

Y56 B1 Geography America Medium term question planner – Autumn Term 2017

|    | Key objectives as questions   | Key Skills that can be covered  | Possible activities including use of Computing and Technology   | Outcomes/Evidence that teaching has taken place   |
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| 1. | <p>What was your last topic and what did you learn?</p> <ul style="list-style-type: none"> <li>• What do you already know about America?</li> <li>• What do you want to find out about the USA and Canada?</li> </ul> | <p>I know where the British Isles are and can name The United Kingdom (England, Scotland, Wales &amp; Northern Ireland), and The Republic of Ireland.</p> <ul style="list-style-type: none"> <li>• I can name and locate the capital cities London, Dublin, Edinburgh, Cardiff and Belfast.</li> <li>• I can name and identify the Cambrian Mountains, the Grampian Mountains, the Lake District, and the Pennines.</li> <li>• I can name and identify the three longest rivers in the UK (Severn, Thames, Trent)</li> <li>• I can name and identify the seas around the United Kingdom (The English Channel, the Irish Sea and the North Sea)</li> <li>• I can name the significant places and features of a location I am studying (and of my country of birth.)</li> <li>• When I describe where a place is, I use continent, country, region and names of towns, cities, and rivers.</li> <li>• When I describe places, I do so in terms of its economic development as well as other features.</li> <li>• I can name and locate all places and features learned previously and: <ul style="list-style-type: none"> <li>• I can name and locate the River Rhine (longest river in Europe)</li> <li>• I can name the two largest seas around Europe (the Mediterranean Sea, the North Sea)</li> </ul> </li> <li>• I can name the significant places and features of a location I am studying (and of my country of birth.) <ul style="list-style-type: none"> <li>• I can name and locate the continents (Africa, Asia, Europe, North America, South America, Antarctica)</li> <li>• I can name the largest cities in each continent (Lagos, Tokyo, Paris, New York, Sydney, and Sao Paulo.</li> <li>• I can name the six countries with the highest populations ( Brazil, China, India, Indonesia, Russia, and USA. I can name and locate the areas of origin of the main ethnic minority groups in the United Kingdom (Bangladesh, the Caribbean, India, Pakistan, the Republic of Ireland)</li> </ul> </li> </ul> | <p>Children fill in a knowledge, skills and understanding grid about their previous geographical studies. What they feel they know about the North American Continent and its location in the world.</p> <p>Also children compile a list of questions that they would like to learn about the North American continent especially Canada and the United States of America.</p> <p>Share questions as a class and discuss ways of finding the answers.</p> <p>Explain that although North America is made up of several different countries over the next few weeks we will be focusing on USA and Canada.</p> | <p>Children can discuss their previous Geographical knowledge.</p> <ul style="list-style-type: none"> <li>• Children can begin to fill in a knowledge, skills and understanding grid.</li> <li>• Children can share their initial views about North America (USA and Canada).</li> <li>• Children can develop questions based on what they would like to find out about the topic.</li> </ul> |
| 2  | <p>Where is America in relation to the</p>  | <p>I can name and locate the continents (Africa, Asia, Europe, North America, South America, Antarctica)</p>  | <p>TASK 1</p>   | <p>Children can locate the North American continent on a world map.</p>   |

