




Medium Term Plan Geography – Spring term

Year Group: 5	Term: Spring #2 2022	Teacher: Jordyn Keelan	Subject lead: Amy Harris	Overview: Non European Countries Locate and study North and South America. Study environmental regions within North and South America and major cities	Key End Points: By the end of this unit children will be able to: - Name and locate North and South America on a world map - Name and locate Russia on a World Map - Explain Russia is European and Non-European and identify whether the capital city is in Europe or not - Identify environmental regions in North and South America -Name key human geographical features of North and South America.	
Links to other learning: Science: comparing contrasting habitats Maths: calculating and comparing population densities/comparing climate data	Relevant Prior Learning: Y1: World maps/seven continents Y2: Mapping Skills of Local Area, Compare and Contrast To Non-European Y5: European Countries - Russia	Relevant Future Learning: Year 6: World maps	High Quality Text: 'Introducing South America' 'Introducing North America'	Risk Assessment:	Common misconceptions: Sense of scale of the size of the Americas – pupils may think they are not much bigger than the UK from comparing them on a world map. The climate of North/South America is the same – there is great variation within and between continents. - USA and America are not the same	Teacher CPD: - CPD factsheets provided in the resource folder for each lesson (please read all CPD prior to starting the lesson sequence) -USA is a country in North America – familiarise yourself with maps of North and South America prior to teaching unit - Week 5 – Grand Canyon Teacher Fact Sheet
<u>Learning Intention</u>	<u>Lesson Outline (key questions in colour)</u>			<u>Resources</u>	<u>Vocabulary</u> Key vocab in bold	<u>Lowest 20% Adaptations</u>
I can locate North and South America and Non-European Russia I understand the term transcontinental	<p>This is a Geography lesson. Geography is the study of places and relationships between people and their environments. Recap prior learning of the 7 continents/hemispheres/poles (memory flashpoint) by clicking link and ensure pupils are secure with this core knowledge: The World - BBC Teach Focus on Europe and our location of UK. Explain to pupils that this half term we will be looking at non-European countries with a focus on North and South America.</p> <p>Have continents map printed and stuck in children's book prior to lesson... Also display on whiteboard – power point. Children then label the continents on the map in their book. What does transcontinental mean? Can we guess? How can we find out? Transcontinental means crossing more than one content. Last term you learned about Russia which is in Europe. However, Russia is also part of another continent. Display world map of countries (power point) which Continents does Russia cross? Record in book using the word of the week Transcontinental</p> <p>Read <i>Introducing South America</i> 'Introducing North America' to the children. Allow children to record any interesting facts on postit notes as they listen although this is not compulsory.</p>			- World continents map stuck in children's books prior to lesson - power point - <i>Introducing South America</i> - <i>Introducing North America</i>	Transcontinental North America South America Non-European Russia	
I can locate countries in North and South America	<p>This is a Geography lesson. Geography is the study of places and relationships between people and their environments. Explain to the pupils that the skills we are going to learn today are to use atlases, globes, and maps help us act like a geographer and locate key places on a map of the Americas.</p>			i-pads Atlases Globes Continent maps of the Americas worksheet	Locate North America South America Country	

