



Geography – North America

Main plot- Would you rather live in the Western USA or the West Midlands?



Week	Order of Study – Main plots and Subplots – links to geographical skills
1 Map skills	<u>LI- I can identify the position and significance of Latitude and Longitude in locating places around the world. (kpi)</u> <u>LI- I can use 6 figure grid references with teaching of latitude and longitude in depth. (kpi)</u> How do people locate places around the world accurately? What are latitude and longitude? What is the Greenwich Meridian? How do we read this information? How can we more accurately locate places on a larger scale? Complete first 2 sections of the KWL and stick in knowledge organiser. What do the chn think latitude and longitude are? Show PPT about latitude and longitude. Give chn a map of the Earth to practise using lines of latitude and longitude to describe locations accurately. Recap 4 figure grid references from last year. Then demonstrate how to use 6 figure grid references using the PPT. Remind chn to start in the bottom left of each square. Chn to complete worksheet by giving the grid references of places on the map and then locating the grid references to identify what is at the location. Teacher mark. Resources: PPT, longitude and latitude map and worksheet, Key vocabulary: longitude, latitude, Prime Greenwich Meridian, Equator, grid references, symbol
2 West Midlands/ Bedworth	<u>LI- I can name and locate the human and physical features of the UK and West Midlands and understand how these features have changed over time. (kpi)</u> <u>LI- I can explain the specific location of Bedworth. (kpi)</u> What are the key geographical features of the Midlands? What are the key physical features/processes? What are the key human features/processes? What is the environment like? What is the climate like? What are cities like? What is the economy like? Jobs? Houses? People? Where do you live? – Recap the information on the PPT, showing the countries, regions and counties of the UK on the maps. Which country, region and county do they live in? Can they write a detailed description of the location of Bedworth? Discuss physical features and the topographical map (recap from last year). Chn to attempt to answer the questions on their stop and jot 1 worksheets. Share the information about human features and discuss the type of settlement you are in e.g. town, city, hamlet. Share the photographs of different landmarks in the UK on the PPT. Can the chn identify them? Activity 1 – The chn must solve the clues to determine the character's location within their region in this activity. It would be useful to help them locate a map of England within your school atlases, which shows the main physical features and key settlements. You may also wish to provide them with a copy of 'resource 1', which shows the region's location and the counties within it. This activity is differentiated in three ways. Give chn a modern map of Bedworth and an old map of Bedworth (from Digimap for schools). Chn to describe what they notice about the physical and human features and how they have changed over time. Can they explain why this might be? Self assessment. Resources: PPT, stop and jot sheet, differentiated worksheets, Resource 1 (counties map), atlas, Digimap for schools maps Key vocabulary: physical feature, human feature, landmark, landform, rural, urban, topography, settlement, region, county
3 North America	<u>LI- I can locate the main countries in North America.</u> What is North America like? Where is North America? Which countries are in North America? What are the key physical features? What environmental regions are found there?

	Give chn a range of maps, showing climate, terrain, rivers and animals. What do they tell us about the continent of North America? Chn to use an atlas to label the countries of North America. Discuss the physical features of Canada, USA and Mexico and make notes. Chn to then complete similarities and differences worksheet. Peer assessment. Resources: PPT, blank North America map, worksheet Key vocabulary: biomes, continent, climate, tundra, terrain, biodiverse
4 Mountains	<u>LI- I can use age-appropriate maps, atlases and globes to locate, describe and explain mountains. (kpi)</u> Chn to label the parts of a mountain. How do the chn think mountains are formed? Recap plate tectonics from last topic. Chn to draw a diagram and write an explanation of how the Rocky Mountains were formed. Chn to locate on a map the key mountains and mountain ranges in the UK. Which mountain is closest to where they live? How might they have formed? (possible link to continental drift from last topic). How are they similar or different to the Rocky Mountains? Teacher mark. Resources: PPT, mountain range image for labelling, word bank, atlas, UK map, ipads Key vocabulary: summit, snow line, face, outcrop, valley, slope, plateau, treeline, ridge, foot, base
5 Western USA Physical	<u>LI- I can name and locate the physical features of the Western USA. (kpi)</u> What are the key physical features of the Western USA? What are the climates, biomes and vegetation belts? How many states does the USA have? Where are the rivers, lakes and mountains? How does it compare to where you live? Show chn that the USA is split into 4 regions. Recap physical features the chn have already e.g. learnt about volcanos and earthquakes in the Western USA e.g. the San Andreas Fault and Mount St Helens, and about mountains last lesson. Chn to create their own map to show the climate zones and vegetation belts in the Western US states. Chn to describe the biome in 2 of their chosen Western states. Self assessment. Resources: PPT, USA map Key vocabulary: region, biome, climate zone, vegetation belt, weather
6 Western USA Human	<u>LI- I can name and locate the human features of the Western USA. (kpi)</u> What are the key human features of the Western USA? What is the main economic activity? What are the key settlements? How is the USA different to where you live? How does it compare to where you live? What does economic activity mean? Chn to label the main economic activity in each of the Western states. What do the chn know about California so far? What do they think its main economy is? Why? What does population mean? Explain what the census is. Chn to analyse the population of the Western states and the UK. Chn to stick in density maps. What do they show about the difference between the UK and Western USA? Peer assessment. Resources: PPT, map of Western states, population data and questions Key vocabulary: region, settlement, city, town, village, hamlet, conurbation, population, population density, census, economy, economic activity, manufacturing, industry, Gross Domestic Product, raw materials, resources
7 Comparison	<u>LI- I can compare a region in the UK with a region in North America and understand some of the reasons for the similarities and differences. (kpi)</u> Would you rather live in Western USA or the West Midlands? What are the similarities? What are the differences? What are the advantages of living in...? What are the disadvantages of living in...? Chn to write a comparison between the Western USA and the West Midlands, using the previous lessons in the unit to help them. Teacher mark. Resources: PPT, notes from previous lessons

	Key vocabulary: economy, human features, physical features, settlements, population density, GDP, volcanos, earthquakes, mountains, rivers, biomes, vegetation belts, climate zones.
	Chn to complete the final section of the KWL grid to show what they have learnt.
Fieldwork	<u>LI- I can investigate relevant geographical questions and issues that I have chosen.</u> <u>LI- I can use fieldwork to observe, measure, record and present the Human and Physical features, using a range of methods that I have chosen. (kpi)</u> Chn to work in groups to decide on their own area of enquiry based on improving our local area e.g. litter, environmental quality, traffic, shops, resources. Chn to then record and present their findings to the rest of the class.