

Year 5 - USA

<p>Inspiration Culture – the culture of the USA</p>	<p>Partnership with parents Community - the wider world</p>		
<p>Key Questions</p> <ul style="list-style-type: none"> - What are the key human and physical features of the USA? - How was the Grand Canyon formed? - Why are some places in the USA more populated than others? - How does the climate vary across the USA? - How is food production affected by human and physical factors? 	<p>Concepts</p> <ul style="list-style-type: none"> - Location and place - Change - Cause and Effect - Hazards 		<p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> • use geographical vocabulary to describe some of the about the physical and human features of the USA • describe the process of erosion? • identify factors that affect population density • describe how climate varies across the USA and how the social, cultural and economic experience of place is affected by climate • describe some of the factors which affect farming production • use data to draw conclusions about a location • create with support maps which identify patterns
<p>The Big Picture This unit introduces pupils to the key geographical features of the USA. Pupils will learn about the different environments within the USA: the key physical features included a detailed study of the Grand Canyon, where populations are distributed and some of the interactions between the human and physical environments, focusing on water, food and farming. Children build on their learning about biomes and vegetation in Year 4 and their study of rivers in autumn 1. They will broaden and deepen their understanding of location and place in the units on Antarctica and on Brazil.</p>	<p>Skill Development M3 Basic</p> <ul style="list-style-type: none"> - With support from a teacher, a range of statistics is collected and analysed and some conclusions about locations are drawn. - There is some awareness that physical features of a location affect human activity and some examples are given. - With support from a teacher, a range of geographical resources are used to give some details and opinions of the characteristic features of a location. - With guidance from a teacher, different types of fieldwork are used to investigate and record details of places. - There are some good observations about the different representations of a location. - Supported by structured activities, there is a growing knowledge of the world and how some aspects have changed over time. - There is a growing awareness of the countries of North and South America and, with support, some key characteristics of particular locations are described - With support, changes within locations are described. - There is some awareness of geographical diversity and some good examples are given. - There is some awareness of how geographical regions are linked and some examples are given. - There is some awareness of the key physical and human geographical zones with some examples given. - With support from a teacher, position and direction are described using a number of terms to demonstrate knowledge of the world. - With support, maps that identify patterns are created. 		
<p>Knowledge see www.rgs.org USA</p> <ul style="list-style-type: none"> - The United States of America is a republic made of 50 states - Physical features of USA – Appalachian Mountains, Cascade Mountains, Rocky Mountains, Sierra Nevada, 5 Great Lakes, Great Plains, 10 longest rivers, Yosemite, Rocky Mountains, Redwood , Grand Canyon, Hawaii volcanoes, Everglades, Mesa Verde, Yellowstone National Parks - The Grand Canyon in northwest Arizona is a gorge created by the Colorado River - Population distribution is the pattern of where people live - Population density = total population ÷ total land area in km² - Climate regions vary considerably across the USA - Drought and flooding have economic, environmental and social costs - Farming is a very important industry in the USA. The main crops include corn, soybean, wheat, cotton and rice - Food production is effected by many factors including demand, technology, pests, water availability, competition, climate and climate change, skills, government policy and subsidies 			
<p>Topic Specific Vocabulary Geology, lake, latitude, longitude, mountain. Mountain range, prairie, topography, canyon, erosion, gorge, plateau, population distribution, population density, biome, climate, weather, delta, drought, flood plain, levee, agriculture, demand, policy, skills, subsidy</p>	<p>NC Subject content Locate the world’s countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 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 with North America Describe and understand key aspects of physical geography including climate zones, rivers, mountains and human geography including types of settlement and land use, economic activity and the distribution of natural resources including energy, food, minerals and water Use maps and describe features studied Use the eight points of a compass, symbols and keys</p>		
<p>Subject Specific/Academic Vocabulary This vocabulary should be explicitly taught in context. Other tier 2 words should also be explored as they are encountered.</p>			
Year 3	Year 4	Year 5	Year 6
Area, cultural, economic, features, identified, impact, income, physical, region, source	consequences, labour, significant, survey, resident	Analyse, considerable, distribution, export, locate,	Affect, constant, factors, policy, proportion
<p>We are geographers Pupils produce geography fact file for the USA</p>			