



Digital Learners



Engineers



Global Enquirers



Designers

ASHINGTON
LEARNING
PARTNERSHIP



Healthy Citizens



Sustainability Ambassadors



Cultural Explorers



Careers Pathfinders



Global Enquirers

Medium Term Plan: Global Enquirers- Geography

How and why is the human and physical geography of the U.S.A so diverse?
How does the human and physical environment of the U.S.A impact on the lifestyle of the Iroquois?



Global Enquirers

Aspect of Study

Locational knowledge
Geographical study
Human and physical geography

Transferable Knowledge

Locational knowledge, map skills, vocabulary, comparing and contrasting, communicating information.

National Curriculum Overview of Programme of Study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

The national curriculum for geography aims to ensure that all pupils: develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

During this area of study students should be taught to:

- 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
 - 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 of North or South America.
 - Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
 - use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.



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Key Concepts

Population- familiar and different places and people (population, settlement, migration, diversity)

Navigation- use atlases and maps to recall knowledge of place (interpreting a key/symbols, index, compass points, equator, grouping countries into continents, borders, Google maps, making a map)

Climate and Landscape- weather, rainfall, seasons, temperature, desert, polar, temperature, tropical.

Physical features- Understanding of formation of Earth's physical features and common processes (water cycle, rainfall, mountains, island, tides, seas, rivers, tsunami, oceans, mountains, hills)

Human features- Understanding of how the earth has been affected by humans and a resolve to alter their behaviour (harbour, shops, town, village, school, community, climate change, sustainability)

Written and Oral expression- Using geographical terminology, comparison, contrast, recall explaining processes, fieldwork, presenting data, describing trends and patterns.

Possible Misconceptions

- That the earth is flat and you can 'fall off it' if you are in different parts e.g. the South Pole.
- Pupils may be used to seeing a world map with the U.K in the middle – ensure they are exposed to maps that have different positioning (Google Earth is a good way to do this) so that they understand that the Earth is a sphere.
- Vocabulary – explicitly teach and recap geographical vocabulary.
- Confusion between continents/countries.
- That everything in the USA is glamorous (due to what they've seen on television) – USA is a country with vastly different areas including some where many people live in poverty.
- Confusion between weather/climate

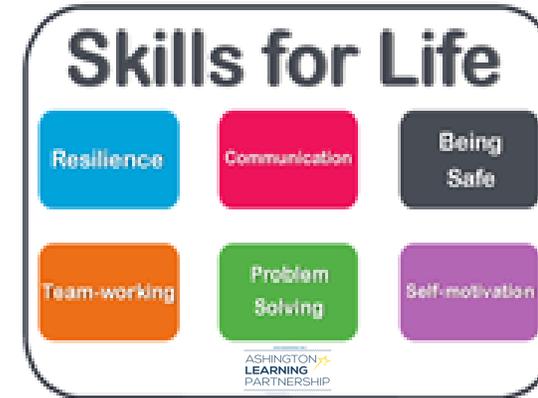
Knowledge and Skills

- To be able to compare Northumberland with New York State.
- To be able to recall the location of some globally significant places (linked to previously-taught topics).
- To know the number of people who live in a place is called its population.
- To understand that not every country has the same amount of wealth, food, water and natural resources.
- To be able to recall the 8 compass points.
- To be able to use the 8 compass points to describe direction and location.
- To be able to use mapping technologies such as Google Maps or ARC GIS.
- To understand climate is the usual condition of the weather, rainfall, humidity and wind in a place.
- To recall the 6 main climates and landscapes: polar, temperate, Mediterranean, tropical, arid, mountain/tundra.
- To know the key features of each of the 6 main climates and landscapes.
- To explain what the climate is like in different parts of the USA.
- To be able to explain how the climate has affected the landscape.
- To know a biome is a group of animals and plants which have similar characteristics to each other because of the climate they live in.
- To be able to explain some of the common characteristics from the biome in a particular climate area.
- To be able to describe key human and physical features of regions of the USA.
- To understand and be able to explain how the Iroquois have adapted their lifestyles due to their environment.

