

Question:

What makes the USA so special?

National Curriculum Link

Locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. 5 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)

International Baccalaureate Learner Profile Link

Researcher

Inquirer

Open Minded

Communicator

Previous learning

Year 4	<p>Find and locate the world's rainforests on a map, and the significance of the lines of latitude on the location of rainforests. (linked to climate zones in Y3).</p> <p>-Know how to locate South America on a world map.</p> <p>-Locate and identify a range of climatic, physical and human features, including the Andes, The Amazon Rainforest and The Amazon</p> <p>-Name the main features of a river, and the way that land use changes from the source to the mouth.</p>	<p>Name the major rivers in the UK, including the River Thames as well as the River Mersey.</p> <p>- Describe the key characteristics of Rainforest in Brazil.</p> <p>- Explain the importance of the Amazon Rainforest on the wider continent of South America.</p> <p>-Understand the key differences between living in Liverpool and the Amazon region.</p>	<p>-Describe and explain how the water cycle works.</p> <p>-Identify the main courses of a river: the upper, middle and lower courses.</p> <p>*Describe and explain how humans pollute rivers (Environmental study)</p> <p>*Know that most major world cities are located near rivers, understanding how rivers have impacted on human life and land-use over thousands of years and still today, with a focus on how people use rivers. Recognise and explain how human activities affect rivers, including pollution and dams.</p> <p>*Describe how flooding affects local communities living nearby rivers.</p> <p>- Recognise the different layers of life in a rainforest, considering biomes and vegetation belts. Recognise the features that make up a rainforest, including, the climate, animals and plants, people, food and medicine.</p> <p>*Describe and explain the physical impacts of deforestation of the Amazon Rainforest.</p> <p>*Describe and understand the types of settlement found</p> <p>-Understand how land-use development in some cities South-east Brazil as resulted in high-population density and difficult living conditions.</p>	<p>-Use the index in an atlas to locate the world's longest rivers.</p> <p>-Understand how to use digital mapping to locate satellite images of the world's major rivers.</p> <p>-Use atlas to find and locate rivers in the UK, identifying the source and mouth of the river.</p> <p>-Use maps, atlases and globes to locate the countries of South America and describe features studied</p> <p>-Use digital/computer mapping to study the human and physical features of the Amazon region.</p>
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New Learning

<p>Year 5</p>	<p>-Locate North America on a world map and explore the landscape.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, the tropics of Cancer and Capricorn.</p> <p>Locate key topographical features (including hills, mountains, coasts and rivers) in the UK, with a focus on the Lake District (<u>Field study</u>)</p> <p>-Locate and identify a range of climatic, physical and human features, including the major cities on the Atlantic coast.</p>	<p>-Describe the location and main human and physical features of North America</p> <p>-Know the names of at least four countries in North America and the names of their capital cities.</p> <p>-Name the largest country in North America and the names of four other countries and their capital cities.</p> <p>-Name at least 5 states in <u>USA</u>, and compare the landscapes of different US states.</p> <p>-Compare New York state, New York City within our local area (Liverpool and Merseyside), focusing on the similarities and differences between states and counties in the UK.</p>	<p>-Explore the physical geography of the Rockies mountain range (USA).</p> <p>-Describe the physical geography of Mount St Helens and the impact it has had on the surrounding area.</p> <p>-Understand the differences in physical and human landscapes found in different US states: Physical – climate zones, biomes, mountains, volcanoes and rivers Human – types of settlement and land-use, with a focus on New York City.</p> <p>-Describe how Earthquakes occur,</p> <p>-Understand the effects of a recent Earthquake on the human population focus on the area. Evaluate the advantages and disadvantages of living near in an Earthquake zone.</p>	<p>-Know how to use an atlas to locate Europe on a world map and to identify the countries within this continent.</p> <p>-Understand how to use the index in an atlas to identify different countries, cities and physical features of southern Europe, e.g. Mt. Vesuvius</p> <p>-Use online mapping, including <u>Digimap</u>, to explore Europe and the cities within different countries</p>
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Future Learning:

<p>Year 6</p>	<p>Collate all previous learning.</p> <p>Locate the world countries using maps to focus on the environmental regions</p> <p>Focus on India. Where in the world is India? Capital cities, climate. Major cities.</p> <p>Recognise, label and name all areas of UK including counties in England. (<u>summer term</u>)</p> <p>All children to have a sound understanding and able to locate seven continents and 5 oceans, confidently able to name each.</p>	<p>Describe the location and main human/physical features of area (s) studied</p> <p><u>Understand geographical</u> similarities and differences in UK and a village in India</p>	<p>Investigate types of settlement, land use and focus on Fair trade.</p> <p>What is Fair trade?</p> <p>Distribution of natural resources. coco beans (with the focus on fair trade)</p> <p>Identify seasonal weather patterns (<u>India</u> and England)</p> <p>Understand the difference in human and physical geography and speak with confidence about these.</p>	<p>-Use sketch maps and digital technologies (<u>Digimap</u>) to record and present the human and physical features of the local area. (field study to New Brighton... Cross - curricular with history)</p> <p>Use aerial pictures. To research the areas</p> <p>Use simple compass directions and directional language. Describe routes on a map</p>
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Knowledge, Skills and Understanding

G1: Locate the USA and Canada on a world map and atlas confidently. name and locate many of the Northern American major rivers on map. Name and locate many of the Northern American mountain regions on maps Locate counties of USA on a map.

G2 Use inquiry skills to investigate the country, in terms of tourism, productions

G3: Explain how a location fits into its wider geographical location; with reference to human and economical features. To understand time zones Understand and discuss Northern Hemisphere, Southern Hemisphere and Tropics. key physical and human characteristics, countries, and major cities

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Challenge

- What are the similarities and differences of USA to UK?

Resources Immersion Room Ipads/Computer suite: Books on America for research Pictures of America famous land marks Maps/Globes/Atlases	Website/Apps www.kbears.com/namerica.html : http://www.theschoolrun.com/home-work-help/native-americans
	Extended Writing Opportunities Research and explanation: Children decide on American state to study. Create a fact file about the characteristics in terms of human and physical/weather./time zones.
Suggested Quality Texts	Numeracy Skills Using body parts to measure spans Draw nets of pyramids and make 3D shapes
	WOW Experience American Day: (dress up in stars and stripes/red white and blue) A school day in the life of an American child. E.g Lessons: History, learning about

	Christopher Columbus. Lunch: American lunch (hot dogs) PE: Baseball.
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Cross Curricular Links

History: To research American history, in particular Presidents. Who was Christopher Columbus? **Art:** Andy Warhol **Dance:** Native Swan Dance