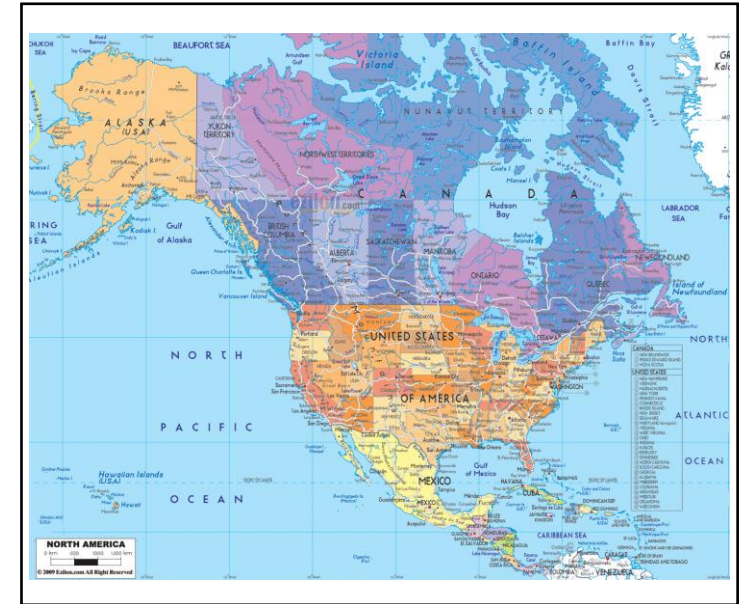




# Knowledge Organiser – North America -Year 5

<u>Key Vocabulary</u>	<u>Definition</u>
Climate	Weather conditions over a prolonged period of time.
Weather	The state of the atmosphere at the time. Example; wind, rain and temperature.
Biome	A community of plants and animals that have common characteristics reflecting the environment in which they live.
Urbanisation	The increase in number of people living in cities.
North America	A large continent where the countries of Canada, the USA and Mexico are located.
State	An area with a government that can make decisions and pass laws for that area. In the USA, the states are joined in political union.
Waterfall	Water falling from a height, formed when a river or stream flows over a precipice or steep incline.

Map of North America



Canada	Mexico	United States of America
		
Capital: Ottawa	Capital: Mexico City	Capital: Washington DC
Flag shows maple leaf representing cultural heritage and natural resources of Canada. The colour red represents hope and prosperity. The colour white represents peace and neutrality.	Flag shows national coat of arms, based on the Aztec symbol for Tenochtitlan (now Mexico City) the centre of the Aztec Empire. It shows an eagle sitting on a cactus eating a serpent, as Aztec legends tell of a command to build a city at the place where an eagle is found eating a serpent. Red, white and green are the colours of the national Mexican army.	Flag shows fifty white stars representing the fifty states of America. Thirteen red stripes represent the thirteen British colonies that declared independence from the Kingdom of Great Britain and became the first states.

# Year 5 North America

## Value Links -

Reverence – links to respecting the world and the physical geography.

Example Niagara Falls.

2b) i, ii and iii

## Think like a Geographer:

Think about the impacts of human geography on an area.

Deciding if the benefits outweigh the drawbacks.

Thinking about the development of physical geography structures and how they have developed.

## Lesson sequence

- Can I find and label the countries in North America using an atlas?
- Can I explain the different biomes across North America?
- Can I recognise how urbanisation has affected people in cities in North America?
- Can I create a map of North America displaying the main physical features?
- Can I locate Alaska on the map and compare it to Southport?
- Can I explain the diversity in North America?

*Extended Writing opportunity.*

Linked text - Alaskan Information Text

## Local Links

## National Curriculum coverage

Pupils should be taught about:

- To understand geographical similarities and differences through the study of human and physical geography of a region (Alaska).
- Identify the position and significance of latitude, longitude, Equator and Northern Hemisphere.
- To locate the world's countries, using maps to focus on North America..

## Key Content

- Identify North America and understand it is a continent and is made up of much more than just the USA and that the USA is just a country.
- Be able to label and name a range of countries in North America.
- Recognise the size difference is the countries across North America.
- Understand the various cultures and languages across North America.
- Recognise, name and explain the formation of some of North America's physical geography. For example; a Niagara fall.
- Research and forge opinions on the impact of Human Geographical features such as the Trans-Alaskan pipeline.
- Understand the differences in climates and weather across North America and be able to understand why that is due to the location of the countries near the Equator.

## Key Vocabulary

Erosion

Climate

Weather

Northern Hemisphere

Equator

Waterfall

Plunge pool

Biome

State

Urbanisation