

Brough Primary School – Curriculum Intention Plan 2023 - 2024

Subject: Geography - North America Year Group: Year 5/6 - Cycle B		Area of learning: North America- Human and Physical Geography
Links to previous work/Remember when	Y5- From Y3/4- mapping skills, locational skills and comparing regions. Work on rainforest biomes. Y6- From Y4/5- rainforest biomes, focus on East Yorkshire region- physical and human geography. Comparing countries.	
Term	Year	Key Skills to be taught
Autumn 2023 What the children should know at the end of this series of lessons	5/6	<ul style="list-style-type: none"> ● Know the key physical features, cities and human characteristics of North America. ● Know why people emigrated to these countries, including forced emigration during the slave trade and emigration to North America. ● Compare a region of the UK with the human geography of a region of North America in terms of land use, settlement, trade links and natural resources. ● Explain how some areas have changed over time, technology and changing economic focuses. <p>LOs</p> <ul style="list-style-type: none"> ● locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <ul style="list-style-type: none"> - locational knowledge sessions from Y5 ● name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time ● understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. ● use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ● 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)

Vocabulary

KS1 vocab plus

Climate zones, biomes, vegetation belt, rivers, mountains, earthquakes and key physical features.
Immigration, emigration, settlements, renewable energies, fossil fuels, land use and regeneration.

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Locational Knowledge - to run alongside this topic and taught in short sessions using maps and ipads.

**Revise North and South American countries/ rivers and seas.
Focus on countries, rivers and seas around North America.**

Sequence of learning	Objectives and suggested details provided by the subject leader.
Pre-assessment	<p>What are the 7 continents of our world? What physical features can you name that are seen in North or South America? What is the difference between physical and human geography? What is emigration?</p>
1	<p>What are the landscapes of North and South America?</p> <ul style="list-style-type: none"> ● locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities ● use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ● 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) Completed 2.3.23 - equator etc. Time zones - 9/3/23 <p>Remind children that there are 2 parts to geography</p> <ul style="list-style-type: none"> - physical geography - human geography <p>As this came through as an area for recap in pupil voice sessions. See BBC bitesize section https://www.bbc.co.uk/bitesize/topics/zqj3n9q/articles/zr8q7nb</p> <p>Locate the Americas and make statements about where they are in the world. Split into 2 groups to research North and South America physical features.</p>
2	<p>Most of North America’s major cities on the coast. Is this true or false? Explain your findings.</p> <ul style="list-style-type: none"> ● locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <p>Look at the major USA cities' locations. Is it the same in the UK?</p>
3	<p>Why did people emigrate to the Americas in the past?</p> <ul style="list-style-type: none"> ● locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.

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	<ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <p>Create a timeline of the major immigration periods (unable to find any timelines for Americas) Different types of migration/immigration and reasons for these. Links to History.</p> <p>Imagined we were the first immigrants to Ellis Island - reporter asking questions/her answers about how she felt about the process.</p>
4	<p>What do they export from North America? How has that changed over time?</p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time <p>Choose a country in pairs and research. Focus on Silicon Valley and discuss how technology has changed this area.</p>
5	<p>Why has North American and Yorkshire UK coal production declined? How has this land use changed over time? What are the benefits of reduced coal production?</p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time <p>compare West Yorkshire coalfield areas in the UK e.g. make comparisons of production and export data, location of coal mining in an area of USA (eg Pennsylvania)</p> <p>research the environmental impact of the decline- present in any format make a motion for debate eg coal mining should be banned- see section below compare the rise in renewable energy and coal mining</p>
As part of PSHE	<p>Can just one person really make a change to our world's future?</p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. <p>See above section 5 eg Coal mining should be banned/Wind farms are too noisy. After the debate they could-</p> <ul style="list-style-type: none"> mind map their issue create posters to promote a change in attitude make an action plan for change at a local level fundraise for a group/class cause

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Learning Outcome/product

Present, in any format, maps of past emigration and explanations of reasons for these. See above debate and focus on at least one follow-up task.
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Assessment records	List only those children who have not achieved the expected outcomes

End of unit assessment question
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What comparisons can you make between an area of the UK and one in North America in terms of changes in their human geography? What are the main reasons for emigration to North America in the past?
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