



<b>Knowledge Organiser</b>	<b>Subject: Geography</b>	<b>Topic: North America</b>	<b>Year: 5</b>
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**Key Knowledge**

In KS1, children should have learned about the continents of the World. In Years 3 and 4, continents would have been revisited. In Year 4, climates and biomes would have been studied so children should have an understanding of these terms. This unit will focus on the continent of North America, a specific region and its climate as well as how it was formed. This unit will expect capital cities to be learned and the comparison of human and physical features of this continent. Google maps can be used via the visualiser in order for pupils to gain an understanding of specific locations. Map work, alongside the use of the Atlas, can identify the 7 continents as well as the different countries that form North America. The 5 environmental regions of North America should also be studied and compared. Human and physical features understanding will enable children in Year 6 to understand the human and physical features when studying the continent of Africa.

<https://www.bbc.co.uk/bitesize/articles/z72f3j6#z2mybqt>  
Oak Academy has a section on North America, its full range of countries and regions.

**Being a Geographer/Key Skills Developed**

A good geographer in Key Stage 2 will be able to:

- use more detailed maps and discuss human and physical characteristics of regions
- They will understand climate zones, mountains, volcanoes, the water cycle, rivers, types of settlement and natural resources and areas.
- They will use ICT, different types of maps, atlases, more complex compass directions, aerial photographs, as well as fieldwork and observational skills.

**Multi-Disciplinary Skills**

Environmental knowledge will be closely linked to science. A good geographer will be able to demonstrate an awareness of their physical and human world, and an understanding of environmental management and sustainability, this links closely to PSHE. They will understand the importance of their place within the world and the impact they may have through their actions, this links to Eco-schools, PSHE, Science and RE. The skills of cause and effect, impact and change, empathy and compassion will also be developed. Mapping skills will link closely to the use of co-ordinates and a compass directions in maths, as well as grid references in OS maps. North America will incorporate Science, time zones, habitats (Biomes) PSHE, climate change and appreciating the broad and diverse cultures of North America.

<b>Key Concepts</b>		
<b><u>Place</u></b> A construct that is defined in terms of what it is like, what happens there and how and why it is changing.	<b><u>Space</u></b> The location of points, features or regions in absolute and /or relative terms and the relationships, flows and patterns that connect and / or define them.	<b><u>Environment</u></b> The ‘zoom lens’ that enables us to view places from global to local levels.

**What makes North America such a diverse continent?**

## Key Vocabulary

<b>Biomes</b>	A large naturally occurring community of flora and <b>fauna</b> a major habitat, e.g. forest or <b>tundra</b> .
<b>Climate</b>	The weather conditions <b>prevailing</b> in an area in general or over a long period.
<b>Continent</b>	A large continuous mass of land, regarded as a collective region. There are 7 continents: Asia, Africa, North and South America, Europe and Australasia (Oceania).
<b>Region</b>	An area having definable characteristics.
<b>Equator</b>	An imaginary line drawn around the middle of the Earth, equal distance from the North and South Poles.
<b>Latitude</b>	Lines of Latitude run in an east-west direction across Earth.
<b>Longitude</b>	Lines of Longitude run in a north-south direction
<b>Flora and Fauna</b>	The plants and animals of a place.



### Linking Thinking Across Our Learning Journey

Early Years	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<b>All About Me –</b> To begin to identify similarities and differences. Positional Language. Local Walk.	<b>Where do I live?</b> Looking at the local environment and understanding the human impact of our locality.	<b>Who Lives Here?</b> To understand the different environments in the World and how people survive?	<b>The River Nile</b> Impact of location on human and physical features/survival.	<b>Plants of the World</b> To understand the significance of plants to the planet and humans, as well as their unique capabilities.	<b>North America</b> To know the countries, capitals and regions of North America. To identify the human and physical differences of the 5 regions.	<b>Water World</b> This unit will, among other things, look at the importance of water for our planet.