	<p>Show children map of North America- the four stars are places we want them to find the name of and label. After they have found these 4 countries, find the capital cities for each. Once completed, they can continue to find and label other countries as well. Give children variety of atlases and globes. Children have used atlases in previous units of work so should be confident able in their use. If not stop and teach how to use an atlas or ask a child to teach this to the rest of the class. This activity should take 10 minutes approximately.</p> <p>We are now going to do a similar activity on South America however, this time we are going to use the programme digimaps. (to locate country names zoom out to see the whole of south America, then using the map selector tool (top left) select world boundaries. You can then zoom in if needed). Children find the name of the four countries starred and label them. Then the find the capital cities of each of these four countries. They can then continue to find other countries as well. This activity should take 10 minutes approximately.</p> <p>Now the children to reflect on the two sources: maps and globe or Digi maps. Which did they find the most useful? Which was better and why? Aid discussion ad sharing ideas, sharing positives and negatives for each.</p> <p>Children write a reflection in their books as to which geographical source they found most useful.</p>	powerpoint		
<p>I can locate environmental regions in North and South America</p> <p>I can identify key physical geography features of North and South America</p>	<p>This is a Geography lesson. Geography is the study of places and relationships between people and their environments. Today we are going to learn more about North and South America focussing specifically on environmental regions. What might an environmental region be? Discuss children's various ideas. We are going to use digimaps to look at climate. Ensure children understand what is meant by climate. Demonstrate how to use the climate filter on digimaps (menu bar, click overlays, world climate, 2010-18, ensure transparency slider is to the right, then scroll down in side bar to show the full key).</p> <p>Children access this filter and map on digimaps and discuss their thoughts. Which parts are the hottest and which are the coldest? Can they explain why (Answer: the closer to the equator the hotter the climate, the further from the equator and near to the poles, the colder the climate). Can the children summarise their finding of climate regions using the following sentence stem: The _____ from the equator, the _____ the climate. Children record their findings in their books.</p> <p>Children have a blank map of North and South America and then explore other overlays on digimaps that give information about the environmental regions (untick climate filter first – children need to remember to untick each time). If children click physical geography there are several overlays they can use to research: Biomes, mountains, volcanoes and tectonic plates. Encourage children to annotate maps as they research and reflect in sentences e.g. volcanoes mostly appear along the east coasts of North and South America.</p> <p>Encourage children to share their finding and reflections and allow time for children to add/amend and correct as they learn from others.</p>	<p>Laptops to access digimaps</p> <p>Blank map of north and south America – printed one each</p>	<p>Physical geography Environmental region Climate Hottest Coldest Equator Physical Biomes Mountain Volcano Tectonic plates</p>	
<p>I can identify key human geographical features of North and South America</p>	<p>This is a Geography lesson. Geography is the study of places and relationships between people and their environments. Today we are going to learn more about North and South America focussing specifically on human geographical features.</p> <p>In the last lesson we focussed on physical geographical features and environmental regions. This lesson we are going to investigate human geographical features starting with an overlay on Digi maps.</p> <p>Demonstrate to children how to use the overlay Human geography, population density. Which areas of North America are most densely populated? Why might this be?</p> <p>What is light pollution? Where in North and South America will there be the most light pollution? Why? Click here to show the children google earth at night (children can google 'google earth at night')</p> <p>Go back to digimaps and remove all overlays – zoom in and show the children road networks in a heavily populated are such as new York. Then compare to an area of Alaska. Which areas have a developed road network? Which areas have a lesser developed road network? How is this linked to population?</p> <p>Encourage children to investigate maps using the tools demonstrated above and annotate their blank map in their books with human geography. Ask them to summarise and write evaluations as they go e.g. Alaska is not heavily densely populated, this could be due to</p>	<p>Laptops to access digimaps</p> <p>Blank map of north and south America – printed one each</p>	<p>Human geography Population Density Light pollution Road network</p>	

	<p>extreme weather conditions. The road network is not very developed in Peru, this is due to low population and lesser requirements for a busy road network.</p> <p>Encourage children to share their finding and reflections and allow time for children to add/amend and correct as they learn from others.</p>			
<p>I Can Recognise key landscape features of the Grand Canyon including the name of the river</p> <p>I can explain the process of erosion and formation of the Grand Canyon</p>	<p>This lesson has been left blank to allow for recap of learning and for development of learning that children need further support on.</p> <p>If recap is not needed teach the following lesson on the Grand Canyon:</p> <p><i>Open and watch</i> https://vimeo.com/63186969 This place is in America – <i>does anyone know where it is?</i> It is the Grand Canyon. <i>How do you think the Grand Canyon was formed? Can we find the Grand Canyon on a globe/map/at</i></p> <p>Watch the video to find out https://www.youtube.com/watch?v=-v_RLRT9930</p> <ul style="list-style-type: none"> ○ What words would you use to describe the Grand Canyon? ○ How many layers can you see? ○ How many different colours can you see? ○ Why do they think the layers look different from each other? ○ What is erosion? <p>Watch ‘what is erosion?’ video River erosion processes (EE) - YouTube. Discuss the process of erosion and key vocabulary, writing definitions on the board (use teacher factsheet to help – Hydraulic action, abrasion, attrition, corrosion).</p> <p>Activity 1</p> <p>Chn label the picture given below (printed and stuck in their book) and write a paragraph explaining how the grand canyon was formed using key vocabulary from throughout the lesson.</p>  <p>Activity 2</p> <p>Watch a travel video for the Grand Canyon.</p> <p>https://www.youtube.com/watch?v=v4jZHkDeBrU</p> <p>https://www.youtube.com/watch?v=KJrv6pkci0I</p> <p>https://www.youtube.com/watch?v=p2X4U1mQzoE</p> <p>Discuss what tourist activities you can do there – any specific locations, helicopter rides, walking, sightseeing, the skywalk, see native American dancing/pow wows etc.</p> <p><i>Would you like to visit the grand canyon and why? Why would tourists like to visit the grand canyon?</i> Discuss ‘Tourism in the Grand Canyon’. Children record their thoughts in their books</p>	<p>-video links in lesson plan</p>	<p>Grand Canyon Erosion</p> <p>Hydraulic action abrasion Attrition corrosion</p>	

