

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"> - How is a river formed? - What happens when rivers flood? - What are the main rivers in the UK and the world? - What is the River Tees like? - How are waterfalls formed? 	<p>Concepts</p> <ul style="list-style-type: none"> - Location and place - Change - Cause and Effect - Hazards 	<p><i>Also covered in:</i></p> <p>Y3 – Volcanoes and Earthquakes Y4 – Mediterranean Y5- Rivers Y6 – Exploring Shackleton’s Antarctica</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 varies considerably across the USA - Drought has economic, environmental and social costs - New York is on the Hudson River and is one of the most populous city made up of 5 boroughs: Manhattan, Bronx, Brooklyn, Queens and Staten Island. It is built on three islands - New York was the entry point for many migrants and the Statute of Liberty is an important landmark welcoming visitors. The city has grown considerably over the last 400 years. 			
<p>Topic Specific Vocabulary</p> <p>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</p>	<p>NC Subject content</p> <p>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</p> <p>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</p> <p>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</p> <p>Use maps and describe features studied</p> <p>Use the eight points of a compass, symbols and keys</p>		
<p>Subject Specific/Academic Vocabulary</p> <p>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
<p>Area, cultural, economic, features, identified, impact, income, physical, region, source</p>	<p>consequences, labour, significant, survey, resident</p>	<p>Analyse, considerable, distribution, export, locate,</p>	<p>Affect, constant, factors, policy, proportion</p>
<p>We are geographers</p>			