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| **Year 6** **Amazing Americas**Environmental regions  |
| **Links made with other subjects** | English: Shackleton’s Journey Science: Adaptation and evolution |
| **The BIG Question** | Is all of America the same?  |
| **The BIG Outcome** | Children to demonstrate the knowledge they have learnt during this unit to create a double page spread, answering the big question. If links allow, this could also be in the form of a webpage or oracy presentation. NB Whichever form is used, its features are concrete in order to allow the geography skills to be the focus. |
| **Geography objectives**(link to NC)  | * Locate the world’s countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
* 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 (including day and night)
* 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.
* Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers and mountains.
* Use maps, atlases, globes and digital/computer mapping to locate places and describe features studied.
* Use the eight points of a compass, six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge.
* Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
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| **Prior knowledge**What prior knowledge is needed for children to be successful in this unit?  | *Children already know:*Year 3 – Volcanoes and Earthquakes* Topographical features
* Construction of the earth

Y4 – The Journey to the Sea (Rivers)* Map skills
* Main European river – The Danube
* Course of a river
* Drainage basins

Y5 – Our Yorkshire (Settlements)* Map skills
* Topographical features of a landscape
* Trade links
* Land Use

Y6 – Rainforests * locational knowledge – impact of the equator
* understanding of temperate forests
* understanding of rainforests

Y6 – Science: Adaptation and Evolution * understand how creatures and plants change for their environment
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| **Future learning**Consider the conceptual knowledge within a subject that pupils need for future learning not just the recall of facts but the importance of concepts | This unit gives prior knowledge to:Y6 **-** Fieldwork unit Secondary School:* Application of knowledge about physical and human features.
* Awareness of the key points on our globe.
* Understanding of key physical areas on our planet (rainforests)
* Understanding of human impact upon the environment.
* Application of the knowledge of our world to become responsible global citizens.
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| **Geographical strands** | Geographical Skills* Use topographical and climate maps.
* Use keys, OS maps and atlases to identify the features of the landscape.
* Use maps to navigate.
* Use sketches to show an area.
* Use symbols and a key to add detail to my sketch.

Locational Knowledge* Use the 8 points of a compass to describe locations.
* Locate the mountains, temperate forests, rainforests, deserts, plains and the Canadian Shield in the Americas.
* Locate key landmarks and places in North America.
* Locate key landmarks and places in South America.
* Locate different biomes in the Americas using the Koppen System.
* Identify key points on our world (lines 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 (including day and night)

Place Knowledge* Know key mountain ranges in the Americas such as The Rockies, The Andes, The Appalachians.
* Know what the Canadian Shield is.
* Know different biomes in the Americas as identified using the Koppen System.
* Know temperate forests in the Americas.
* Know rainforests in the Americas.
* Know plains in the Americas.
* Know deserts in the Americas.
* Know key landmarks and places in the Americas.

Environmental, human and physical geography* Identify different climate zones.
* To compare different climate zones.
* Understand human impact.
* Express and opinion and make suggestions about human impact.
* Understand climate zones are changing and why (global warming)
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| **Vocabulary/ Glossary** | mountains, temperate forests, rainforests, deserts, tundra, plains and the Canadian Shield, biome, climate zone, Koppen System,  |
| **Knowledge** (see italics for knowledge to remember) | The knowledge that children will learn and remember:1. A biome is an area of our planet with similar climates, landscapes, animals and plants.
2. Know what the lines of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle are and how they impact climate zones.
3. The Koppen System measures climate and identifies 6 climate zones:

Zone A: tropical or equatorial zone (represented by blue colours on most maps).Zone B: arid or dry zone (represented by red, pink, and orange colours on most maps) NB: avoid the misconception that a desert has to be a hot area – it can be cold. We have polar deserts. Zone C: warm/mild temperate zone (represented by green colours on most maps) Temperate zones have warm, wet summers with rainy, mild winters.Zone D: continental zone (represented by purple, violet, and light blue colours on most maps). Continental zones have summers that are warm or cool and cold winters with snowstorms.Zone E: polar zone (represented by grey colours on most maps). These climate zones are extremely cold in winter and quite cool in summer.1. Children will identify different climate zones (biomes) using a climatic map e.g.

