

## YEAR 3 – North America

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p><b>LOCATIONAL KNOWLEDGE Aim</b></p> <p>To develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.</p>	<p><b>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</b></p> <p><b>Specific:</b>  <b>The Natural World</b>                      Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <ul style="list-style-type: none"> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	<p>Name, locate and identify characteristics of the four <b>countries</b> and <b>capital cities</b> of the <b>UK</b></p>	<p>Name and locate the <b>world's seven continents</b> and five oceans.                      Name, locate and identify the United Kingdom and its surrounding seas</p>	<p>Locate the world's countries, using maps to focus on <b>Europe</b> (including the location of <b>Russia</b>) and <b>North America</b>, concentrating on their environmental regions and key physical characteristics,</p> <p>Identify the position and significance of <b>latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</b></p>	<p>Name and locate <b>counties</b> and <b>cities</b> of the <b>United Kingdom</b>, geographical <b>regions</b> and their identifying <b>physical characteristics</b>, key topographical features (including <b>hills, mountains, coasts and rivers</b>), and <b>land-use patterns</b>; and understand how some of these aspects have <b>changed</b> over time.</p>	<p>Name and locate <b>counties</b> and <b>cities</b> of the <b>United Kingdom</b>, geographical regions and their identifying <b>human and physical characteristics</b>, key topographical features (including <b>hills, mountains, coasts and rivers</b>), and <b>land-use patterns</b>; and understand how some of these aspects have <b>changed</b> over time.</p>	<p>Locate the world's countries, using maps to focus on <b>Europe</b> (including the location of <b>Russia</b>) and <b>South America</b>, concentrating on their <b>environmental regions</b> and key physical characteristics,</p> <p>Identify the position and significance of <b>latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</b></p>

<p><b>PLACE KNOWLEDGE Aims</b> To develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.</p>	<p><b>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</b></p> <p><b>Specific:</b> <b>The Natural World</b> Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <ul style="list-style-type: none"> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and</li> </ul>	<p>Understand the human and physical geography of a small area of the <b>UK</b> (Our <b>Local Area</b>)</p>	<p>Understand geographical <b>similarities</b> and <b>differences</b> through studying the human and physical geography of a small area of the <b>UK</b> and of a small area in a contrasting non-EU country.</p>	<p>Understand geographical <b>similarities and differences</b> through the study of physical geography of a region in a <b>European country</b>, and a region within <b>North America</b>.</p>	<p>Understand geographical <b>similarities and differences</b> through the study of human and physical geography of a region of the United Kingdom, and a region in a European country.</p>	<p>Understand geographical <b>similarities and differences</b> through the study of human and physical geography of a region of the United Kingdom, and a region in a European country. (France to link with French trip).</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region in <b>South America</b>.</p>

	changing states of matter.						
<p><b>HUMAN &amp; PHYSICAL GEOGRAPHY</b></p> <p><b>Aims</b></p> <p>To understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time</p>	<p>The three <b>Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</b></p> <p><b>Specific:</b></p> <p><b>The Natural World</b></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <ul style="list-style-type: none"> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and</li> </ul>	<p>Identify <b>seasonal</b> and <b>daily weather patterns</b> in the <b>United Kingdom.</b></p> <p>Use basic geographical vocabulary to refer to: key physical features including; <b>beach, cliff, coast, season and weather.</b></p> <p>Use basic geographical vocabulary to refer to key human features including: <b>city, town, village, factory, farm, house, office.</b></p>	<p>Identify the <b>hot</b> and <b>cold</b> areas of the world in relation to the <b>equator</b> and the <b>North</b> and <b>South Poles.</b></p> <p>Use basic geographical vocabulary to refer to: key physical features including; <b>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</b></p> <p>Key human features including: <b>city, town, village, factory, farm, house, office, port, harbour and shop.</b></p>	<p>Describe and understand key aspects of physical geography, including: <b>climate zones, biomes, vegetation belts and volcanoes and earthquakes.</b></p> <p>Describe and understand key aspects of human geography, including types of <b>settlement</b> and <b>land use.</b></p>	<p>Describe and understand key aspects of physical geography, including: <b>climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle</b></p> <p>Describe and understand key aspects of human geography, including: types of <b>settlement</b> and <b>land use</b>, and the distribution of <b>natural resources</b> including <b>energy, food, minerals and water.</b></p>	<p>Describe and understand key aspects of physical geography, including: <b>climate zones, biomes and vegetation belts, and rivers.</b></p> <p>Describe and understand key aspects of human geography, including <b>types of settlement and land use, economic activity</b> including <b>trade links.</b></p>	<p>Describe and understand key aspects of physical geography, including: <b>climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle</b></p> <p>Describe and understand key aspects of human geography, including: <b>types of settlement and land use, economic activity</b> including <b>trade links</b>, and the <b>distribution of natural resources</b> including <b>energy, food, minerals and water</b></p>

