

# Year 6 –North America

## UKS2 Spring

Breadth	Concept	Milestone 3(Years 5&6)	Knowledge	Vocabulary
<ul style="list-style-type: none"> <li>• Locate the world's countries, with a focus on Europe and countries of particular interest to pupils.</li> <li>• Locate the world's countries, with focus on North and South America and countries of particular interest to pupils.</li> </ul> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>• physical geography volcanoes and earthquakes</li> <li>• human geography, including: settlements, land use, economic activity including trade links and the distribution of natural</li> </ul>	<p><b>Investigate places</b> This concept involves understanding the geographical location of places and their physical and human features.</p>	<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>• Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</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</li> </ul>	<p>I know the location of North America</p> <p>I know the location of major rivers in North America</p> <p>I know fieldwork provides useful information about locations</p> <p>I know fieldwork can involve surveys, questionnaires and data from other sources</p>	<p>North America, New York, Hudson River Aerial view Grid reference Co-ordinate Landmark Settlement Scale Pollution Ice caps Water cycle Evaporation, condensation, reversible, heat, cool, cloud, precipitation, infiltration, river, runoff, tributary, stream, river, lake, reservoir, sea, ocean Country, Coordinates Grid references Tourism Land use, settlements, energy, minerals, Latitude/ longitude/ location Positive/negative impacts</p>

<p>resources including energy, food, minerals and water supplies.</p> <ul style="list-style-type: none"> <li>• Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world.</li> </ul>		<p>understand how some of these aspects have changed over time.</p> <ul style="list-style-type: none"> <li>• Name and locate the countries of North and South America and identify their main physical and human characteristics.</li> </ul>		
	<p><b>Investigate patterns</b> This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported.</p>	<ul style="list-style-type: none"> <li>• Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</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 how countries and geographical regions are interconnected and interdependent.</li> </ul>	<p>I know there is a need for change when living near a river – linked to global warming, changing climates</p>	

	<p><b>Communicate geographically</b> This concept involves understanding geographical representations, vocabulary and techniques.</p>	<ul style="list-style-type: none"> <li>• Describe and understand key aspects of: <ul style="list-style-type: none"> <li>• <b>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</b></li> <li>• <b>human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</b></li> <li>• <b>Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</b></li> <li>• <b>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</b></li> </ul> </li> </ul>	<p>I know physical geography is the study of natural features</p> <p>I know human geography is the study of people and communities</p> <p>I know and can explain the differences between a river, sea and ocean</p> <p>I know the importance of rivers to settlements such as the Hudson River in New York</p> <p>I know the significance of the location of New York for trade links</p> <p>I know the positives and negative impacts of living near a river</p> <p>I know the processes in the water cycle – including evaporation, condensation and precipitation</p> <p>I know how to explain in a written report the processes of the water cycle</p> <p>I know how to draw a diagram of the water cycle</p>	
--	---	---	---	--