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|   | <p>7 continents and the British Isles?</p> <ul style="list-style-type: none"> <li>• How many different time zones does The North American continent have?</li> <li>• Why do we think this is the case?</li> <li>• What are the 50 states of The United States of America?</li> </ul> | <ul style="list-style-type: none"> <li>• I know that globes are divided into lines of latitude and meridian of longitude and those time zones are identified using meridian of longitude. I understand the term GMT.</li> </ul>  | <p>Children are given a world map and have to label the seven continents and the North American continent.</p> <p>Task 2 Children in groups are given a blank map of North America and have to research – using an atlas or ICT maps the 52 states of the USA.</p> <p>Task 3 Time zones: ask the children what time it is in Barrow/Walney? What time do they think the time is in London? Why?</p> <p>Show the children the time in San Francisco and Boston (USA) why are the two times different even though the places are in the same country? Size of the country – together as a class find all the different time zones in the USA and Canada (including Hawaii).</p> | <ul style="list-style-type: none"> <li>• Children can identify the time zones of the North American Continent.</li> <li>• Children understand that the North American continent isn't just America.</li> <li>• Children understand that the North American continent include parts of the Caribbean and Central America.</li> <li>• Children can identify the 50 states of the USA.</li> </ul> |
| 3 | <p>Which are the main cities in the United States of America and Canada?</p> <ul style="list-style-type: none"> <li>• What are the main physical and human facts which can be used to describe North America?</li> </ul>   | <p>I ask, "Which PHYSICAL features does this place have?"</p> <ul style="list-style-type: none"> <li>• I ask, "Which HUMAN features does this place have?"</li> <li>• I give reasons for why some of those features are where they are.</li> <li>• I ask, "Which PHYSICAL and HUMAN features does this place have?"</li> <li>• I give reasons for why some of those features are where they are.</li> <li>• I ask, "What may this place be like in the future?"</li> <li>• I choose which of my ICT skills to use to help me find out information and present what I have found out.</li> <li>• I use the internet to help find out about a location, including aerial photographs (e.g.. Google Earth)</li> </ul> | <p>Ask the children if they know any names of Canadian or American cities. Can they plot them on a map?</p> <p>Do they notice anything about place names? (Do they notice any similar place names to those in other countries)</p> <p>Children are given a series of picture cards with labels – first they have to match the label to the picture then they need to put the features into two categories (Human features or Physical features).</p>  | <p>Children can name and locate the main cities and places in the United States of America and Canada.</p> <ul style="list-style-type: none"> <li>• Children can use ICT to gather facts and information about the human and physical features of America.</li> </ul>  |
| 4 | <ul style="list-style-type: none"> <li>• How has settlement in Northern America changed over time? •</li> </ul>  | <ul style="list-style-type: none"> <li>• I give reasons for why some of those features are where they are.</li> <li>• I ask, "What may this place be like in the future?"</li> <li>• I collect statistics about people and places and present them in the most appropriate ways.</li> </ul>  | <p>Who do the children think the first people to live in America were? To show some comparison Recap stone age work with the children and in pairs children to think about 4 questions they would like to find out about the native people of America.</p> <p>Using the internet to research find out the indigenous people of America were and how they lived.</p>   | <ul style="list-style-type: none"> <li>• Children can identify changes in settlement and reasons why these changes have happened.</li> <li>• Children can identify the main physical and human features and discuss their differences</li> </ul>   |

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|   |   |  | <p>Why do you think population distribution in America has changed since the 18th Century?<br/>What was the nature of the native population?</p> <p>Writing opportunity – children to imagine they are a native American and write a diary entry describing how things are changing and reasons for this.</p> <p>Possible extension/ homework – making a dream catcher. What were they and why were they relevant to native Americans.<br/>See ICT links at the bottom of the plan for population changes.</p>   |   |
| 5 | <p>What are the main rivers and lakes in the North American continent?</p> <ul style="list-style-type: none"> <li>• What is erosion and deposition?</li> <li>• How does flooding affect the people in America?</li> <li>• How do the Northern America rivers compare to others in the world?</li> </ul> | <p>I can identify the parts of a river and understand how land use is different along the river's course. (Source, meander, mouth) and areas around (flood plains). *OR</p> <ul style="list-style-type: none"> <li>• I can identify the parts of a coastline (river mouth, beach, cliffs, stacks, caves) *</li> <li>• I can explain the process of erosion and deposition (at either the coast or in a river)*</li> <li>• I know how erosion, deposition and flooding can affect people</li> <li>• I can identify how a place where people live (settlement) has changed over time and give some reasons for this, giving precise observations or research as evidence for this**</li> <li>• I use both physical and human factors in my explanation. **</li> <li>• I can compare places where people live and give reasons for the differences. **</li> <li>• When I describe where a place is, I use continent, country, region and names of towns, cities, and rivers.</li> <li>• When I describe places, I do so in terms of its economic development as well as other features.</li> <li>• I can name and locate all places and features learned previously and:</li> <li>• I can name and locate the River Rhine (longest river in Europe)</li> <li>• I can name the two largest seas around Europe (the Mediterranean Sea, the North Sea) Knowledge and Understanding of Patterns and Processes:</li> </ul> | <p>Children identify the main rivers in North American and the main lakes on a land map of North America.</p> <p>Children compile a list of the 10 longest rivers in the world.</p> <p>What do they know about the terms:</p> <p>Flooding? Erosion? Deposition?</p> <p>Show the children definitions of these terms.<br/>Geographical Vocabulary.</p> <p><b>writing opportunity</b> – Using a word bank to help children write an explanation of a river journey (this to be done in English lesson)</p> <p>Use the Mississippi River as a case study:<br/><a href="http://www.nps.gov/miss/riverfacts.htm">http://www.nps.gov/miss/riverfacts.htm</a><br/>How often does it flood? Where?<br/>How does it affect the people around it? How has the course changed over history?</p> | <p>Children can identify the main rivers and lakes on a map of North America.</p> <ul style="list-style-type: none"> <li>• Children can identify the 10 longest rivers in the world.</li> <li>• Children understand the terms erosion and deposition.</li> <li>• People can understand the effects of flooding on the population of America.</li> </ul> |

