



# St Paul's Primary School, Newcastle. Glorifying Almighty God, and serving our community.

Investigating places		Investigating patterns	To Communicate Geographically
Class: 6		Title: North America	
<b>Topic summary:</b> North America is the third largest continent. The 49° N latitude forms the boundary between the two largest countries – the USA and Canada. The Great Lakes and St Lawrence River act as the boundary between the two countries. Lake Superior is the largest fresh water lake in the world. Mount Mackenzie – an active volcano situated in Alaska – is the highest peak of North America. The world famous Niagara Falls is located between Lake Erie and Lake Ontario. There are also hundreds of rivers across North America. They are vital for irrigation for agriculture, fishing, the generation of hydroelectricity and as navigation routes for shipping. Rivers are also sacred to the Native American indigenous peoples who, for centuries before European colonisation, learnt to use this limited, precious resource wisely.			
<b>Geography Objectives</b> <ul style="list-style-type: none"><li>• Collect and analyse statistics and other information in order to draw clear conclusions about locations.</li><li>• Identify and describe how the physical features affect the human activity within a location.</li><li>• Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li><li>• Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London’s Tube map).</li><li>• Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li><li>• Name and locate the countries of North and South America and identify their main physical and human characteristics.</li><li>• Understand some of the reasons for geographical similarities and differences between countries.</li><li>• Describe how locations around the world are changing and explain some of the reasons for change.</li><li>• Describe geographical diversity across the world.</li><li>• Describe and understand key aspects of:<ul style="list-style-type: none"><li>• physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</li><li>• human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</li><li>• Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</li></ul></li></ul>		<b>Unit of work end points</b> <ul style="list-style-type: none"><li>• Describe the geographical location of the continent of North America, in relation to the equator and latitude</li><li>• To know which hemisphere North America resides in (northern and western)</li><li>• Locate and mark on a map the countries of North America</li><li>• To know, locate and mark on a map which oceans boarder North America</li><li>• Compare and contrast the geographical location of North America with that of Europe</li><li>• Compare and contrast the climate zones across North America, and describe what this means for agriculture</li><li>• To know what a biome is, and name the North American biomes (briefly)</li></ul> <u>Population</u> <b>Recap (5/6B)</b> <ul style="list-style-type: none"><li>• Define the word ‘indigenous’, ‘colony’ and ‘colonise’</li><li>• Define the word ‘most populous’, ‘population density’ and ‘sparsely populated’</li><li>• Name some of the indigenous cultures in North America (before 1500s – 1600s)</li><li>• Describe the changes in the population of North America from the 1500s to the 1600s, explaining why the Europeans colonised North America</li><li>• Locate and label on a map the most populous cities of North America, suggesting why this is the case</li><li>• Locate and label on a map the most sparsely populated areas of North America, suggesting why this is the case</li><li>• Describe the population density of North America, suggesting why this is the case</li><li>• Graph information about the population of the most and least populous cities in North America</li></ul> <u>Rivers</u> <b>Recap (3/4D &amp; 5/6B)</b> <ul style="list-style-type: none"><li>• To name the physical features of a river</li><li>• Define the word ‘confluence’</li><li>• Locate and label on a map the 5 most significant rivers of North America</li><li>• Describe the significant physical features of each of these rivers</li><li>• Compare and contrast the geographical locations of the Yukon and Mississippi rivers.</li><li>• Explain why pollution in a river affects more than one population (e.g. the Rio Grande river)</li></ul> <u>Mountains</u> <b>Recap (5/6B)</b> <ul style="list-style-type: none"><li>• Define the term ‘seismic activity’</li><li>• Using a topographic map, <b>locate and mark</b> on a map the geographical location of North America’s major mountain ranges (Alaska, Appalachian, Brooks, Cascades, Coast, Rocky, Sierra Madres and Sierra Nevada)</li><li>• Compare and contrast the physical features of 2 or more mountainous regions</li><li>• Locate and mark on a map the highest peak in North America (Denali)</li><li>• Show how the western coast of North America is part of a wider seismic zone</li></ul> <u>Deeper learning:</u> <ul style="list-style-type: none"><li>• Investigate agricultural diversity in Jamaica and the United States of America. Draw some conclusions.</li><li>• Investigate the differences between the terms ‘metropolitan’ and ‘cosmopolitan’</li><li>• Investigate how goods are traded using North American rivers, using locational examples.</li></ul>	
<b>Key vocabulary</b>			
<b>Agricultural</b>	Relating to farming and its methods		
<b>Latitude</b>	The distance of a place from the equator		
<b>Colonised</b>	Took control over		
<b>Indigenous</b>	Native to a country		
<b>Populous</b>	With a large population		
<b>Sparsely</b>	With only a small number of people		
<b>Confluence</b>	Where two or more rivers join together		
<b>Irrigation</b>	Watering crops		
<b>Seismic</b>	Relating to earthquakes		
<b>Subduction</b>	The movement of one tectonic plate below another		