

Maple Spring A Geography - What are the geographical similarities and differences between North America and the UK?

	Learning Intentions	Main Teaching	Activity HA MA LA	Key Vocabulary	Resources
1.	<p>To name the 50 states and identify the countries of North America</p> <p>- To identify the United Kingdom on a map of the world or globe.</p> <p>-To identify where North America is on a world map/globe</p> <p>- To know that the American flag has 50 stars on it which represent the 50 states</p> <p>-To know that each state is represented by 2 capital letters.</p>	<p>Main teaching:</p> <p>Show children the presentation up to slide 2 explain that the world has seven continents. Recap - What are the continents? <i>Asia, Africa, North America, South America, Antarctica, Europe and Australia.</i> Which one do we live in?</p> <p>Children use the atlases to identify North America and the UK. Chn point with finger. Show Chn the USA flag. Ask them to find similarities and differences between the Union Jack.</p> <p>colours, stripes, stars</p> <p>What do the stars (USA flag) represent?</p> <p>The 50 states in of America. Explain that each state is represented by two capital letters similar to our postcode.</p> <p>Plenary</p> <p>Quiz slides 10-12</p>	<p>Chn name the 50 states in mixed pairings using the map of the USA to help them.</p> <p>Challenge; Do they recognise any states if so complete those first. Why were those ones easier to identify?</p> <p>Easier 10 states with coloured map</p> <p>Medium- 25 states</p> <p>Harder - 50 states</p> <p>Extension:</p> <p>To label the countries that make up North America using the atlases for support</p>	<ul style="list-style-type: none"> • North America • Country(ies) • State(s) 	<p>Lesson presentation - comparing the USA and the UK</p> <p>Atlases</p> <p>USA flag</p> <p>Map of the USA coloured</p> <p>Worksheets - Countries of North America and the 50 states of America</p>