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|   |   | <ul style="list-style-type: none"> <li>• I can identify the parts of a river (source, meander, mouth) and areas around (flood plains). *OR</li> <li>• I can identify the parts of a coastline (river mouth, beach, cliffs, stacks, caves) *</li> <li>• I can explain the process of erosion and deposition (at either the coast or in a river)*</li> <li>• I know how erosion, deposition and flooding can affect people*</li> <li>• I can describe a place in terms of how economically developed it is.</li> <li>• I can identify how a place where people live (settlement) has changed over time and give some reasons for this, using both physical and human factors in my explanation. **</li> </ul>   |   |   |
| 6 | <p>What are your opinions of North America?</p> <ul style="list-style-type: none"> <li>• What are the differences and similarities between North America and the British Isles?</li> <li>• How do the photos show the different aspects to the North American continent?</li> </ul> | <p>I can describe a place using information I have found out using my geography words well</p> <ul style="list-style-type: none"> <li>• I compare and contrast places that I have studied using the physical and human features for my comparisons, and my knowledge of continents, countries, climate, temperature, and economy.</li> <li>• I give some reasons for the similarities and differences between places, using geographical language and what I know about relationships between countries.</li> <li>• When I describe where a place is, I use country, region and names of towns, cities, and rivers.</li> <li>• I can describe a place using information I have found out using my geography words well.</li> <li>• I compare places that I have studied using the physical and human features for my comparisons.</li> <li>• I give some reasons for the similarities and differences between places, using geographical language.</li> <li>• I look at and make detailed maps of areas I am studying.</li> <li>• I draw maps and plans of localities I have studied that include keys, grid references, four figure grid references (e.g. :05,15), a scale (e.g. 1 square =1KM), a compass rose, indicating North and standard Ordnance Survey symbols. • I use the contents and index pages of an Atlas to find places quickly, and use my knowledge of the 7 continents to help me locate places in the contents.</li> <li>• I use aerial photographs to match features on a map to the photograph.</li> <li>• I use aerial photographs to help describe a location in more detail.</li> <li>• I identify buildings and land use by using aerial photographs.</li> </ul> | <p>PHOTO and opinion LESSON!</p> <p>Look at a series of photographs: What do they tell us? Which ones are of the North American continent? (MAKE SURE THEY ALL ARE).</p> <p>How do these photographs match or contradict your perceptions of America?<br/>Children have to use photographs to explain/ express opinions about the North American continent.</p> <p>Using post it notes to label the pictures.</p> <p>Children to research one particular place in North America. Where is it? What landmarks might they see? Children to imagine they are looking through a key hole at this place. Would they see everything or just a tiny piece? Children draw what they see and using powerful descriptive language describe what they see. Find the are on a map. – work to be used for display.<br/>KU to draw an example</p> | <p>Children can discuss similarities and differences between the British Isles and North America.</p> <ul style="list-style-type: none"> <li>• Children can express opinions based on photographic sources.</li> <li>• Children can identify misconceptions and perceptions of places based on media and a range of sources. PSHE LINK</li> </ul> |

