

## LKS2 NORTH AMERICA



### Term 3

### Unit Overview: LKS2 Geography North America

<p><b>National Curriculum Objectives</b></p> <ul style="list-style-type: none"> <li>❖ Locate the world's countries, using maps to focus on North America, concentrating on its environmental regions, key physical and human characteristics, countries, and major cities</li> <li>❖ Identify the position and significance of latitude, longitude, and time zones (including day and night).</li> <li>❖ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>❖ Describe and understand key aspects of: - 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.</li> </ul> <p><b>By the end of this topic: Children should know:</b> The location, countries and main human and physical features of North America; what latitude and longitude are and why they matter (for climate and navigation).</p> <p><b>Children should be able to:</b> Use globes, atlases and maps to identify the main human and physical features of North America; interpret maps and aerial views of the Americas, at a variety of scales, discussing and asking questions about their main features; use appropriate vocabulary when describing North America, including place locations and map features.</p>	<p><b>Substantive knowledge</b></p> <ul style="list-style-type: none"> <li>❖ I can locate North America on a world map, using latitude and longitude.</li> <li>❖ I can find the United States of America on a map and explain its name.</li> <li>❖ I can outline the main physical features of the Rockies and how people use them.</li> <li>❖ I can describe the volcanic eruptions at Mount St Helens and the impact they have had on the surrounding area.</li> <li>❖ I can find out about a US state and explain what it would be like to live there.</li> <li>❖ I can compare the human and physical features of New York with my home area.</li> </ul> <p><b>Support</b> Children will know that North America and South America are different continents and that the climatic zones of the two continents are quite different.</p> <p><b>Extend</b> Children will be able to discuss the differences in physical features between South America and North America and link some of these differences to the climate of each continent.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; padding: 5px;"><b>Vocabulary</b></td> <td style="width: 33%; padding: 5px;"></td> <td style="width: 33%; padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;"> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; padding: 5px;"><u>Locational terms</u> latitude longitude Northern Hemisphere north-east north-west south-east south-west Western Hemisphere</td> <td style="width: 33%; padding: 5px;"><u>Geographical terms</u> landscape location mountain range rural state urban</td> <td style="width: 33%; padding: 5px;"><u>Place names</u> The Caribbean Central America Denali Great Lakes Mississippi River North America Mount St Helens Rocky Mountains</td> </tr> </table> </td> <td style="padding: 5px;"><b>Phonics focus</b> location (tion) / eruption (tion) facilities (s) / landscape (s) glacier (sh)</td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;"><b>Key People</b> Leif Eriksson Christopher Columbus Barak Obama</td> <td style="padding: 5px;"><b>Extended writing opportunities</b> Write a tourist information brochure about The Rocky Mountains.</td> <td style="padding: 5px;"></td> </tr> </table>	<b>Vocabulary</b>			<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; padding: 5px;"><u>Locational terms</u> latitude longitude Northern Hemisphere north-east north-west south-east south-west Western Hemisphere</td> <td style="width: 33%; padding: 5px;"><u>Geographical terms</u> landscape location mountain range rural state urban</td> <td style="width: 33%; padding: 5px;"><u>Place names</u> The Caribbean Central America Denali Great Lakes Mississippi River North America Mount St Helens Rocky Mountains</td> </tr> </table>	<u>Locational terms</u> latitude longitude Northern Hemisphere north-east north-west south-east south-west Western Hemisphere	<u>Geographical terms</u> landscape location mountain range rural state urban	<u>Place names</u> The Caribbean Central America Denali Great Lakes Mississippi River North America Mount St Helens Rocky Mountains	<b>Phonics focus</b> location (tion) / eruption (tion) facilities (s) / landscape (s) glacier (sh)		<b>Key People</b> Leif Eriksson Christopher Columbus Barak Obama	<b>Extended writing opportunities</b> Write a tourist information brochure about The Rocky Mountains.	
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<p><b>Weekly challenge "Thinking like a Geographer"</b></p> <ul style="list-style-type: none"> <li>❖ <b>Map Monday</b></li> <li>❖ <b>Topic Tuesday</b></li> <li>❖ <b>What if Wednesday</b></li> <li>❖ <b>Travel Thursday</b></li> <li>❖ <b>Find out Friday</b></li> </ul>	<p><b>Disciplinary knowledge</b></p> <ul style="list-style-type: none"> <li>• Consider why countries have National Parks looking at physical geography.</li> <li>• Consider the impact of climate change on National Parks and Glaciers.</li> <li>• Explore how and why landscapes change using maps and other sources of information.</li> <li>• Explore how climate and landscape affect quality of life in an area.</li> </ul>	<p><b>Fieldwork</b></p> <p>Carry out an investigation into the variety of jobs people do in the local area following a land use survey.</p> <ul style="list-style-type: none"> <li>• Use OS maps to identify where people might work in the local area and identify some OS symbols.</li> </ul>												