<p>2.</p>	<p>To investigate the climate zones of North America</p> <p>-To know that some parts of the world have hot climates and others have cold climates. -To know that some countries have mild climates, which means the temperature conditions can vary between hot, mild and cold throughout the year, generally depending on the season -To know the location of the Equator (which receives the most sun) and poles (which receive the least sunlight). -To know the further north you go, the colder it becomes. This means that Canada tends to be cold and relatively snowy. -To know the climate in Mexico is warmer, and it can be hot and humid. This is because it is closer to the equator</p>	<p><u>Main teaching:</u> Using the atlases chn look at the map of North America. Ask chn to decide which parts will be coldest and which parts will be warmer and why? Are the countries furthest north coldest and those furthest south warmest. Can you identify which countries will be coldest? Which countries will be warmer? And which will be the warmest and why? Reference to the equator.</p> <p>Show a map of the USA. Recap what the 2 capital letters represent. Explain - Like the UK, the USA is in the northern hemisphere and experience the seasons at the same time as us in the UK. What is a season? How do we know what season we are in? the month. However, the USA is so vast that it covers a range of different climate zones called regional climates. Show chn slides 6-8 and 7-8 both presentations.</p> <p><u>Whole class activity:</u> Complete the activity labelling the equator, tropics, hemispheres and poles of the world.</p> <p><u>Plenary:</u> Chn share something they have found out about climate zones from the atlas</p>	<p><u>Activity</u> Children use the map and colour code the zones of the USA and add a key. Using the key they write further information about each area identified.</p> <p><i>Easier-</i> Identify the different areas using a colour and make a key.</p> <p><i>Medium-</i> as above. In addition write about 3 of the zones identified in more detail.</p> <p><i>Harder-</i> as above completing more information about each zone identified.</p> <p><u>Extension:</u> Look at the climate of the UK use slide 9 as support</p>	<p><u>Seasons</u> Northern hemisphere Climate zones Regional climates Equator</p>	<p><u>Lesson presentations</u> - Introduction to NA and comparing the USA and UK</p> <p>What's where in the world Pg 24-25</p> <p>Junior Atlas Pg 62-63</p> <p>USA worksheets</p> <p>Labelling the equator, tropics, hemispheres and poles of the world.</p> <p>Atlases</p>
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<p>3.</p>	<p>To compare the average temperatures in the USA and UK</p> <p>-To know that some parts of the world have hot climates and others have cold climates.</p> <p>-To know that some countries have mild climates, which means the temperature conditions can vary between hot, mild and cold throughout the year, generally depending on the season</p>	<p>Main teaching: Show first PP. Mini activity: Chn complete the labels using the wordbank.</p> <p>Recap: The weather is the outdoor conditions at a point in time (e.g. today) whereas climate is the weather over a period of time (e.g. a year). Explain that today we are looking at the average temperatures.</p> <p>Some countries have mild climates, which means the temperature conditions can vary between hot, mild and cold throughout the year, generally depending on the season. Can children guess the country with a mild climate from the states identified?</p> <p>Show children the map of the three main climate zones - hot/tropical, mild/temperate & cold/frigid. To understand these children need to know the location of the Equator (which receives the most sun) and poles (which receive the least sunlight). Explain that places near the Equator are in the hot zone, places near the poles are in the cold zone and places in between are in the mild zone.</p> <p>Plenary: Look at a finished graph. What have the chn found out?</p>	<p>Activity: Children first label the graph. Using the table plot the average temperature for each month onto the graph</p> <p>Easier - Using the differentiated sheet plot the temperatures the first one has been completed.</p> <p>Medium and Harder- plot the temperatures</p> <p>Extension: Answer the 3 questions on the worksheet</p>	<p>climate zone weather hot cold mild temperature Equator North Pole South Pole</p>	<p>PP Equator and hemispheres</p> <p>PP Comparing the USA and the UK -slide 6-7</p> <p>Ruler, coloured pencils</p> <p>Activity worksheets Differentiated one with first month completed.</p>
<p>4</p>	<p>To investigate the time zones</p> <p>-To know what the</p>	<p>Main teaching: Show chn the PP slide 7 relating to time zones. Look at the atlas What's where in the world.</p>	<p>Activity: Chn colour the map of the USA into time zones and label each</p>	<p>Time zones Coordinated Universal time UTC</p>	<p>PP Comparing the USA and the UK slide 5</p>

	<p>Prime/Greenwich Meridian is and time zones of the UK and North America</p> <ul style="list-style-type: none"> •To understand and compare the time zones. 	<p>Emphasise the prime meridian red dashed line that runs through Greenwich is shown at 12 noon. The whole of the UK time is the same whereas the USA is so vast that some states aren't in the same time zones. Look at the time zones minus to the left of this line and plus to the right of the line - this relates to the times plus 1 hour means 1pm and minus 1 hour means 11am and so on. Before time zones, local time was decided by the town time-keeper, who recorded 12pm when the sun was directly overhead.</p>	<p>zone. Using the GMT label what time it is in each zone if the time GMT is 12 noon</p> <p>Easier with support using slide 6</p> <p>Medium using slide 5 and 6 for support</p> <p>Harder use slide 6 and the atlas to identify the time zone times</p>	<p>Greenwich London where global standard time was first agreed GMT</p>	<p>What's where in the world Pg 38-39</p>
5	<p>To locate human and physical features of the USA</p>	<p>Main teaching: Explain that human and physical features are different. Human features are made by humans for example houses, monuments, dams, bridges etc Whereas physical features are made by nature, hills, mountains, rivers, cliffs etc. Recap by showing https://www.bbc.co.uk/bitesize/topics/zqj3n9q/articles/zr8q7nb Chn give examples of both human and physical features locally. How do you decide what is a human feature? How do you decide what is a physical feature? Are some more features difficult to decide which they are? Show the USA information PP up to slide 10.</p>	<p>Main activity: To sort the pictures into human and physical features.</p> <p>Easier: supported To sort the pictures before sticking them under the correct heading.</p> <p>Medium: To sort the pictures first into human and physical features before</p>	<p>human feature physical feature</p>	<p>USA information PP</p> <p>Worksheet human and physical features reduced 2 sheets per page</p>

