Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Geography – North America

Enquiry Question - What are the similarities and differences between The Lake District and The Great Lakes region?

Phase 3- Year A- Unit 1

NC/PoS:

Locational Knowledge

- Locate the world's countries, focusing on 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, the Equator, the Northern Hemisphere, the Southern Hemisphere, the Tropics of Cancer and Capricorn, and the Arctic and Antarctic Circles.

Place Knowledge

- Understand geographical similarities and differences through the study of human and physical geography of a region in the United Kingdom (Lake District) and a region in North America (The Great Lakes).

Human and Physical Geography

- Describe and understand key aspects of:
    - Physical geography, including climate zones, biomes, rivers, mountains, and waterfalls.
    - Human geography, including types of settlement, economic activities, and trade links.

Geographical Skills and Fieldwork

- Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied.
- Use the eight points of a compass, six-figure grid references, symbols, and keys (including the use of Ordnance Survey maps).
- 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.

Prior Learning (what pupils already know and can do)
Children can name and locate the world continents and oceans. They know the regions, counties and cities of the UK. Children know that the Lake district is in the Northwest of

England and know the human and physical geography of the Lake district. Children know the different climate zones and biomes of Europe. Children know the features of mountains, volcanoes, earthquakes and rivers and can locate some of the world's largest mountains, volcanoes, earthquakes and rivers.
End Points (what pupils MUST know and remember) Knows that there are five imaginary lines around the Earth – Artic Circle, Tropic of Cancer, Equator, Tropic of Capricorn, Antarctic Circle and that the lines of latitude have an effect on biomes. Know the biomes that can be found in North America – tropical rainforest, desert, temperate, desert, mediterranean, marine biome (Everglades), vegetation belt. To know that lines of longitude effect different times across the earth. Know how waterfalls are formed. To use fieldwork to identify the push/pull factors for tourism for the Lake District and The Great Lakes.
Key Vocabulary continent, equator, longitude, longitude, northern hemisphere, southern hemisphere, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, climate, biome, bio-diverse, time zones, economy, industry, waterfall, lake, equator, renewable, rural, urban, geology, topography, hydroelectricity, minerals, industries, tourism, distribution, trade
Recommended Resources: Maps and atlases (world, North America, UK, regional maps) Google Earth or virtual tools for exploring The Great Lakes and Niagara Falls Aerial photographs Fieldwork materials (clipboards, recording sheets, cameras) VR headsets for virtual tours of the Great Lakes and Niagara Falls Digital tools for creating graphs and presentations Ordnance Survey maps
Curriculum Connections: **Science:** Study of biomes and ecosystems, renewable energy (hydroelectricity). **Maths:** Data collection, interpretation, and presentation. **English:** Descriptive writing, persuasive writing. **Art:** Drawing and mapping geographical features. **PSHE:** Exploring cultural, economic, and environmental factors.
Career Opportunities: Geographer Urban planner Civil engineer Archaeologist Environmental scientist Tourism officer Historian Teacher
Session 1:

Where in the world is North America? – Using a range of maps, compass points, focusing on locational knowledge, longitude and latitude and where it is placed in relation to the equator. Countries and major cities.
Vocabulary: continent, equator, longitude, longitude, northern hemisphere, southern hemisphere, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle.

Session 2:
What is North America like? Human and physical geography.
Canada, USA and Mexico make up the largest part of the continent.
Explore the main countries/cities, settlements, climate, time zones and trade in these countries.
USA – California – desert, coasts, trade, earthquakes, Yosemite national park, food - fruit, distribution of minerals, gold rush, palm springs.
Mexico - Mexican plateau – enclosed by mountain ranges, mixed economy based on agriculture, manufacturing and extraction of petroleum and natural gas
Canada – Ontario – Great lakes, Niagara Falls
Vocabulary: climate zone, biome, bio-diverse, geology, topography, time zones, minerals, distribution, trade

Session 3:
Where is Niagara Falls and the Great Lakes in North America?
Using a range of maps, coordinates, compass points, focusing on locational knowledge. Discuss scale, size. What are the key human and physical features of the area? Name the lakes. Discuss the industries in the area; hydroelectricity & tourism.
Niagara Falls is a group of three waterfalls at the southern end of Niagara Gorge, spanning the border between Ontario in Canada and the state of New York in the United States. The largest of the three is Horseshoe Falls, which straddles the international border of the two countries. It is also known as the Canadian Falls. The smaller American Falls and Bridal Veil Falls lie within the United States. Bridal Veil Falls is separated from Horseshoe Falls by Goat Island and from American Falls by Luna Island, with both islands situated in New York. Formed by the Niagara River, which drains Lake Erie into Lake Ontario, the combined falls have the highest flow rate of any waterfall in North America that has a vertical drop of more than 50 m (160 ft). During peak daytime tourist hours, more than 168,000 m^3 (5.9 million cu ft) of water goes over the crest of the falls every minute. Horseshoe Falls is the most powerful waterfall in North America, as measured by flow rate. Niagara Falls is famed for its beauty and is a valuable source of hydroelectric power.

History change over time explore through maps over time and how they chart the changes, exploring geographic concept of inter- connectedness of human and physical geography change

Vocabulary: scale, tourism, hydroelectricity, renewable, economy, urban, rural

Session 4:
Revisit prior learning on The Lake district.
The **Lake District**, also known as **the Lakes** or **Lakeland**, is a mountainous region in North West England. A popular holiday destination, it is famous for its lakes, forests and mountains. It was designated a UNESCO World Heritage Site in 2017. The Lake District is today completely within Cumbria, and its mountains (or 'fells') are sometimes called the **Cumbrian Mountains**. Historically it was divided between three English counties (Cumberland, Westmorland and Lancashire) sometimes referred to as the Lakes Counties. The three counties met at the Three Shire Stone on Wrynose Pass in the southern fells west of Ambleside. It is now divided between the modern council areas of Cumberland and Westmorland and Furness. All the land in England higher than 3,000 feet (914 m) above sea level lies within the National Park, including Scafell Pike, the highest mountain in England. It

also contains the deepest and largest natural lakes in England, Wast Water and Windermere respectively. **History** change over time explore through maps over time and how they chart the changes, exploring geographic concept of inter- connectedness of human and physical geography change Vocabulary: tourism, economy, natural resources, distribution
Session 5: Fieldwork Before you start field work you must decide what you want to find out. Think of questions to ask, your focus for the investigation within the above themes for the areas you are going to investigate. Using VR headsets explore The Great Lakes and Niagara Falls and The Lake District What are these places like? What physical and human features can you see? How do you feel about this place? Does it look like a nice place to live? Why/why not? *Devise a survey* *What are the push/ pull factors determining why someone would visit The Lake District or The Great Lakes.* *Collect the potential cultural, physical and human features that might attract a tourist to the area.* *Present these options to people taking the survey.* *(Visit to a travel agent)* *Quantitative Data from visitors.* *Qualitative Data from Travel Agents.* Collect data from the survey and analyse. Vocabulary: field work, investigation, local environment, human and physical
Session 6: What is the same and what is different? Comparative study between Niagara Falls and the Great Lakes in North America and the Lake District in the UK. Choose 4 or 5 key features to compare. Lakes, tourism, settlements and land use, human and physical geography. Vocabulary: tourism, economy, natural resources, distribution, compare, contrast
Future learning this content supports: This learning will support future units on world continents, global trade, human and physical geography and comparative studies.