Key Vocabulary and Definitions:

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| Biome |  | Areas of our planet with similar climates, landscapes, animals and plants |
| Climate |  | The average weather conditions in an area over a period of time |
| Equator |  | The imaginary line that circles around the earth at 0º longitude |
| hemisphere |  | Half a sphere |
| Human geography |  | Something that is built by humans and would not have existed in nature without humans. |
| Landmark |  | A recognizable building or object that can be seen from a distance |
| Latitude |  | Imaginary lines that circle horizontally around the earth |
| Longitude |  | Imaginary lines that circle vertically around the earth |
| Physical geography |  | The study of the Earth's natural features, such as mountains, rivers, deserts and oceans. |
| Weather |  | The daily weather (rain, dry, cloudy, sunny, hot, cold) |

What should I already know?

* Name and locate the world’s seven continents and five oceans
* Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

Geographical Skills:

* Locate the main countries in Europe and North or South America.
* Identify the position and significance of latitude/longitude and the Greenwich Meridian.
* Linking with science, time zones, night and day (term 4 Science)
* Physical geography including climate zones and biomes
* Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries.

Teaching Sequence

1. To identify and locate countries of North America and some states.
2. To use geographical terminology to describe the locations across North America.
3. To describe the physical and human characteristics across North America.
4. To describe the climates and biomes of different regions across North America
5. To locate and describe Niagara Falls and the Great Lakes in North America.
6. To compare Niagara Falls and the Great Lakes in North America to the Lake District in Cumbria (two lessons)

Blooms Taxonomy – Specific Verbs to Use in Lesson Aims

Knowledge: Describe, find, identify, list, locate, name, recognise, retrieve Comprehension: Classify, compare, explain, infer, interpret, paraphrase, summarise Application: Carry out, implement, use Analysis: Deconstruct, Organise, outline, structure Synthesis: Construct, design, devise, invent, make, plan, produce, Evaluation: Appraise, assess, choose,

Key Knowledge

