

Year 5&6: North America



Essential Learning:

Enquiry Drivers:
Where is North America and what is it like to live there?

By the end of this topic, you will have learned:

- About the location and the countries of North America, how it is split into regions
- Some of the geographical (human and physical) features of North America and how they influence the lives of people who live there
- That there are many different biomes in North America
- To explore the various time zones of North America and how these compare to other time zones around the world
- To compare a region in the UK with a region in North America (mountain environment Scafell Pike and The Rockies)
- To research the human and physical geography of a particular North American country (home learning task)

Process & Changes

Understand the reasons for different processes and resulting changes in a range of locations.

Human Geography

Recognise, understand and explain patterns in human geography.

Physical Geography

Understand how the physical geography of a place influences the lives of its inhabitants.

Geographical Vocabulary

Know and understand more technical vocabulary E.G. biome, climate zone.

Locations and Environments

Compare and contrast diverse locations and environments.

Similarities and Differences

Understand why different places employ different strategies for solving similar problems.

Prior Learning:

Children will have learnt the seven continents in KS1

Curriculum enrichment:

Build some of the famous physical/human features of North America

Key Vocabulary: North America, Northern Hemisphere, equator, continent, country, border, physical feature, human feature, biome, climate zone, settlement, trade, economy, tourism

Unit Focus: Geography

NC: Pupils should be able 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.

Pupils should describe and understand key aspects of:

physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains...

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.

Children should:

- 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
- Understand geographical similarities and differences through the study of human and physical geography of a region
- Ask questions, explore, describe and explain geographical patterns, similarities, differences and physical and human processes
- Identify a range of geographical processes that cause change in the physical and human world in different places
- Observe and explain how human patterns are influenced by both human and physical features
- Use and select primary and secondary sources of information and evidence, suggest conclusions and present findings in a variety of ways
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Key Questions

Where is North America? Can you name the 23 countries of North America? What are some of the capital & major cities in North America?

What is a biome? What biomes are there in North America? What is the climate like in North America? How are weather and climate different?

What is the difference between a human feature and a physical feature? Can you name some of the human and physical features of North America? How do the physical features of a place influence the lives of the people who live there?

What is a time zone?

What are the similarities and differences between the Lake District/Scafell Pike in the UK and a region of Canada where the Rockies are?

Sources of evidence

What different sources of evidence and resources can you use to answer these questions?

Evidence may include: the use of direct observation, maps, atlases, photographs, digital resources and other materials.

Resources

<https://www.nationalgeographic.org/encyclopedia/north-america-physical-geography/>

<https://www.ducksters.com/geography/northamerica.php>

Science

NC:

- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.
- Give reasons for classifying plants and animals based on specific characteristics.
- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- Describe the life process of reproduction in some plants and animals.

History

Animals including Humans

Children should:

- Select and plan the most appropriate type of scientific enquiry to answer specific questions
- Make predictions based on scientific knowledge and understanding
- Carry out a range of scientific investigations
- Recognise and control variables where appropriate during investigations
- Take measurements using a range of scientific equipment with accuracy and precision
- Record data and results of increasing complexity, using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models, making appropriate use of ICT
- Reporting findings from investigations, including written explanations of results, explanation involving causal relationships, and conclusions
- Present reports of findings in written form, displays and presentations

[PLAN primary science assessment resources \(planassessment.com\)](http://planassessment.com)

Download this from Shared Drive for your unit

- ✓ learn about the formal classification system devised by Carl Linnaeus and why it is important.
- ✓ Classify plants and animals into groups and use classification keys
- ✓ Graph for comparing gestation periods between mammals

<ul style="list-style-type: none"> ✓ Describe and compare the 4 life cycles ✓ Observe plants that reproduce asexually e.g. strawberries <p>Working Scientifically Micro-organism experiment – see mould bread resource</p>	
DT	Art
<p>Hook: Create the famous landmark EG: Chichen Itza, The Whitehouse, Yellowstone Park geysers, Golden Gate Bridge</p>	Music
	<p>NC: - develop an understanding of the history of music North America Jazz and blues Know where this style of music originated. Identify the style and characteristics of this genre of music. Know the instruments played in Big Swing Bands.</p> <p>NC: - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>National Anthems: Listen: to the National anthems of USA and UK Sing: Learn the first verse of each anthem Compose: own verse for God Save the King. Perform: for an audience</p>

PSHE

Computing

NC:-

- Be discerning in evaluating digital content.
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
- Understand the opportunities computer networks offer for communication and collaboration.

