

# Medium Term Plan for Geography

Y5 – North America

Autumn 1

**Class Text:** The Boy Who Biked the World: Riding the Americas: Part two by Alastair Humphreys

**Hook:** Guess the number of countries in North America.

**Topic Reflection:** Where would you rather live? Compare and contrast Mexico with the UK.

**Geographical questions:** 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?

**Geography Concepts:**

**Vocabulary**

**EYFS + KS1**

- ✓ Place
- ✓ Space
- ✓ Environment
- ✓ Human and physical processes

**KS2**

- ✓ Place
- ✓ Space
- ✓ Environment
- ✓ Physical and human processes
- ✓ Scale (local, regional or global)
- ✓ Interconnections

**Tier 1:** countries, capital city, hot, cold, cool, dry, wet, summer, winter.

**Tier 2:** language, culture, conclusion, details, comparison, extreme, periods (long/short).

**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.

**Previous Skills**

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.

**Previous Knowledge**

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.

**Previous Understanding**

The need for standardised symbols.  
Understand what a climate is and describe those experienced in Europe.

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.		The need for standardised symbols.				
<u>Cross-curricular links</u>		English: Write a holiday brochure for Mexico. Reading Skills: Read non-fiction texts on North America and in particular the geography and culture of Mexico. Art: Frieda Kahlo. Maths: Graphs.				
	<u>Concepts</u>	<u>Learning Objective</u>	<u>Lesson Outcome</u>	<u>ARE Success Criteria</u>	<u>GD Success Criteria</u>	<u>SEND Success Criteria</u>
Lesson 1	Place Space	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 (return to this 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. 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

<b>Lesson 2</b>	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 to use a thematic map to identify the 6 climate zones and research what each is like.	I can use thematic maps to draw conclusions about a place. I can identify the 6 climate zones in North America. I can name a country in each climate zone. I can say what to expect in each climate zone.	I can consider how do the climate zones found in a country may affect how people live their lives.	See IEP/ My Plan/Birmingham Toolkit
<b>Lesson 3</b>	Place Space Scale.	Use 4 figure co-ordinates 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.	I know to 'walk before I fly' when using 4 figure co-ordinates. I can use 4 figure coordinates to locate features on a map. I can name and locate significant human and physical features and cities in North America.	I can compare and contrast North America with Europe.	See IEP/ My Plan/Birmingham Toolkit
<b>Lesson 4</b>	Place Space Environment	To 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.	I can use thematic maps to describe the climate of Mexico and the population of Mexico. I can use a topography map to identify the physical features. I can draw conclusions about where people live in Mexico in relation to	I can compare and contrast Mexico with the UK.	See IEP/ My Plan/Birmingham Toolkit

				the climate and physical features.		
<b>Lesson 5</b>	Place Environment Scale Interconnections	Research the human geography of a country.	Children will research the following areas: types of settlements, exports, language, significant human features (must include Chichen Itza in anticipation of History topic), why do people visit Mexico? They will present their findings in a variety of ways, e.g. thematic map, draw a map, 4 figure grid references, graph.....	I can use a range of sources to find out about an aspect of Mexico. I can 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
<b>Lesson 6</b>	Place Environment Scale	To compare and contrast two countries.	Children will compare Mexico to the UK. They will say what is similar and what is different.	I can compare Mexico to the UK. I can say what is the same and what is different.	I can say whether I would like to live in Mexico or the UK and why.	See IEP/ My Plan/Birmingham Toolkit
<b>Endpoints:</b>	<b>Knowledge:</b> The 6 main climate zones are: Tropical – hot and humid, found near the equator Arid - dry climates, like deserts Mediterranean – hot dry summers and cooler, wetter winters Temperate - mild summers and winters which are not too cold, like the UK Continental - Long, cold winters and short, hot summers. Common in areas far from the sea Polar – long periods of extreme cold Know that North America is the sole continent that has every type of climate.					

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.  
The Climate in Mexico is quite varied and includes tropical, arid, Mediterranean and temperate zones.  
The world is divided by the Equator into two parts; the northern and southern hemisphere.

**Skills:**

Use 8 compass points confidently.  
Use 4 figure co-ordinates to locate features on a map.  
Use thematic maps to draw conclusions about a place.  
Use a range of sources to find out about an aspect of Mexico.  
Present my findings in a range of ways e.g. thematic map, graph, etc.  
Compare and contrast two places.

**Understanding:**

That the climate and physical features of a country have an impact on where and how people live.  
How to interpret a thematic map.  
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.  
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.