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| 7 | <p>What are the environmental issues that affect North America?</p> <ul style="list-style-type: none"> <li>• What are the different types of weather which affect Northern America?</li> <li>•</li> </ul> | <p>can compare places where people live and give reasons for the differences.</p> <p><b>** Knowledge and Understanding of Environmental Change and Sustainable Development keep a class weather chart throughout the school year and discuss changes, relating this to news and opinions about climate change. ***</b></p> <ul style="list-style-type: none"> <li>• I collect temperature and rainfall information and keep this on a class record sheet throughout the school year. ***</li> </ul> <p>I can summarise an environmental issue , its possible causes, and solutions either in the local area or an area I am studying. ***</p> <ul style="list-style-type: none"> <li>• I can suggest more than one solution as to how a locality can be improved. ***</li> </ul> <p>:</p> <ul style="list-style-type: none"> <li>• I Can contribute to a reduction in climate change.</li> </ul> | <p>Show the children a different series of environmental issue scenarios that affect the North America population.</p> <p>Tornados, tropical storms, melting ice in Northern Canada, Overcrowding in cities and pollution and global warming.</p> <p>How can these issues be dealt with? Which factors cause these events to happen?<br/>         What are the children’s views on these issues?<br/>         What do the children think it is like for people living in these places? Would they like to visit?<br/>         Why ? why not?</p> <p><b>Writing Opportunity</b> - research to be done in geography lesson and writing to be done in English lesson</p> <p>Children can write reports about the main weather issues that impact on the continent of North America. Comparing and contrasting different viewpoints and different issues that affect America: Is melting ice in Alaska as big an issue as Tornados in tornado alley? Are earthquakes in The southern united states as important as colder winters in Boston and New York?</p> <p><b>Further extension – homework.</b> Chn to write a recount imagining they have been caught up in one of the issues covered.</p> | <p>Children can discuss environmental issues.</p> <ul style="list-style-type: none"> <li>• Children can compare and contrast different types of weather.</li> <li>• Children can formulate ideas, plans and strategies to deal with global issues.</li> </ul>  |
| 8 | <p>What did you learn during this topic?</p> <ul style="list-style-type: none"> <li>• What questions are still unanswered? •</li> </ul> <p>How do you feel the topic went?</p>                            | <p>See key skills from previous lessons and from the bottom of the plan: • Including Map reading • Climate awareness • Place location • Human and physical feature identification.</p>   | <p>Children share their thoughts and opinions based on their learning during the course of the topic. What do they know now which previously they didn’t? What would additional information would the children like to learn? Children complete and date their knowledge, skills and understanding grids.</p>   | <p>Children can assess the physical and human features of North America.</p> <ul style="list-style-type: none"> <li>• Children can suggest questions for further learning.</li> <li>• Children can share their knowledge and understanding of the geography of America. Children can complete their knowledge, skills and understanding grids</li> </ul> |

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ICT LINKS: population changes:

[https://www.census.gov/history/www/reference/maps/population\\_distribution\\_over\\_time.html](https://www.census.gov/history/www/reference/maps/population_distribution_over_time.html)

Alaskan case study:

<http://labor.alaska.gov/research/pop/estimates/pub/pophistory.pdf>

Native American populations:

<http://www.census.gov/prod/cen2010/briefs/c2010br-10.pdf>

Chart on American population.

<http://www.census-charts.com/Population/pop-us-1790-2000.html>

| TAKEN FROM LEVEL 3  | TAKEN FROM LEVEL 4  |
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| <p><b>GEographical Enquiry:</b></p> <ul style="list-style-type: none"> <li>• I ask, “Which PHYSICAL features does this place have?”</li> <li>• I ask, “Which HUMAN features does this place have?”</li> <li>• I give reasons for why some of those features are where they are.</li> <li>• I describe different points of view on an environmental issue affecting a locality***</li> <li>• I find out about places and the features in those places by either going to that place to observe or by looking at information sources.</li> <li>• I use my writing skills to communicate what I know.</li> <li>• I use my maths skills to help me record and present my observations. (Charts, graphs, tables, scales etc)</li> <li>• I use my ICT skills to help me find out information and present what I have found out.</li> </ul> <p><b>Geographical Skills:</b></p> | <p><b>Geographical Enquiry:</b></p> <ul style="list-style-type: none"> <li>• I ask, “Which PHYSICAL and HUMAN features does this place have?”</li> <li>• I give reasons for why some of those features are where they are.</li> <li>• I ask, “What may this place be like in the future?”</li> <li>• I collect statistics about people and places and present them in the most appropriate ways.</li> <li>• I map land use of a location with given criteria. (e.g. leisure, shopping, residential etc)</li> <li>• I describe different points of view on an environmental issue affecting a locality and give my opinion on the issue, giving reasons.***</li> <li>• I find out about places and the features in those places by either going to that place to observe or by deciding which will be the best sources of information to look at.</li> <li>• I choose the most appropriate writing skills to communicate what I know.</li> </ul> |

