



Geography – Year 4/5 – Medium Term Plan
Autumn 1, Unit 1: Why are rainforests important to us?



Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
One: Where in the world are tropical rainforests?	To describe and give examples of a biome and find the location and some features of the Amazon rainforest.	<ul style="list-style-type: none"> - I can describe a biome and give some examples. - I can use an atlas to find the location of the Amazon rainforest. - I can use photographs and maps to list some features of the Amazon rainforest. 	<p>Locational knowledge</p> <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. - 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). <p>Place knowledge</p> <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 region within North or South America. <p>Human and physical geography</p> <ul style="list-style-type: none"> - Describe an understand key aspects of: <ul style="list-style-type: none"> o Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - Use maps, atlases, globes and digit/computer mapping to locate countries and describe features studied. 	<ul style="list-style-type: none"> - Biome - Equator - Tropic Capricorn - Tropic of Cancer - Lines of latitude 	<ul style="list-style-type: none"> - Atlases - Globes
Two: What is the Amazon rainforest like?	To describe the characteristics of each layer of a tropical rainforest.	<ul style="list-style-type: none"> - I can name the four layers of a tropical rainforest. - I can describe the characteristics of each layer. - I can describe how vegetation has adapted to living in a rainforest. 	<p>Locational knowledge</p> <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. <p>Place knowledge</p> <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 region within North or South America. <p>Human and physical geography</p> <ul style="list-style-type: none"> - Describe an understand key aspects of: <ul style="list-style-type: none"> o Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - Use maps, atlases, globes and digit/computer mapping to locate countries and describe features studied. 	<ul style="list-style-type: none"> - Buttress roots - Lianas - Vegetation belts - Vegetation belts - Forest floor - Understorey layer - Canopy layer - Emergent layer 	<ul style="list-style-type: none"> - Scissors - Glue sticks - Video (see link)

<p>Three:</p> <p>Who lives in the rainforest?</p>	<p>To understand the lives of indigenous peoples living in the Amazon rainforest.</p>	<ul style="list-style-type: none"> - I can define the word indigenous. - I can give examples of how indigenous peoples use the Amazon's resources. - I can begin to discuss how the Amazon rainforest changes over time. 	<p>Locational knowledge</p> <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. <p>Place knowledge</p> <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 region within North or South America. <p>Human and physical geography</p> <ul style="list-style-type: none"> - Describe an understand key aspects of: <ul style="list-style-type: none"> o Human geography, including: types of settlement and land use, economic activity including trading links, and the distribution of natural resources including energy, food, minerals and water. 	<ul style="list-style-type: none"> - Deforestation - Community - Indigenous peoples 	<ul style="list-style-type: none"> - Whiteboards
<p>Four:</p> <p>How are rainforests changing?</p>	<p>To describe why tropical rainforests are important and understand the threats to the Amazon.</p>	<ul style="list-style-type: none"> - I can list why tropical rainforests are important. - I can describe how humans harm the Amazon rainforest. - I can discuss what we can do to make positive environmental changes to the Amazon rainforest. 	<p>Place knowledge</p> <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 region within North or South America. <p>Human and physical geography</p> <ul style="list-style-type: none"> - Describe an understand key aspects of: <ul style="list-style-type: none"> o Human geography, including: types of settlement and land use, economic activity including trading links, and the distribution of natural resources including energy, food, minerals and water. 	<ul style="list-style-type: none"> - Drought - Greenhouse gas - Global warming - Logging - Mining 	<ul style="list-style-type: none"> - Sticky notes - Pre-cut statements in Activity: Letter plan - Story of the indigenous peoples (print in advance)
<p>Five:</p> <p>How is our local woodland used? <i>Data collection.</i></p>	<p>To understand how local woodland is used using a variety of data collection methods.</p>	<ul style="list-style-type: none"> - I can assess and avoid risks when out of the school grounds. - I can collect data through sketching, questioning and recording information on a tally chart. - I can map the route I am taking. 	<p>Locational Knowledge</p> <ul style="list-style-type: none"> - Name and locate countries 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. <p>Place knowledge</p> <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 region within North or South America. <p>Human and physical geography</p> <ul style="list-style-type: none"> - Describe an understand key aspects of: 	<ul style="list-style-type: none"> - Methods - Risk - Route - Questionnaire - Enquiry - Data 	<ul style="list-style-type: none"> - RISK ASSESSMENT PRIOR TO LESSON - Children into groups of 5-7 each with a designated adult. - Maps of local woodland added to