Healthy Mind and Body – 6 lessons

Value – Kindness

English Link (Y5&6 National Curriculum) *Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary. Draft and write by using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].*

Science Link (Y6 National Curriculum) *Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood; Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function; Describe the ways in which nutrients and water are transported within animals, including humans; (Non-statutory guidance) Pupils should build on their learning from Years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive system) to explore and answer questions that help them to understand how the circulatory system enables the body to function; (Non-statutory guidance) Pupils should learn how to keep their bodies healthy and how their bodies might be damaged, including how some drugs and other substances can be harmful to the human body; (Non-statutory guidance) Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.*

Art Link (KS2 National curriculum) *Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.*

Computing Link (KS2 National Curriculum) *Use technology safely, respectfully and responsibly.*

[Basic first aid, including Sepsis Awareness](#) (Y5/6)

LO: Know how to make a clear and efficient call to emergency services if necessary; Understand concepts of basic first-aid, for example dealing with common injuries, including head injuries. (Statutory)

[It all adds up!](#) (Y5)

Online Reputation

Pupils should be taught: -

Strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles

For full resources and lesson plans follow the following link: -

[Search and Access Resources ▸ Strand ▸ Online Reputation \(projectevolve.co.uk\)](#)

Power Points and presentations

Use search technologies effectively. Create Power Point for the English (non-chronological text about a NA country)

Pupils should be taught to: -

- Develop and use criteria to evaluate design and layout of a range of resources including web sites, pages on VLE, online resources and presentations.
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- Select suitable text, sounds and graphics from other electronic sources, and import into own work.
- Develop the use of hyperlinks to produce more effective, interactive, non-linear presentations.
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- Develop consistency across a document - same style of font, colour, body text size, etc.
- Through peer and self-assessment, evaluate presentations and make improvements.
- Make use of transitions and special effects in video editing software, understanding the effect on the audience.
- Export images, presentations and movies in formats appropriate for the purpose and use them in multimedia presentations.

<p>LO: Know the basic functions of the four systems covered and know they are inter-related; Explain the function of at least one internal organ; Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health. Dan's day (Y6) (Value Link)</p> <p>LO: Describe the consequences of reacting to others in a positive or negative way; Suggest ways that people can respond more positively to others. (Statutory) What sort of drug is...? (Y6)</p> <p>LO: Explain how drugs can be categorised into different groups depending on their medical and legal context; Demonstrate an understanding that drugs can have both medical and non-medical uses; Explain in simple terms some of the laws that control drugs in this country. (Statutory) Rat Park (Y6)</p> <p>LO: Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour; Understand that all humans have basic emotional needs and explain some of the ways these needs can be met. (Statutory) Five Ways to Wellbeing project (Y6)</p> <p>LO: Explain what the five ways to wellbeing are; Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives. (Statutory)</p>	
Cross-curricular Maths	RE
<p>Statistics Climate and Time zones in the world & compare NA to UK</p>	<p>Buddhism What do we mean by a 'good life'?</p> <p>Coverage:</p> <ul style="list-style-type: none"> • The Buddha • The 4 Noble Truths • The Eightfold path
English Focus 1	English Focus 2
Class Novel:	

<p style="text-align: center;">Non-chronological reports (3 weeks)</p> <p>Reading Phase: Read examples of non-chronological reports including ‘All About Mexico, Hawaii and New York’. Answer questions, skim read for gist, scan for key words. Identify the key features. Link the technical vocabulary words to the Geography being studied.</p> <p>Gathering Content: Model how to take effective notes, using abbreviations and symbols</p> <p>Short Writing Outcome: Informal postcard from Niagara Falls, Canada side.</p> <p>Grammar: Relative clauses, formal and informal writing</p> <p>Writing Phase: Planning – organise notes under key sub-headings. Rehearse and write sentences that include relative clauses and formal language. Model and scaffold writing the introduction and example paragraphs for a non-chron report linked to Canada.</p> <p>Independent write: Research and write about USA and one focus city EG New York</p> <p>Cross curricular writing: Biomes and climate zones of USA</p> <p>Guided reading: Grammarsaurus - Biomes of North America Twinkl - All about Hawaii</p>	<p style="text-align: center;">Persuasive Writing – Travel brochure</p> <p>Reading Phase: Read a range of travel brochures (real and printed). Pick out the key features – language, structure, purpose (inform & persuade) highlight and annotate examples. Pick out persuasive features/language. Build success criteria for writing.</p> <p>Gathering Content: Travel agent travel guide – focus on use of exaggeration. See Grammarsaurus resource New York.</p> <p>Grammar: passive verbs, hyphens to avoid ambiguity, modal verbs or adverbs to indicate degrees of possibility, subjunctive form</p> <p>Writing Phase: Choose the country of research from cross-curricular writing to plan and write a travel brochure for. Or choose Canada or USA as studied in Geography. Teacher modelled write introduction. Balance of emotive/persuasive language and facts for the reader.</p> <p>Independent write: Travel brochure for mountain environment: Scafell Pike//The Rockies</p> <p>Cross curricular writing: Information text comparing Scafell Pike to Rockies Fact file for a country in North America</p> <p>Guided reading: Literacy Shed+ Stage 5 - Mountains (Stage 4 LA) Literacy Shed+ Stage 5 - American Voices</p>
<p>Global links</p>	<p>Local Links Scafell Pike and the Lake District</p>