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<p><b>GEOGRAPHICAL SKILLS &amp; FIELDWORK Aims</b></p> <p>To collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes</p> <p>To interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</p> <p>To communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</p>	<p>The three <b>Prime ELGS</b> of <b>Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</b></p> <p><b>Specific:</b> <b>The Natural World</b> Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <ul style="list-style-type: none"> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and</li> </ul>	<p>Use world <b>maps, atlases and globes</b> to identify the UK and its countries and surrounding <b>seas.</b></p> <p>Use simple <b>fieldwork</b> and observational skills to study the geography of their <b>school</b>, its <b>grounds</b> and the key human and physical features of its surrounding <b>environment.</b></p>	<p>Use world <b>maps, atlases and globes</b> to identify the <b>United Kingdom</b> and its <b>countries</b>, as well as the countries, <b>continents and oceans</b> at this stage.</p> <p>Use simple <b>compass directions (North, South, East and West)</b> and locational language [for example, <b>near and far, left and right</b>] to describe the location of features and <b>routes</b> on a <b>map.</b></p> <p>Use <b>aerial photographs</b> and <b>plan</b> perspectives to recognise <b>landmarks</b> and basic human and physical features. Devise a simple map and use and construct basic <b>symbols</b> in a <b>key.</b></p>	<p>Use <b>maps, atlases, globes</b> to locate countries and describe features studied.</p> <p>Use the <b>four points</b> of a <b>compass, four figure grid references, symbols and key</b> to build their knowledge of the wider world.</p>	<p>Use <b>maps, atlases, globes</b> and <b>digital/computer mapping</b> to locate countries and describe features studied.</p> <p>Use the <b>four points</b> of a <b>compass, four figure grid references, symbols and key</b> (including the use of <b>Ordnance Survey maps</b>) to build their knowledge of the United Kingdom.</p> <p>Use fieldwork to <b>observe, measure, record</b> and present the human and physical features in the local area using a range of methods, including <b>sketch maps</b> (coast).</p>	<p>Use <b>maps, atlases, globes</b> and <b>digital/computer mapping</b> to locate countries and describe features studied.</p> <p>Use the <b>eight points</b> of a <b>compass, six-figure grid references, symbols and key</b> (including the use of <b>Ordnance Survey maps</b>) to build their knowledge of the United Kingdom.</p> <p>Use fieldwork to <b>observe, measure, record</b> and <b>present</b> the human and physical features in the local area using a range of methods, including <b>sketch maps, plans and graphs, and digital technologies.</b></p>	<p>Use <b>maps, atlases, globes</b> and <b>digital/computer mapping</b> to locate countries and describe features studied.</p> <p>Use the <b>eight points</b> of a <b>compass, six-figure grid references, symbols and key</b> (including the use of <b>Ordnance Survey maps</b>) to build their knowledge of the wider world.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>

	changing states of matter.						
<p><b>LOCATIONAL KNOWLEDGE Aim</b></p> <p>To develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.</p>	<p><b>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</b></p> <p><b>Specific:</b>  <b>The Natural World</b>  Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <ul style="list-style-type: none"> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and</li> </ul>	<p>Name, locate and identify characteristics of the four <b>countries</b> and <b>capital cities</b> of the <b>UK</b></p>	<p>Name and locate the <b>world's seven continents</b> and five oceans.  Name, locate and identify the United Kingdom and its surrounding seas</p>	<p>Locate the world's countries, using maps to focus on <b>Europe</b> (including the location of <b>Russia</b>) and <b>North America</b>, concentrating on their environmental regions and key physical characteristics,</p> <p>Identify the position and significance of <b>latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</b></p>	<p>Name and locate <b>counties</b> and <b>cities</b> of the <b>United Kingdom</b>, geographical <b>regions</b> and their identifying <b>physical characteristics</b>, key topographical features (including <b>hills, mountains, coasts and rivers</b>), and <b>land-use</b> patterns; and understand how some of these aspects have <b>changed</b> over time.</p>	<p>Name and locate <b>counties</b> and <b>cities</b> of the <b>United Kingdom</b>, geographical regions and their identifying <b>human and</b> physical characteristics, key topographical features (including <b>hills, mountains, coasts and rivers</b>), and <b>land-use</b> patterns; and understand how some of these aspects have <b>changed</b> over time.</p>	<p>Locate the world's countries, using maps to focus on <b>Europe</b> (including the location of <b>Russia</b>) and <b>South America</b>, concentrating on their <b>environmental regions</b> and key physical characteristics,</p> <p>Identify the position and significance of <b>latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</b></p>

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**COMPOSITES**

Locate the world's countries, using maps to focus on North America, concentrating on its environmental regions and key physical and human characteristics. Identify the position and significance of latitude and longitude. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

Describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. - 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.

