

Year 6:

GEOGRAPHICAL CONTEXT: North America



KEY VOCABULARY:

Continent	any of the world's main continuous expanses of land (Europe, Asia, Africa, North and South America, Australia, Antarctica).
State	a nation or territory considered as an organized political community under one government.
Human features	Human features are things like houses, roads and bridges. They have been built by people.
Physical features	Physical features like seas, mountains and rivers are natural. They would be here even if there were no people around
Northern Hemisphere	The Northern Hemisphere is the half of Earth that is north of the Equator
Tropics	The tropics are regions of Earth that lie roughly in the middle of the globe. The tropics between the latitude lines of the Tropic of
Biome	A biome is an area classified according to the species that live in that location.

WHAT?

What are the key physical features of the United States of America?

What is the Grand Canyon?

How is population distributed in the USA?

Why does climate vary across the USA?

What types of agricultural products does the USA produce?

How has New York City changed over time?

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

Lesson 1

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
<p>Name and locate key features in the USA including states, lakes, rivers, mountains, deserts, and settlements.</p>	<p>Understand geographical similarities and differences of different places within USA. Interpret a range of images and sounds to be able to link places to a location on a map.</p>	<p>Understand the diversity of physical landscapes in the USA including lakes, rivers, mountains, deserts etc.</p> <p>Understand the location and features of key settlements in the USA.</p>	<p>Use an atlas to be able to locate key features on a map of the USA.</p>
<p>Starter:</p> <p>KWL linking to prior knowledge and key questions</p> <p>Pupils write down words associated with the USA. Class discussion.</p>	<p>Main</p> <p>Images of the USA – pupils sort into categories.</p> <p>Produce a collaborative map of the USA completing missing states, adding places and features.</p> <p>Use a series of sounds to explore what the USA sounds like.</p>	<p>Plenary</p> <p>Watch a time lapse video of the USA and return to the words at the beginning of the lesson to see what new words they have learnt to describe the USA.</p>	<p>Assessment</p> <p>Deeper level thinking question</p> <p>Class discussions to explore existing knowledge and knowledge gained during the lesson.</p>

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Lesson 2

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
<p>Interpreting time lapse videos to recognise key features of the landscape in the USA</p>	<p>Understand the different features across the USA, and the differences across the country (and to the UK)</p>	<p>Physical geography: Describe and understand the location and formation of key physical features of the landscape in the USA including the Grand Canyon.</p>	<p>Geographical skills and fieldwork: Interpreting a map of the Grand Canyon.</p>
<p>Starter</p> <p>RECAP</p> <p>Pupils watch a video and create an A to Z of words related to physical landscapes in the USA.</p>	<p>Main</p> <p>Explore the formation of the Grand Canyon. Examine images to identify physical features.</p> <p>Investigating the length of the Grand Canyon.</p> <p>Discuss the processes of erosion.</p>	<p>Plenary</p> <p>Demonstration to explore processes of river erosion.</p> <p>Class discussion of the impact of erosion on physical environments</p>	<p>Assessment</p> <p>True/false question</p> <p>Ability to explain formation of Grand Canyon in plenary.</p> <p>Ability to accurately measure the length of the Grand Canyon.</p>

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Lesson 3

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
<p>Understanding the distribution of population across the USA and factors that affect this pattern.</p>	<p>Describe and understand the population characteristics of different settlements in the USA.</p>	<p>Awareness of the impact physical features may have on the population distribution of the USA. Understand the distribution of the population in the USA and the characteristics of different states in the USA</p>	<p>Using census data to explore the characteristics of the population of the USA.</p>
<p>Starter:</p> <p>RECAP– population</p> <p>Discuss population distribution map of the USA.</p>	<p>Main</p> <p>Explore population distribution change 1790-2010.</p> <p>Use card sort activity to discuss why there are more people in some places than others.</p> <p>Use data to make a map of the USA's most populous places.</p> <p>Explore US Census data to find out about the features of different US states.</p>	<p>Plenary</p> <p>Group discussion to encourage pupils to estimate the population of three UK cities for comparison to the population of USA cities.</p>	<p>Assessment</p> <p>Ability to describe accurately population distribution.</p> <p>Ability to produce detailed comparisons of the demographic characteristics of different states.</p> <p>Class discussions at the end of the lesson showing ability to compare places studied with their own experiences of where they live.</p>

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Lesson 4

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
<p>Using a range of evidence to recognise the different climates experienced across the USA.</p>	<p>Understand the different climatic features of California and Mississippi and the impact this has on the different stages</p>	<p>Investigation of different physical features and processes related to climate.</p> <p>Understand the impact of the environment on humans, particularly drought and floods.</p>	<p>Interpreting climate graphs to understand changes in climate across the USA.</p>
Starter	Main	Plenary	Assessment
<p>RECAP climate zones, natural disasters)tornadoes, volcanoes, flood- deforestation, drought</p> <p>Watch video to explore how climate varies across the US.</p>	<p>Explore features of a climate graph. Pupils to investigate US climate data to find out how climate varies across the US.</p> <p>Two further activities explore the causes and impacts of flooding in Mississippi and drought in California.</p>	<p>Deeper level thinking</p> <p>In a class discussion at the end of the activity pupils can then consider which events or issues had the biggest impacts on farmers (positive or negative)</p>	<p>Successful completion of case study worksheets and the ability to discuss the causes and impacts of the drought and flood events.</p>

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Lesson 5

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
<p>Understanding the wide variety of agricultural products from the USA.</p>	<p>Understanding the different regional dominance of different products across the USA.</p>	<p>Knowledge of the impact of physical features and processes on agricultural production.</p> <p>Human geography: Understanding of the different factors that affect farming livelihoods in the USA.</p>	<p>Working with data at local and national level.</p>
Starter	Main	Plenary	Assessment
<p>RECAP: harvest around the world</p> <p>Farming on volcanic soil</p> <p>Bring in foods associated with USA. Discussion of foods associated with USA.</p>	<p>Exploration of US Agricultural census data to explore the distribution of different farming practice in the USA.</p> <p>Role play activity where pupils take on the role of farmers and go through different 'scenarios' to understand the different factors that affect farming in the USA.</p>	<p>Positives and Negatives deeper level thinking</p> <p>Class discussion about the factors that affect farming.</p>	<p>Odd one out</p> <p>Ability to explain the factors that affect farming productivity based on the role play activity.</p>

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Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
<p>Understanding the location of New York City, recognising key features and characteristics of the city.</p>	<p>Investigation of the development of New York City, its functions and characteristics.</p>	<p>Physical geography: Understanding of how the location and features of this area of the country made it conducive for development.</p> <p>Human Geography: Understanding how New City as a settlement developed over time.</p>	<p>Geographical skills and fieldwork: Analysis of historical maps to examine urban change. Starte</p>
<p>Starter</p> <p>RDCAP: capital cities. London</p> <p>In class discussion ask pupils to think of people, places and space they associate with New York. How do they know this about the city? Perhaps they have visited, or recognise the city as it is represented on television, or in films</p>	<p>Main</p> <p>Study maps of New York through time to examine how the city has changed.</p> <p>Compare photographs of New York City at different time periods to examine how the city has changed.</p>	<p>Plenary</p> <p>Compare New York to London</p>	<p>Assessment</p> <p>Children complete a Locational knowledge activity sheet</p> <p>Activity: Pupils take on the role of a British Ambassador in the United States of America. They need to prepare a guide for a new Ambassador arriving explaining the top 10 things they need to know about the USA based on what they have learned during the unit</p>