		<p>Plenary: Explain that next lesson we will be looking at the Statue of Liberty a famous landmark in NYC and The Angel of the North in Gateshead in England.</p>	<p>writing them into the correct heading using a combination of pictures and writing</p> <p>Harder: to write them into the correct heading concentrating on 1 from each heading and looking at it in more detail using the atlases and information books</p>		
6	<p>To Understand the structure of New York</p> <p>-To identify where North America is on a world map/globe</p> <p>-To identify where New York State and New York City is on a map</p> <p>- To know the compass points, north, north-east, east, south-east, south, south-west, west and north-</p>	<p>Main teaching: Show the PP New York and All about New York What is the difference between New York State and New York City?</p> <p>Watch this Video: https://www.youtube.com/watch?v=MtCMtC50gwY</p> <p>Do you know anyone that has been to New York? What did you find interesting about the video? What was in the video that surprised you? Did you recognise any famous landmarks?</p>	<p>Main activity: To answer the 8 questions on the New York map skills worksheet using the maps on the worksheet and What's where in the world inside cover.</p> <p>Easier with support: To answer the first 3 questions.</p> <p>Medium: To answer the first 5 questions.</p> <p>Harder: To answer the 8 questions</p>	<p>States Boroughs Compass points New York State and City</p>	<p>PP's All about New York and New York</p> <p>Use map on inside cover to support learning</p>

	west		Extension task: To write your own question and answer related to the map		
7	<p>To investigate where the Statue of Liberty is and the Angel of the North</p> <p>-To know that since ancient times, humans have built great statues of great rulers eg. Statue of Liberty and the Angel of the North</p> <p>-To know that a satellite is used for television, telephones, GPS navigation</p> <p>-To know that satellites can also take photos from space</p>	<p>Main teaching:</p> <p>Show a picture of the Statue of Liberty and the Angel of the North slide 11. Can chn identify similarities and differences?</p> <p>Explain that the S of L is in New York show aerial picture</p> <p>https://www.shutterstock.com/search/new+york+statue+of+liberty</p> <p>And the Angel of the North is in Gateshead in Newcastle, England</p> <p>https://www.shutterstock.com/search/angel+of+the+north+newcastle</p> <p>Watch https://www.bbc.co.uk/newsround/43071546 to find out more about the Angel of the North</p>	<p>Main activity:</p> <p>Children to create an information poster of either the Statue of Liberty or the Angel of the North (in books)</p> <p>Easier: Use differentiated worksheet to add information</p> <p>Medium: Chn design their own poster using the format for inspiration</p> <p>Harder: Chn create their own fact poster using the facts and books provided</p>	<p>Landmark</p> <p>Satellite photo</p> <p>Statue of Liberty</p> <p>Angel of the North</p>	<p>USA information PP slide 11</p> <p>What's where in the world? Pg 174-175</p> <p>Junior Atlas Pg 17</p> <p>Facts on the Statue of Liberty</p> <p>Angel of the North</p> <p>Map of New York</p> <p>Map of Gateshead</p>
8	To investigate	Main teaching:	Main activity:	Tallest	PP The Shard