			<ul style="list-style-type: none"> ○ Human geography, including: types of settlement and land use, economic activity including trading links, and the distribution of natural resources including energy, food, minerals and water. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - Use maps, atlases, globes and digit/computer mapping to locate countries and describe features studied. - Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 		<p>Activity: Mapping my route.</p> <ul style="list-style-type: none"> - Blank paper - Clipboards - Pencils
<p>Six:</p> <p>How is our local woodland used? <i>Findings.</i></p>	<p>To analyse and present findings on how local woodland is used.</p>	<ul style="list-style-type: none"> - I can draw a bar chart representing how people use the woodland. - I can summarise how often and when people visit the woodland. - I can discuss what people like and would change about the woodland. 	<p>Locational Knowledge</p> <ul style="list-style-type: none"> - Name and locate countries 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. <p>Place knowledge</p> <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 region within North or South America. <p>Human and physical geography</p> <ul style="list-style-type: none"> - Describe and understand key aspects of: <ul style="list-style-type: none"> ○ Human geography, including: types of settlement and land use, economic activity including trading links, and the distribution of natural resources including energy, food, minerals and water. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - Use maps, atlases, globes and digit/computer mapping to locate countries and describe features studied. - Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	<ul style="list-style-type: none"> - Analyse - Present - Summarise - Interpret - Quote 	<ul style="list-style-type: none"> - Data collected from the previous lesson. - Display boards, i.e., large card or foam boards - Glue sticks - Scissors - Coloured felt tip pens. - Large, poster-sized paper
<p>Assessment:</p> <ol style="list-style-type: none"> 1. A biome is... 2. Which biome is the Amazon rainforest part of? 3. How many layers are in a tropical rainforest? 4. Which layer gets the most sun, wind and rain? 5. In which continent is the Amazon rainforest located? 6. Buttress roots are useful for... 7. What does 'indigenous' mean? 8. What is deforestation? 9. Which of these may be a safety hazard when doing fieldwork? 10. Why is the Amazon rainforest important? 					



**Geography – Year 4/5 – Medium Term Plan
Spring 1, Unit 2: Why do oceans matter?**



Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
<p>One:</p> <p>How do we use our oceans?</p>	<p>To explain the importance of our oceans.</p>	<ul style="list-style-type: none"> - I can describe the ocean’s place in the water cycle. - I can explain why the ocean is important to our planet. - I can map an example of how the ocean is used for trading. 	<p>Locational Knowledge</p> <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. <p>Human and Physical Geography</p> <ul style="list-style-type: none"> - Describe and understand key aspects of: <ul style="list-style-type: none"> o Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. o 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. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 	<ul style="list-style-type: none"> - Water cycle - Ocean current - Habitat - Renewable energy - Buffer - Natural disaster 	<ul style="list-style-type: none"> - Atlases - Colouring Pencils
<p>Two:</p> <p>What is the Great Barrier Reef?</p>	<p>To locate and describe the significance of the Great Barrier Reef.</p>	<ul style="list-style-type: none"> - I can identify the location of the Great Barrier Reef. - I can discuss the benefits of coral reefs. - I can begin to understand the threats to coral reefs. 	<p>Locational Knowledge</p> <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. <p>Human and Physical Geography</p> <ul style="list-style-type: none"> - Describe and understand key aspects of: <ul style="list-style-type: none"> o Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 	<ul style="list-style-type: none"> - Threat - Coral reef - Coral bleaching - Marine - Species - Dependent - Erosion - Geology - Ecology 	<ul style="list-style-type: none"> - Atlases - Access to a device