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<p><b>Map skills</b></p> <ul style="list-style-type: none"> <li>❖ Begin to recognise patterns on maps and begin to explain what they show.</li> <li>❖ Draw freehand maps showing land use in an area visited.</li> <li>❖ Label maps to show their purpose.</li> <li>❖ Link features on maps to photos and aerial views.</li> <li>❖ Use maps and diagrams from a range of publications including holiday brochures, leaflets and town plans.</li> </ul>	<p><b>Deeper thinking. What if...</b></p> <ul style="list-style-type: none"> <li>❖ What if ... the Athabasca Glacier disappeared completely?</li> <li>❖ What if ... Mount St Helens had been underwater?</li> <li>❖ What if ... nobody wanted to live in one of the US states?</li> </ul>	
<p><b>British Values</b></p> <ul style="list-style-type: none"> <li>❖ <b>Democracy:</b> Pupils look at different perspectives and respect the views of others. They think about local, national and global issues.</li> <li>❖ <b>Rule of law:</b> Children think about moral law and the consequences of their actions on future generations.</li> <li>❖ <b>Individual liberty:</b> Children can see the effect that humans are having on our planet and can be empowered to make a change.</li> <li>❖ <b>Mutual respect and tolerance:</b> Pupils compare similarities and differences between their lives and those others around the world.</li> </ul>	<p><b>Christian Values</b></p> <ul style="list-style-type: none"> <li>❖ <b>Respect:</b> Valuing and celebrating our differences.</li> <li>❖ <b>Trust:</b> Trust is essential to a community to work together.</li> <li>❖ <b>Courage:</b> Being able to stand up for what is right.</li> </ul>	
<p><b>Case studies / examples</b></p> <ul style="list-style-type: none"> <li>❖ Mount St Helens</li> <li>❖ New York</li> </ul>	<p><b>Guided Reading opportunities</b></p> <ul style="list-style-type: none"> <li>❖ Tour the Rockies</li> <li>❖ Mount St Helen's fact file</li> </ul>	<p><b>Reading support</b></p> <ul style="list-style-type: none"> <li>❖ Word ban game Pictorial based weekly challenges</li> <li>❖ Vocabulary mats</li> <li>❖ Videos and photographic examples</li> <li>❖ Writing frames</li> <li>❖ Phonics teaching of key vocabulary</li> </ul>
<p><b>Prior learning</b></p> <p>In KS1, children learnt the names and locations of the world's seven continents and five oceans. They learnt how the Equator affects the climate of different regions of the world, including North and South America.</p> <p>In Year 3, children learnt about the physical and human geography of South America and the different climate zones found on one continent. Children compared the UK to a regional in South America and explored why people chose to live by the Amazon River. Children learnt about why the Amazon Rainforest was under threat and how they could affect change.</p>	<p><b>Key questions</b></p> <ul style="list-style-type: none"> <li>❖ What happens in landscapes at different latitudes?</li> <li>❖ How can I use lines of latitude and longitude together?</li> <li>❖ What is the difference between a state and a country? What about a nation?</li> </ul>	<p><b>Future learning</b></p> <p>In UKS2, children will look at global tourism, particularly in mountainous regions and explore mountain ranges in the UK. They will study North America when they learn about tectonic plates and how people living in certain areas of North America have to prepare for the risk of earthquakes.</p>

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|  | <ul style="list-style-type: none"><li>❖ What does it mean for a country to be 'united' (like the UK and the USA, for example)?</li><li>❖ How might climate and landscape influence the quality of life in a place?</li><li>❖ What things might different people want when choosing a place to live?</li></ul> |  |
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