**COMPONENTS**

	1	2	3	4	5	6	End Point
	LQ: Where is North America and what is it like?	LQ: Where and what is the United States of America?	LQ: What are the Rockies like?	LQ: What happened when Mount St Helens erupted?	LQ: Which US state would I like to live in and why?	LQ: How does New York compare with my home area?	Create tourist information for North America.
<b>CONCEPTS</b> <a href="#">Link to concept map</a>	Place Scale	Place Scale	Place	Environmental Impact Place	Place Scale	Place Scale	To identify a few key features of North America.
<b>SKILLS</b>	Locate the world's countries, using maps to focus on Europe and North America, concentrating on their environmental regions and key physical characteristics. Use maps, atlases, globes to locate	Locate the world's countries, using maps to focus on Europe and North America, concentrating on their environmental regions and key physical characteristics. Use maps, atlases, globes to locate	Describe and understand key aspects of physical geography, including: climate zones, biomes, vegetation belts and volcanoes and earthquakes.	Describe and understand key aspects of physical geography, including: climate zones, biomes, vegetation belts and volcanoes and earthquakes.	Describe and understand key aspects of human geography, including types of settlement and land use.  Describe and understand key aspects of physical geography, including:	Describe and understand key aspects of human geography, including types of settlement and land use.  Describe and understand key aspects of physical geography, including: climate zones, biomes,	Use globes, atlases and maps to identify the main human and physical features of North America. Interpret maps and aerial views of the Americas, at a variety of scales, discussing and asking questions about their main features. Use appropriate vocabulary when describing North America, including place locations and map features.

	countries and describe features studied.	countries and describe features studied.			climate zones, biomes, vegetation belts and volcanoes and earthquakes.	vegetation belts and volcanoes and earthquakes.	
<b>KNOWLEDGE</b>	I can locate North America on a world map, using latitude and longitude.	I can find the United States of America on a map and explain its name.	I can outline the main physical features of the Rockies and how people use them.	I can describe the volcanic eruptions at Mount St Helens and the impact they have had on the surrounding area.	I can find out about a US state and explain what it would be like to live there.	I can compare New York with my home area.	The location, countries and main human and physical features of North America. What latitude and longitude are, and why they matter (e.g. for climate navigation).
<b>LESSON LINK</b>	<a href="#">11-ODDIZZI---KS2-Scheme-of-Work---North-America-71.pdf</a>	<a href="#">11-ODDIZZI--KS2-Scheme-of-Work---North-America-71.pdf</a>	<a href="#">11-ODDIZZI---KS2-Scheme-of-Work---North-America-71.pdf</a>	<a href="#">11-ODDIZZI---KS2-Scheme-of-Work---North-America-71.pdf</a>	<a href="#">11-ODDIZZI--KS2-Scheme-of-Work---North-America-71.pdf</a>	<a href="#">11-ODDIZZI---KS2-Scheme-of-Work---North-America-71.pdf</a>	
<b>PROGRESSIVE VOCABULARY</b>	The Caribbean Central America Denali Great Lakes latitude longitude Mississippi River Northern Hemisphere Western Hemisphere	Canada The Caribbean Central America Mexico state	glacier habitat mountain range national park wilderness wildlife	cascades eruption mountain range north-west	facilities state human features landscape location physical features	north-east rural state National Curriculum links Lesson 6 of 6 urban	use appropriate vocabulary when describing North America, including place locations and map features.

CURRICULUM EXPERIENCES							
<p><b>END POINT</b></p>	<p>Locate North America on a world map, including through using latitude and longitude.</p>	<p>Children locate the United States of America and explain its name.</p>	<p>To understand the human and physical geography of the Rockies.</p>	<p>To describe the volcanic eruptions at Mount St Helens and the impact they have had on the surrounding area.</p>	<p>To investigate and evaluate the key features of a US state.</p>	<p>To compare and contrast New York with the children's home area.</p>	<p>Locate the world's countries, using maps to focus on North America, concentrating on its environmental regions and key physical and human characteristics. Identify the position and significance of latitude and longitude. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources</p>

								including energy, food, minerals and water.
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# BIRCHINGTON



CHURCH OF ENGLAND PRIMARY