

# Geography

## Medium Term Plan

### Y5 – North America Autumn 1



Y5 – North America Autumn 1		Year Group	Learning	Tier	Vocabulary
<b>Class Text</b>	The Boy Who Biked the World: Riding the Americas: Part two by Alastair Humphreys	EYFS + KS1	Place Space Environment Human and physical processes	Tier 1	countries, capital city, hot, cold, cool, dry, wet, summer, winter.
<b>Hook</b>	Guess the number of countries in North America			Tier 2	language, culture, conclusion, details, comparison, extreme, periods (long/short).
<b>Topic Reflection</b>	: Where would you rather live? Compare and contrast Mexico with the UK.	KS2	Place Space Environment Physical and human processes Scale (local, regional or global) Interconnections	Tier 3	region, climate, Mexico, Mexico City, Spanish, Americas, United States of America, Central America, North America, region, population, populous, climate zones, tropical, arid, humid, Mediterranean, temperate, continental, thematic map, New World, 4-figure coordinates
<b>Key Enquiry Questions</b>	How do the climate zones found in a country affect how people live their lives? How do the climate zones in a country affect the human and physical features found there				

Previous Skills	Previous Knowledge	Previous Understanding
<p>Locate places on larger scale maps e.g. Europe and map of world. Use NF books, stories, atlases, pictures/photos and internet as sources of information. Identify features on aerial/oblique photographs. Use a topographical map to identify physical features in an area.</p> <p>Make a map of a place visited. Use standard symbols. Use the 8 compass points. Use an atlas to locate places and gather further information, e.g. capital cities. I can use alpha-numeric co-ordinates confidently. I can interpret data in web-based tables. Follow a route on a range of maps.</p>	<p>The 7 continents and 5 oceans. The difference between aerial and oblique photographs. That a topography map shows the physical features of an area. The difference between a topography map and an OS map. The need for standardised symbols</p>	<p>The need for standardised symbols. Understand what a climate is and describe those experienced in Europe.</p>

<b>Cross-curricular links</b>	<p><b>English:</b> Write a holiday brochure for Mexico.</p> <p><b>Reading Skills:</b> Read non-fiction texts on North America and in particular the geography and culture of Mexico.</p> <p><b>Art:</b> Frieda Kahlo.</p> <p><b>Maths:</b> Graphs.</p>
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Lesson	Concept	Learning Objective	Lesson Outcome	ARE Success Criteria	GD Success Criteria	SEND Success Criteria
Lesson 1	PlaceSpace	Identify the countries of North America. Use the 8 compass points to describe a location. Identify the southern and northern hemisphere.	Begin by asking the children to write on a folded piece of paper how many countries make up North America, then set aside (returned to at the end of the session – are they surprised?). Use an atlas to locate and name the 23 countries. Describe the location of less familiar countries in relation to the USA using the 8 compass points.	I can use an atlas to locate and name the countries of North America. I can use 8 compass points confidently to describe the location of a country. I can say how many countries make up the continent of North America. I can say which hemisphere North America is located in.	Use an atlas to identify the largest/smallest/wettest/driest countries in North America.	See IEP / My Plan / Birmingham Toolkit
Lesson 2	Scale Environment	Use a thematic map to identify climates. Research climates using a range of sources.	North America is the sole continent that has every type of climate. Children use a thematic map to identify the 6 climate zones and research what each is like.	Identify the 6 climate zones in North America. Name a country in each climate zone. Say what to expect in each climate zone.	Consider how climate zones found in a country may affect how people live their lives.	See IEP / My Plan / Birmingham Toolkit
Lesson 3	Place Space Scale	Use 4-figure coordinates to locate features on a map.	Children will be introduced to 4-figure co-ordinates. They will practise using and giving them whilst locating extreme human and physical features and major cities of North America.	Read and use 4-figure co-ordinates. Use 4-figure co-ordinates to locate features on a map. Name and locate significant human and physical features and cities in North America.	Compare and contrast North America with Europe.	See IEP / My Plan / Birmingham Toolkit

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Lesson 4	Place Space Environment	Use thematic maps to draw conclusions about a place.	Children will locate Mexico. They will use thematic maps to draw conclusions about the climate, population and physical features.	Describe the climate of Mexico and the population of Mexico. Use a topography map to identify the physical features. Draw conclusions about where people live in Mexico in relation to the climate and physical features.	Compare and contrast Mexico with the UK.	See IEP / My Plan / Birmingham Toolkit
Lesson 5	Place Environment Scale Interconnections	Research the human geography of a country.	Children will research the following areas: types of settlements, exports, language, and significant human features (must include Chichén Itzá in anticipation of History topic). They will also explore why people visit Mexico. Children will present their findings in a variety of ways, e.g. thematic map, drawing a map, 4-figure grid references, graphs.	Use a range of sources to find out about an aspect of Mexico. Present my findings in a range of ways.	What are the biggest differences between life in Mexico and life in _____?	See IEP / My Plan / Birmingham Toolkit
Lesson 6	Place Environment Scale	Compare and contrast two countries.	Children will compare Mexico to the UK. They will identify what is similar and what is different.	Compare Mexico to the UK. Say what is the same and what is different. Explain whether I would like to live in Mexico or the UK and why.	I can say whether I would like to live in Mexico or the UK and why.	See IEP / My Plan / Birmingham Toolkit

Knowledge:	Skills:	Understanding:
<p>The 6 main climate zones are:</p> <p><b>Tropical</b> – hot and humid, found near the equator</p> <p><b>Arid</b> - dry climates, like deserts</p> <p><b>Mediterranean</b> – hot dry summers and cooler, wetter winters</p> <p><b>Temperate</b> - mild summers and winters which are not too cold, like the UK</p> <p><b>Continental</b> - Long, cold winters and short, hot summers. Common in areas far from the sea</p> <p><b>Polar</b> – long periods of extreme cold</p> <p>Know that North America is the sole continent that has every type of climate</p> <p>Be able to name and identify some countries of North America on a map including Canada, the USA and Mexico as well as naming some Central American countries and showing the area they are found in on a world map.</p> <p>The Climate in Mexico is quite varied and includes tropical, arid, Mediterranean and temperate zones.</p> <p>The world is divided by the Equator into two parts; the northern and southern hemisphere</p>	<p>Use 8 compass points confidently.</p> <p>Use 4 figure co-ordinates to locate features on a map.</p> <p>Use thematic maps to draw conclusions about a place. Use a range of sources to find out about an aspect of Mexico.</p> <p>Present my findings in a range of ways e.g. thematic map, graph, etc.</p> <p>Compare and contrast two places</p>	<p>That the climate and physical features of a country have an impact on where and how people live.</p> <p>How to interpret a thematic map.</p> <p>The importance of giving and using 4 figure grid references correctly – each square has a grid reference which is acquired by putting together the number from the easting and northing that cross in its bottom left hand corner.</p> <p>Understand the significance of Chichen Itza, built by the Maya people and now a World Heritage Site visited by more than one million people every year</p>