

# Geography

## North America Year 5

### Remember when

- Sydney (Year 2)
- Mountains (Year 3)
- Naples (Year 4)

### Sticky knowledge:

- The country America is broken down into 50 states and the capital city is Washington DC. North America has 23 countries
- North America has 9 time zones
- The Grand Canyon and Colorado River are examples of physical features.
- The Grand Canyon has a cool semi-arid climate with hot summers
- There are different biomes at different parts of the Grand Canyon.
- There are forests at higher altitudes and desert basins at lower altitudes
- Water is the main natural resource in the Grand Canyon. In the past people mined gold and other precious metals there
- Mining has a negative impact on the Grand Canyon. It threatens wildlife and drinking water.

### Key vocabulary

America  
North America  
States  
National park  
Climates  
Biomes  
Equator  
Hemisphere  
Tropics  
Continent  
Symbols  
Latitude  
Longitude  
Time zones  
Greenwich  
Antarctic circle  
Arctic circle  
Tropic of cancer  
Tropic of Capricorn

### National curriculum

#### Locational Knowledge

- 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)

#### Place knowledge

- 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

#### Human and physical geography

- 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

#### Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

	Title/ focus	Lesson outline
<b>Lesson 1</b>	<p>LO: To know the location of North America, its countries and human and physical features</p> <p>SK: The country America is broken down into 50 states and the capital city is Washington DC. North America has 23 countries.</p> <p>The Grand Canyon and Colorado River are examples of physical features.</p>	<p>Children to complete a glossary of key vocab each lesson – 1 table to be added to each lesson to embed key vocab and definition. Glossary can be referred to support learning.</p> <p>Glossary L1 – America North America States</p> <p>Locate North America on a world map and identify the different countries within North America. Identify Washington DC (Capital city) and label on a map.</p> <p>Recap - What is a physical feature? What is a human feature? Using an atlas can the children identify physical features within North America such as mountain ranges, rivers etc. Need to include Grand</p>

		<p>Canyon, Colorado River, Mount Denali, Mississippi river and the Everglades. (Physical features)</p> <p>Now can the children using an atlas identify human features of Washington DC. E.g. The Whitehouse, Nasa headquarters, Lincoln memorial.</p> <p>Activity -</p> <p>Children to have a map surrounding NASA headquarters in Washington DC.</p> <p>Label the physical and human features around the headquarters.</p>
<b>Lesson 2</b>	<p>LO: To understand time zones and how these relate to North America</p> <p>SK: North America has 9 time zones</p>	<p>Glossary L2 – longitude</p> <p>Latitude</p> <p>Time zones</p> <p>Greenwich</p> <p>Hemisphere</p> <p>Recap learning on time zones from Y5 Earth and Space.</p> <p>Introduce latitude, longitude and how these relate to time zones. What is latitude and longitude? <a href="#">Latitude and longitude - BBC Bitesize</a></p> <p>Activity -</p> <p>Use a template of time zone map, label different time zones in North America.</p>
<b>Lesson 3</b>	<p>LO: To know what climate zones are and describe the climate of an area of North America</p> <p>SK: The Grand Canyon has a cool semi-arid climate with hot summers</p>	<p>Glossary L3 – Climates</p> <p>Antarctic circle</p> <p>Arctic circle</p> <p>Tropic of cancer</p> <p>Tropic of Capricorn</p> <p>Equator</p> <p>Tropics</p> <p>Recap – Poles and equator and climate and weather. What do they remember? What do these words mean?</p> <p>Look at climates around the world. What do they notice?</p> <p>Focus on North America, what climate zones does North America have?</p> <p>Activity -</p> <p>Case study on the Grand Canyon in Arizona.</p> <p>What climate zone is it in?</p> <p>Use graphs to compare weather and climate at the Grand Canyon to Yorkshire in the UK.</p> <p>Write simple sentences explaining what similarities and differences they have found.</p>
<b>Lesson 4</b>	<p>LO: describe and understand key aspects of biomes and vegetation belts</p> <p>SK: There are different biomes at different parts of the Grand Canyon.</p>	<p>Glossary L4 - Biome</p> <p>Look at biomes of the world in general- what are biomes and vegetation? How are they linked?</p> <p>Recap what they learnt last lesson about the Grand Canyon. Why are there different biomes in the Grand Canyon?</p> <p>Activity –</p> <p>Children to colour code a world biomes map.</p>

	There are forests at higher altitudes and desert basins at lower altitudes	Use images of different biomes and write information about each relating to the Grand Canyon. E.g there are forests at higher altitudes and desert basins at lower altitudes.
<b>Lesson 5</b>	<p>LO: To understand the natural resources found in and around the Grand Canyon</p> <p>SK: Water is the main natural resource in the Grand Canyon. In the past people mined gold and other precious metals there</p>	<p>Glossary L5 – National Park</p> <p><a href="https://www.nps.gov/grca/">Natural Resources at Grand Canyon National Park (U.S. National Park Service) (nps.gov)</a></p> <p>Recap what we know about the Grand Canyon.</p> <p>Learn about:</p> <ul style="list-style-type: none"> <li>• Park facts</li> <li>• Climate patterns</li> <li>• Animals in the park</li> <li>• What resources the Grand Canyon provides us.</li> <li>• Look at the mining industry.</li> </ul> <p>Activity – Children to create a fact file on Grand Canyon. Including the natural resources found in and around.</p>
<b>Lesson 6</b>	<p>LO: To understand how humans have impacted the natural resources and environment of the Grand Canyon</p> <p>SK: Mining has a negative impact on the Grand Canyon. It threatens wildlife and drinking water.</p>	<p>Recap natural resources from the Grand Canyon. What else have they learnt about the Grand Canyon. What do we know about the mining industry? Look at the history of mining in the Grand Canyon. How has this impacted on the Grand Canyon? Example, habitats, drinking water etc.</p> <p>Who are the Havasupai Tribe? How do they live in the Grand Canyon? – Background information on them. <a href="https://www.grandcanyonoguru.com/havasupai-tribe/">Learn about the Havasupai Tribe and Havasu Falls (grandcanyonoguru.com)</a></p> <p>Activity -</p> <p>Use image of the Grand Canyon, Write sentences explaining what humans have done that has impacted on the Grand Canyon over the years.</p>