File:Americas Köppen Map.png - Wikimedia Commons1. Know key aspects of a mountain:

Mountain Range - a collection or group of mountains or hills.Base - the bottom of the mountain where it meets flat ground.Summit - the highest point of a hill or mountain.Plateau - a flat part of land high up the mountain.Ridge - long, narrow top connecting mountains.Snow Line - above this line, snow covers the mountain all year.Face - the visible side of a mountain.Tree Line - after this point, trees cannot grow.Slope - an incline or decline on the side of a mountain.1. The Americas have different landscapes:

mountains - areas of land that are much higher than the land surrounding them. They are higher and usually steeper than a hill and are generally over 600 metres high. They are often found together in a group called a mountain range.temperate forests - regular seasons of warm and cold weather. The forests have deciduous trees.rainforests -tall, dense forest that receives lots of rain every year.deserts - places that don't get much rain, and are very dry. They can be either hot places, or cold places.plains - a large area of land with no hills or mountains. tundra - a large, barren region with no trees. Most tundra is around the Arctic Circle but can be found near Antarctica and in high mountains. It is cold, dry and windy. Snow covers the ground for 9 months of the year. Only tough grasses, mosses and small shrubs grow there. Canadian Shield - covers almost half of the country and it is also one of the largest geologic continental shields in the world. It is a plateau with no mountains but some lakes. 1. Different plants and animals can be found in each climate zone (this is not a compulsory nor complete list: it may want adapting depending on x curricular links made or children’s interest)

Zone A: tropical or equatorial zone – recap knowledge from Rainforests unit and use as a comparison. Zone B: arid or dry zone – cactus, succulents, camels, snakes, dung beetles, fennec foxes, scorpions. Zone C: warm/mild temperate zone – hawks, snowy owls, woodpeckers, raccoons, porcupines, salamanders, trees (beech, sycamore, birch, oak, elm), ferns, mosses.Zone D: continental zone – rhododendrons, mimosas, magnolia, similar animals to zone c. Zone E: polar zone – mosses, lichens, woody shrubs, salmon, brown bear, polar bear, arctic fox, arctic wolf1. North America has: The Rocky Mountains, The Appalachian Mountains, The Great Plains, The Sierra Nevada, Mohave desert, Sonoran Desert, Sierra National forest (Yosemite park), Tongass national forest, the Canadian shield.
2. South America has: The Andes, The Pampas, The Amazon.
3. Know key places in North and South America such as: Macchu Picchu, Christ the Redeemer, Grand Canyon, Niagara Falls, Angel falls, Yosemite National Park, Kilauea (Hawaii), Amazon Rainforest, Great Blue Hole (Belize)
4. Know global warming is causing the tundra to get warmer.
5. Know global warming is causing the desert biomes to warm.
6. Know global warming is causing glaciers in mountain ranges to melt (there are no glaciers in the Rocky Mountains)
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| **SEND expectations** | 1. North America and South America have different climate zones. These are: Tropical or equatorial. Dry areas these can be hot or cold. Warm/mild temperate areas have warm, wet summers with rainy, mild winters.

Continental zones have summers that are warm or cool and cold winters with snowstorms. Polar zones are extremely cold in winter and quite cool in summer.1. The Americas have mountains, temperate forests, rainforests, deserts and plains.
2. North America has: The Rocky Mountains, The Great Plains, The Sierra Nevada, Mohave desert, Sierra National forest (Yosemite park).
3. South America *has:* The Andes, The Pampas, The Amazon.
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| **Teaching ideas/ resources** | Shackleton’s Journey |
| **Suggested Teaching Sequence**  | **Session One**Points 1, 2, 3 and 4. Children will know that climate zones can be describes by the Koppen System. Children will use a key on a map to represent it. **Session Two**Point 5. Children will know what a mountain is and its different features. **Session Three** Point 6. Children will know different landscapes in America and their defining features. **Session Four**Points 7. Children will know that plants and animals are different in each climate zone. They will make links to their science adaptations unit. **Session Five**Points 8, 9 and 10. Children will know physical and human features of North and South America **Session Six**Points 11, 12 and 13. Children will know that global warming affects climate zones. **Session Seven: Assessment** |