

Our Intent is: To support our children to engage in enquiry about , "How the Earth's features are shaped and changed over time?" and understand their place in Forton and connection to the wider world.



**Forton Primary School
Geography**

**Pendle Class
Summer 2
Year B**

Etymology – industrial - 1774, "resulting from labor," from French *industriel*, from Medieval Latin *industrialis*, from Latin *industria* "diligence, activity". There is an isolated earlier used in the same sense from 1580s, from Latin *industria*.



**The 50 States
By
Gabrielle Balkan**

Key Concept: Amazing Americas

Key Question: What are the Americas?

Unit Overview:

North America (Physical and Human Features)
South America (Physical and Human Features)

N.C. LINKS: Geographical skills and fieldwork
Pupils should be taught to:

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Place knowledge

Pupils should be taught to:

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

Vocabulary:

- Biomes
- Climate
- Equator
- Flora/fauna

Geographical Enquiry:

Aerial map, ordinance survey maps, google map, political map, topographic map, physical map, economic/ resource map, scale, key, symbols, location, compass, direction, bearing, north,

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| <p>Climate Groups</p> <p>Natural Wonders of America</p> | <ul style="list-style-type: none"> • Continent • Country • City • North America • South America • Human geography • Physical geography • Land use • Residential • Industrial • Business • Retail • Leisure | <p>south, east, west, northeast (NE), southeast (SE), southwest (SW), northwest (NW), six figure grid reference, grid box, equator, northern and southern hemispheres, Tropics of Cancer/ Capricorn, Arctic/ Antarctic Circle, longitude and latitude, degrees, colour layering, contour, contour interval, cross section height above sea level, distance, kilometres (km)</p> |
| <p>New Knowledge Progression:</p> <ul style="list-style-type: none"> • To use maps to identify North and South America. • To use geographical terminology to describe areas in a range of places across the Americas. • To describe the biomes and climates across the Americas. • To identify human and physical geographical features of my local area. • To compare local area with the Americas. • To name the wonders of the world. • To describe the wonders. | <p>Building on Prior learning when B follows A:</p> <ul style="list-style-type: none"> • Identifying countries and their capitals in Europe • Identifying features of the landscape of eastern Europe • Comparing places in eastern Europe with my home town. • Understand the event and impact of Chernobyl nuclear disaster. | |
| <p>Key Skills (Disciplinary)</p> | | |

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- Name and locate an extensive range of places in the world including globally and topically significant features and events.
- Use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments.
- Demonstrate understanding of how and why some features or places are similar or different and how and why they change.
- Recognise patterns in human and physical features and understand some of the conditions, processes or changes which influence these patterns.
- Explain some links and interactions between people, places and environments.
- Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here?
- observations, measurements and recordings.

Sequence of Lessons:

- 1. Continents, Countries and Cities** – To identify the countries of North and south America.
- 2. Location, Location** – To use geographical terminology to describe the location and characteristics of a range of places across the Americas.
- 3. Weather and Climate** – To describe climates and biomes of different regions across the Americas.
- 4. Comparing Places** – UK Fieldwork – To identify the human and physical features of my local area.
- 5. Comparing Places – North America** – To understand and explain the physical and human differences between my area and a region of North America.
- 6. Wonders** – To name and locate the locations of the ancient and new wonders of the world. To understand and describe the characteristics and significance of a natural wonder of the Americas.

Enhancements:

- Local area study – identifying similarities and differences between a region of the Americas and where they live.
- Look at the design of a Native American totem pole and create their own version that represents themselves.

End of Unit Outcome:

Independent research project about the wonders of the world presented as a leaflet for a travel agency to use.

Oral Assessments:

What are the Americas?

Where are the countries of North and South America?

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Can you use geographical terminology to describe the location and characteristics of a range of places across the Americas?

Can you describe climates and biomes of different regions across the Americas?

Can you name the human and physical features of your local area?

Can you explain the physical and human differences between your area and a region of North America?

Can you name and locate the locations of the ancient and new wonders of the world? And describe the characteristics and significance of a natural wonder of the Americas?