<p>Three: Why are our oceans suffering?</p>	<p>To explain the impact humans have on coral reefs and oceans.</p>	<ul style="list-style-type: none"> - I can interpret maps about coral reefs and oceans. - I can explain the ways human activity is changing our marine environments. - I can describe how humans will be impacted by changing ocean conditions. 	<p>Human and Physical Geography</p> <ul style="list-style-type: none"> o Describe and understand key aspects of: <ul style="list-style-type: none"> o Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. o 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. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> o Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 	<ul style="list-style-type: none"> o Biodegradable o Microplastics o Thematic map o Atmosphere o Acidification o Overfishing o Decompose o Human footprint 	<p>Informative piece of writing the children started in Lesson 1.</p>
<p>Four: What can we do to help our oceans?</p>	<p>To understand ways to keep our oceans healthy and begin planning a fieldwork enquiry.</p>	<ul style="list-style-type: none"> - I can explain ways to support our oceans. - I can justify methods for data collection. - I can identify potential risk during fieldwork. 	<p>Human and Physical Geography</p> <ul style="list-style-type: none"> - Describe and understand key aspects of: <ul style="list-style-type: none"> o Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. o 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. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	<ul style="list-style-type: none"> - Fieldwork - Marine Protected Area - Ecosystem - Environment - Data collection - Single-use plastic - Re-purpose 	<ul style="list-style-type: none"> - Whiteboards and pens - Informative piece of writing started in lesson 1.
<p>Five: How littered is our marine environment? – Data collection</p>	<p>To collect data on the types of litter polluting a marine environment</p>	<ul style="list-style-type: none"> - I can collect quantitative data using a variety of fieldwork methods. - I can mark on a sketch map to show where data has been collected. - I can safely assess and avoid potential risks during my fieldwork. 	<p>Locational Knowledge</p> <ul style="list-style-type: none"> - Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and river), and land-use patterns; and understand how some of these aspects have changed over time. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied’. - Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	<ul style="list-style-type: none"> - Plastic pollution - Sketch map - Sample - Aerial map - Disposable - Evidence 	<ul style="list-style-type: none"> - RISK ASSESSMENT FOR THIS LESSON. - Paper - Pencils - Clipboards - Camera - Pre-drawn aerial sketch map of area

<p>Six:</p> <p>How littered is our marine environment? – Findings</p>	<p>To present, analyse and evaluate data collected.</p>	<ul style="list-style-type: none"> - I can analyse data in a pie chart. - I can plot data on a digital map. - I can suggest how to improve a marine environment. 	<p>Locational Knowledge</p> <ul style="list-style-type: none"> - Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and river), and land-use patterns; and understand how some of these aspects have changed over time. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied’. - Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	<ul style="list-style-type: none"> - Digital map - Policy 	<ul style="list-style-type: none"> - Sketch maps from Lesson 5 - Photographs on devices - Access to a device - Informative piece of writing from lesson 1.
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Assessment:

1. Choose the word which best describes the process shown by the arrow.
2. The Great Barrier reef is located in...
3. Why are coral reefs important?
4. Why are oceans important to humans?
5. What is coral bleaching?
6. Biodegradable means...
7. What could happen if global warming continues?
8. A healthy marine environment means...
9. How could we help keep a marine environment clean?
10. What can we do to keep our oceans healthy?



Geography – Year 4/5 – Medium Term Plan
Summer 1, Unit 3: Would you like to live in the desert?