Real World Links/Influential Figures

Holidays - have any pupils visited any of the towns or countries studied.

Martin Luther King
Rosa Parks



Communication – understand and respect that people have different views.

Team-working – respect and listen to others, use the strength and skills of others.

Opportunities to apply Skills for Life during enquiry learning lessons.

Useful Resources/Wider Reading

<https://cornerstoneseducation.co.uk/the-hub/>

[https://www.rgs.org/schools/teaching-resources/united-states-of-america-\(usa\)/](https://www.rgs.org/schools/teaching-resources/united-states-of-america-(usa)/) -

for subject knowledge and ideas

<https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zvsp92p>

<https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/z7dkhbk>

OPAL links

Giant map of the USA – labelling states

Curriculum Coverage

(Previous, expected and what follows on)

Prior National Curriculum Coverage	National Curriculum Coverage	Subsequent National Curriculum Coverage
<ul style="list-style-type: none"> • Locate the world’s countries, using maps to focus on Europe (including the location of Russia),concentrating on their environmental regions, key physical and human characteristics, countries, and major cities- comparison of Britain and Italy, Europe - Anglo Saxons/Vikings • 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-Roman settlements/town names • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country - comparison of Britain and Italy, land in Norway/Denmark and comparing to the U.K, • Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water- comparison of Britain and Italy, types of settlement, natural resources • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 	<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 - continents and oceans, the U.S.A • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn. • describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water – settlement and land use • 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 - human and physical geography of the U.S.A including climate zones and biomes. • describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water - types of settlement, climate, biomes (yr 4) 	<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 - continents and oceans, the world. • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn. • describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water - natural resources (Yr 4) and energy sources • describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water – link to food production, natural resources and sustainability.

Language Plan

Key vocabulary	Concepts	Speaking and Listening
Climate Biome Tourist Native Customs State Population Equator Hemisphere Longitude Latitude	human features physical features	ORACY FRAMEWORK STRANDS

Sequence of Teaching and Learning



1 Baseline spider diagram to be completed before the start of unit to inform planning.

If children don't know anything for some of the sections they can write 'I don't know anything' or they can write their own question about what they want to find out.

2 LAUNCH – ENGAGE –Flight simulation from Newcastle to New York and then build their own replica model of a USA landmark they have flown over.

Give each pupil their own flight ticket (see google drive for template) and imagine that they were boarding a flight from Newcastle to New York. Dim the room lights and play the flight simulation in this youtube link and children will pretend that they are flying over America and seeing all of these sights <https://www.youtube.com/watch?v=KcuDdPo0WZk> .

Please **mute the video** as don't want to hear the man talking and think of some appropriate USA music to be playing to add atmosphere over the top.

Pupils then use a range of collected craft materials to build a group replica model of a USA landmark they have flown over in the youtube clip.

***Locational knowledge** - continual reference to world map throughout and discuss the countries they have studied previously, their location, relative size, distance from where they live, continents, northern/southern hemisphere, longitude, latitude.

3	LO: To know and use geographical vocabulary.	Discuss and use dictionaries to look up the meaning of words linked to the topic. Pupils to copy agreed definitions into their books. This vocabulary should be revisited frequently and applied in the work throughout the unit. Use images in smarts as prompts for SEN and lower ability children throughout the topic. climate tourist native customs state population equator hemisphere longitude latitude
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Sequence of Teaching and Learning



