graphs.	-What is a biome? Give examples. -Match biome names to pictures. -Recap link between climate and biome. -Biome map of Americas in book. -Use website info and pictures to create mind map with key words for each biome. -Focus on biome of California and the mountain region: its plant and animal life. -Research giant sequoias. -Research and list animals in the area. Choose one to explain how it is adapted to its biome.