Lesson	Learning Objective	Success Criteria	National Curriculum Links	Vocabulary	Resources
<p>One:</p> <p>What is a hot desert biome?</p>	<p>To summarise the characteristics of a desert biome.</p>	<ul style="list-style-type: none"> - I can identify the latitude of hot desert biomes. - I can describe the climate and weather in a hot desert biome. - I can give examples of plants and animals in a hot desert biome. 	<p>Locational Knowledge</p> <ul style="list-style-type: none"> - 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). <p>Human and Physical Geography</p> <ul style="list-style-type: none"> - Describe and understand key aspects of: <ul style="list-style-type: none"> o Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. 	<ul style="list-style-type: none"> - Arid - Biome - Climate - Desert - Rainfall - Vegetation - Weather 	<ul style="list-style-type: none"> - A torch - A globe
<p>Two:</p> <p>Where are deserts located?</p>	<p>To locate and explore features of deserts.</p>	<ul style="list-style-type: none"> - I can identify the largest desert in each continent. - I can locate and identify features in the Mojave Desert. - I can use data to compare the temperatures in two different deserts. 	<p>Locational Knowledge</p> <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. - 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). <p>Place Knowledge</p> <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 region within North or South America. <p>Human and Physical Geography</p> <ul style="list-style-type: none"> - Describe and understand key aspects of: <ul style="list-style-type: none"> o Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. o 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. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 	<ul style="list-style-type: none"> - Airstrip - Barren - National Park - Nature reserve - Sparse - Tourist attraction 	<ul style="list-style-type: none"> - Access to a device

<p>Three:</p> <p>What physical features are found in a desert?</p>	<p>To describe the physical features of a desert environment.</p>	<ul style="list-style-type: none"> ○ I can describe the origins of Death Valley. ○ I can name the physical features of a desert environment. ○ I can explain how some of the physical features in a desert environment are formed. 	<p>Locational Knowledge</p> <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. <p>Human and Physical Geography</p> <ul style="list-style-type: none"> ○ Describe and understand key aspects of: <ul style="list-style-type: none"> ○ Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. 	<ul style="list-style-type: none"> ○ Mesa ○ Mushroom rock ○ Natural arch ○ Salt flat ○ Sand dune 	
<p>Four:</p> <p>How can people use deserts?</p>	<p>To explain the different ways humans can use deserts.</p>	<ul style="list-style-type: none"> - I can recognise that different locations may be in different time zones. - I can give examples of how human use the Mojave Desert. - I can recall that land use can change over time. 	<p>Locational Knowledge</p> <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. - 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). <p>Human and Physical Geography</p> <ul style="list-style-type: none"> - Describe and understand key aspects of: <ul style="list-style-type: none"> ○ 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"> - Lines of longitude - Military - Mining - Prime Meridian - Ranching - Recreational Land - Renewable energy - Time zone 	<ul style="list-style-type: none"> - A globe - A torch - Access to a device - Access to a device with voice recording capabilities.
<p>Five:</p> <p>What are the threats to deserts?</p>	<p>To describe some of the threats facing deserts.</p>	<ul style="list-style-type: none"> - I can list some of the environmental threats to deserts. - I can describe how human activity may negatively impact a desert environment. - I can weigh up the benefits and drawbacks of living in a desert environment. 	<p>Locational Knowledge</p> <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. <p>Human and Physical Geography</p> <ul style="list-style-type: none"> - Describe and understand key aspects of: <ul style="list-style-type: none"> ○ Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. ○ 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"> - Agriculture - Desertification - Drought - Flash flood - Irrigation 	

<p>Six:</p> <p>Would you like to live in the desert?</p>	<p>To explore the similarities and differences between two physical environments.</p>	<ul style="list-style-type: none"> - I can identify the differences between two biomes. - I can compare land use in two different locations. - I can justify why one place may be more hospitable than another. 	<p>Locational Knowledge</p> <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. - Name and locate countries 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). <p>Place Knowledge</p> <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 region within North or South America. <p>Human and Physical Geography</p> <ul style="list-style-type: none"> - Describe and understand key aspects of: <ul style="list-style-type: none"> o Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. o 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. <p>Geographical skills and fieldwork</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<ul style="list-style-type: none"> - Climate - Comparison - Difference - Land use - Settlement - Similarity 	<ul style="list-style-type: none"> - Access to a device per pair
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Assessment:

1. What are biomes?
2. Which best matches the definition of a desert?
3. What is the climate like in a hot desert biome?
4. Which is the largest hot desert in the World?
5. In which continent is the Mojave Desert located?
6. What physical feature is shown in the image?
7. How was this physical feature formed?
8. What is desertification?
9. Which feature is most likely to attract tourists to the Mojave Desert?
10. How do people use the Mojave Desert?