4	LO: To name and locate countries in Europe and the wider world.	<p>First recap the different continents and the countries that they have studied already in year 3 and year 4 (England, Italy, Nepal, Denmark, Sweden, Norway). Use a map or atlas to locate them on a world map. Pupils then locate North, Central and South America and add these to their map.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> • Name and locate countries in Europe and the Americas. • Identify and locate some major cities within these countries. • Identify some human and physical features of some of these countries. Maybe pick 2 different countries and use as a comparison (see key concepts for ideas of human and physical features).
5	L.O. To use a map to name and locate US states.	<p>For this lesson you will need the ‘state tickets’ that are on google drive. There are 14 tickets that are numbered, have the state name and their Native American tribe (see below)</p> <p>Stick each state tickets on to a P.E. cones and spread the cones around the hall or gym in different locations. Challenge the pupils to work in pairs to find all 14. Give pupils a numerical ordered table and when they have found each ticket they write down the state and tribe next to the matching number. Then use maps of the US to find and located each of the states.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> • Name 14 different states in America • Locate the states on a map of America • Find out information about a native American tribe including its name and state. <p>State tickets: 1. New York (Iroquois), 2. Minnesota (Sioux), 3. North Dakota (Cree), 4. Washington (Chinook), 5. Idaho (Nez Perces), 6. California (Chumash), 7. Arizona (Navajo), 8. Colorado (Ute), 9. Nebraska (Cheyenne), 10. Texas (Kiowa), 11. Louisiana (Choctaw), 12. Florida (Calusa), 13. Tennessee (Cherokee), 14. Virginia (Powhatan).</p>
6	LO: To explain what the climate is like in different parts of the USA.	<p>Teach the 6 main types of climate, emphasising that climate is the typical pattern of weather in a place/region. Use climate maps and, where appropriate, graphs to enable pupils to compare the climate in different parts of the USA.</p>
7	LO: To explain some of the common characteristics from the biome in a particular climate area.	<p>Teach the different types of biomes, using geographical data such as atlases. Link to their prior learning of climate/US states and learn about the different biomes in parts of the USA.</p>

Sequence of Teaching and Learning



9	<p>L.O. To describe and explain how the lifestyle of the Iroquois was supported by the local environment.</p>	<p>Discuss with the pupils that the Iroquois were a League of tribes in the North eastern part of America. They were initially formed by five tribes: the Cayuga, Onondaga, Mohawk, Seneca, and Oneida. When the Tuscarora tribe joined they became known as the Iroquois 6 Nations.</p> <p>Locate each tribe on a map of America and then look at more detail at the landscape and physical features of these locations. They depended on the natural resources to meet their basic needs. Villages were located near lakes, streams, woodlands (water, fishing, food, shelter, transport, protection, materials to make clothes/tools/weapons). Then go on to discuss how the tribes might have adapted to make the most of their surroundings and settlement use,</p> <p>Success criteria:</p> <ul style="list-style-type: none"> • Name and locate the 6 Nations on a map of America • Discuss and explain how their lifestyle was supported by their local surroundings. • Explain how they adapted to make the most of their surroundings.
9-10	<p>L.O. To compare the physical and human features of New York State and Northumberland.</p>	<p>Locate New York State on a map and addressing misconception of the difference between New York State and New York City. Pupils then first investigate and find out about the climate such as weather, rainfall, temperature of New York State. Use data to support this. Then look at the population size and the human features such as boroughs, demographics and transport. Pupils can repeat this but looking at Northumberland.</p> <p>Once pupils have this knowledge, they can use it to compare New York State and Northumberland</p> <p>Success criteria:</p> <ul style="list-style-type: none"> • Explain the climate of New York State • Investigate the human features of New York State • Compare the New York State and Northumberland
11-12	<p>E.Q. What are the physical and human features of New York City?</p>	<p>Pupils plan a trip or tour around New York City.</p> <p>Provide pupils with a range of different information sources about New York (information books, travel brochures, websites, video clips)</p> <p>They could identify and include:</p> <ul style="list-style-type: none"> • Flight • Where to visit (human features) • Things to see (physical features) • Where to eat • Theatre • How to travel around <p>Pupils can collate the information in rough and then use ICT (possibly in ICT lessons) to create their own travel brochure/leaflet on purple mash.</p>

Sequence of Teaching and Learning



13-14

L.O. To describe and compare the physical features of famous US landmarks.

Look at some of the most famous physical features in the US (Mississippi River, Rocky Mountains, Grand Canyon, Everglades National Park, Lake Superior, Monument Valley). Provide pupils with information about each one including aerial photographs, virtual tours etc. They select 2 to research and compare.

Success criteria:

- Describe and the features
- Explain how they might have been formed
- Explain if and how they are used by people.
- Compare 2 features