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- I use the terms PHYSICAL and HUMAN accurately and can describe these features.
- I am building up a list of geography words (see 'recommended geography words list')
- I make detailed sketches of the features of a location.
- I devise questionnaires to find out local opinions on an issue.
- I look at maps of areas I am studying and identify features.
- I draw maps and plans of localities I have studied that include keys, grid references, four figure grid references (e.g.:05,15), a scale (e.g. 1 square =1KM), a compass rose, indicating North and some standard Ordnance Survey symbols.
- I use the contents and index pages of an Atlas to find places quickly.
- I have looked at how a map is a flat representation of a place on the globe. I have used a globe to explore the nature of our world and can point out the North and South poles.
- I use the internet to help find out about a location, including aerial photographs (e.g.. Google Earth) • I can plan a route using 8 points of the compass.

### Knowledge and Understanding of Places:

- I can describe a place using information I have found out using my geography words well.
- I compare places that I have studied using the physical and human features for my comparisons.
- I give some reasons for the similarities and differences between places, using geographical language.
- When I describe where a place is I use the 8 points of the compass to describe its

- I choose the most appropriate maths skills to help me record and present my observations. (Charts, graphs, tables, scales etc)
- I choose which of my ICT skills to use to help me find out information and present what I have found out.

### Geographical Skills:

- I use the terms PHYSICAL and HUMAN accurately and can describe these features.
- I am confidently using geography words (see 'recommended geography words list')
- I make detailed field sketches of the features of a location, labelling them with appropriate geography words.
- My field sketches show layouts, patterns or movement (as appropriate)
- I make careful measurements of rainfall, temperature, distances, depths (as appropriate) and record these in the most suitable way. (Including use of ICT)
- I look at and make detailed maps of areas I am studying.
- I draw maps and plans of localities I have studied that include keys, grid references, four figure grid references (e.g. :05,15), a scale (e.g. 1 square =1KM), a compass rose, indicating North and standard Ordnance Survey symbols. • I use the contents and index pages of an Atlas to find places quickly, and use my knowledge of the 7 continents to help me locate places in the contents.
- I use aerial photographs to match features on a map to the photograph.
- I use aerial photographs to help describe a location in more detail.
- I identify buildings and land use by using aerial photographs.
- I use the internet to help find out about a location (e.g. Google Earth)
- I know that globes are divided into lines of latitude and meridian of longitude and those time zones are identified using meridian of longitude. I understand the term

### Knowledge and Understanding of Places:

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|  | <ul style="list-style-type: none"><li>• I can identify the parts of a coastline (river mouth, beach, cliffs, stacks, caves) *</li><li>• I can explain the process of erosion and deposition (at either the coast or in a river)*</li><li>• I know how erosion, deposition and flooding can affect people*</li><li>• I can describe a place in terms of how economically developed it is.</li><li>• I can identify how a place where people live (settlement) has changed over time and give some reasons for this, using both physical and human factors in my explanation. ** •</li></ul> <p>I can compare places where people live and give reasons for the differences.</p> <p>** Knowledge and Understanding of Environmental Change and Sustainable Development:<br/>keep a class weather chart throughout the school year and discuss changes, relating this to news and opinions about climate change. ***</p> <ul style="list-style-type: none"><li>• I collect temperature and rainfall information and keep this on a class record sheet throughout the school year. ***</li><li>• I can summarise an environmental issue , its possible causes, and solutions either in the local area or an area I am studying. ***</li><li>• I can suggest more than one solution as to how a locality can be improved. *** • I know how I can contribute to a reduction in climate change. *** • I can summarise ways that people are trying to manage an environment. ***</li></ul> |
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