	<p>the tallest buildings in New York and the UK</p> <p>-To compare the tallest buildings and know that the One World Trade Center is the tallest building in New York and the seventh tallest building in the world, and that the Shard is the tallest building in the United Kingdom</p> <p>To understand how events can change a city</p>	<p>Together have a look at pg 124 - 125 tallest buildings. Focus on the United Kingdom and North America. Allow chn enough time to identify a building. Share ideas.</p> <p>Who can find what the tallest building is in the United Kingdom?</p> <p>What is the tallest Building in North America?</p> <p>What is the tallest building in New York?</p> <p>How much taller is the One World Trade Center compared to the Shard in London in the United Kingdom? 541-310= 231 m taller</p> <p>Show chn the Shard PP.</p> <p>The Shard is the tallest skyscraper in the United Kingdom and seventh tallest building in Europe with a height of 310 metres. It resembles a shard of glass hence the name.</p> <p>The One World Trade Center was built in remembrance of the victims of the terrorist attack that happened on September 11th 2001. It is the 7th tallest building in the world. The building is 541 metres.</p> <p>Plenary</p> <p>Show the PP Monuments</p> <p>Take a look at the monument.</p> <p>Discuss feelings of people at the event.</p> <p>Discuss why they have a monument and why monuments are important.</p>	<p>To order the tallest buildings in height order.</p> <p>Easier: To identify which building is the tallest and which is the smallest with support</p> <p>Medium: To identify which building is the tallest down to the smallest and find one interesting fact for the tallest and smallest building.</p> <p>Harder: To order the building from highest to smallest and find 3 interesting facts for the tallest and smallest building.</p>	<p>Shortest</p> <p>Highest</p> <p>Height</p> <p>Metres</p> <p>Floors</p> <p>Built</p> <p>Year</p> <p>Human feature</p>	<p>And</p> <p>September 11th</p> <p>Monuments</p> <p>What's where in the world?</p> <p>Pg 124-125</p>
9	<p>To explore the Mississippi River and the Thames</p>	<p>Main teaching:</p> <p>Do you know the names of any rivers? Both in the local area or around the world?</p>	<p>Main activity:</p> <p>To write a non-fiction fact sheet about the</p>	<p>Mouth</p> <p>Source</p> <p>Confluences</p>	<p>PP Journey of a river</p> <p>PP The river</p>

	<p>-To know that a river starts its journey from the hills to the sea</p> <p>-To identify the different landscapes that a river might pass through</p>	<p>Have you paddled in a river? Have you been fishing in a river? Have you been on a boat trip on a river? Encourage chn to share their stories about rivers, where they saw them and what activities they were doing at the time.</p> <p>Go through the PP Journey of a river introduce the concept of a river undertaking a journey, from the source in the hills to the mouth at the coast. Chn share their thoughts of what they might see, feel etc.</p> <p>Mini activity: Show chn the drainage basin slide and go through the labelled image. Chn first cut out around the edge of the solid line including the v shape at the top and then fold along the dotted lines. Chn fill in the key terms and colour the rivers/fields/town, they stick the folded flap x to y.</p> <p>Explain that today we are looking at 2 rivers the River Thames (show PP) and the Mississippi River go through fact sheet.</p> <p>Plenary: Use the heads and tails sheet to test the learning</p>	<p>River Thames or the Mississippi River</p> <p>Easier: To find 2 facts about the river Medium: to find 3-5 facts about the river Harder: To write about the river and include an interesting fact and add a glossary of key words</p>	<p>Tributaries Water shed Drainage basin River channel</p>	<p>Thames Heads and tails Drainage basin</p> <p>Pg 20 and 21 of the atlas</p>
10	To design a healthy bagel filling	<p>Main teaching: Recap what fast foods are famous in New York? Accept all chn's answers. Has anyone tried a bagel? Chn taste a bagel option plain, with butter and or</p>	<p>Main activity: Chn design their own filling for a bagel. Listing the</p>	<p>Flour, salt Yeast, eggs, milk, butter Ingredients</p>	<p>Bagels information sheet Salmon Bagel</p>

	<p>To know that New York is known for its bagels</p>	<p>jam. What is the texture like? Do you like it? Yes/no explain your answer. Read Bagels as a class. First activity:</p> <p>Chn write a short piece of text using a title year 3 and paragraphs with subheadings year 4. Easier: Chn fill in the gaps on the worksheet.</p> <p>Chn look at the salmon bagel What information is shown? Ingredients, method, additional information and a picture. Can you find the imperative verbs in the method? slice, drain spread cover etc What toppings would you put on your bagel? Collect chn's ideas. Model an example on the visualizer using the template.</p>	<p>ingredients, writing the method using imperative verbs, drawing a picture and a suggestion to what it can be eaten with.</p>	<p>Bagel Method Boiled baked</p>	<p>Bagel template</p>
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