

Geography: North American Region

1. Locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
2. Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, Prime/Greenwich Meridian and time zones (including day and night), latitude, longitude, Tropic of Cancer and Capricorn
3. Understand geographical similarities and differences through the study of human and physical geography of a region in a North American country
4. Human geography, including: economic activity including trade links, the distribution of natural resources including food
5. Use maps, atlases, globes and digital/computer mapping to locate countries and features described
6. Use the eight points of a compass to build their knowledge of the United Kingdom and the wider world
7. Use six-figure grid references to build their knowledge of the United Kingdom and the wider world
8. Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
9. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs & digital technologies

Take off What key questions will you ask?	Crossing the continent Which geography content (it's everything and everywhere!) is relevant, logical and fascinating?	Crossing the ocean Which fieldwork, skills and learnt? Which resources, people, books, props and equipment can be used?	The landing What knowledge, understanding and skills will children take away?
What are the features on the North American face? 1, 2, 5, 6, 8	Continent and ocean game What human and physical features are in N.America? Embedding of vocabulary with specific examples from N.America	Compass directions Atlas research and map annotation. Positional vocabulary. Could show some photos/youtubes of cool features in N.America.	Recap of the continents, oceans plus countries and compass directions Learning of the locational knowledge in the context of N.America
Where are we going? 1, 2, 5, 6	St Lucia	Atlas Positional vocabulary Compass directions	Embedded positional language Knowledge of where St Lucia is and how they can get there

Same, Same or Different? 3, 5, 8	St Lucia human and physical features	Carousel of activities, e.g. Google maps, aerial images, photographs, YouTube to find out information about St Lucia	Chn will have an understanding of the human and physical features on the island and whether they are similar or different to their local area.
Marigot and us. 3, 5, 6, 9	Marigot and local area	Virtual fieldwork using googlemaps 'what can we see?' in each sector from the school (West to North, North to West, etc). Can compare to the same scale in the local region and develop vocabulary.	Chn will have an understanding of the human and physical features in Marigot and their area. Chn will develop compass directions, scale and map reading skills
Let's go bananas! 2, 4, 5	Bananas – distribution of them Trade links to the UK and other countries	Maps Positional language	Chn understand the reasons for the distribution of bananas. Chn understand that countries trade with each other to get items they need/produce to sell
Banana-rama!	Economic activity of bananas through Fairtrade	Grid references of the different locations in St Lucia involved in the banana trade	Chn will understand Fairtrade and the link to what they buy from the supermarket. Chn will practice six figure grid references

AIM: Chn to understand what a region (comparable size to their area) in North America is LIKE and the human and physical features of it to compared it to their area.

1. Chn have a blank world map and they have to label the continents, oceans and a large country or two in each continent. Chn have to describe a journey from the UK to N.America using the eight point compass and stop/cross at least 10 continents, countries and oceans.

Chn have an outline of N.America on an A3 piece of paper and are directed to pages in the atlas (set by the teacher) for them to read the maps using the key to find out about the human and physical features of N.America.

2. A letter arrives to invite the chn to explore a mystery place that they need to guess from the clues. Give

chn a map and share clues to lead them to St Lucia. Use the positional language to direct them to St Lucia, e.g. it is north of the Antarctic Circle, it is south of the Arctic Circle, it is south of the Tropic of Cancer, it is in the Northern Hemisphere, it is four hours behind us, etc.

Give chn the opportunity to pick somewhere in the world and play the game in pairs so they get to use the positional vocabulary

Chn plan a journey to St Lucia and make a prediction about what it will be like ... without using the useful maps in the atlas!

3. Have a carousel set up on the tables for chn to find out about St Lucia. Youtube, aerial images, photographs, statistics about living/produce/trade, maps, travel brochure, atlas. Chn gather information about St Lucia and after every other table they have to decide whether St Lucia is more similar or different to the UK. Each time they do this they may change their mind as they gather more evidence to back up their opinion.

<https://www.britannica.com/place/Saint-Lucia>

4. A postcard arrives from Marigot Secondary School telling the chn what the area is like. Chn use googlemaps to carry out some virtual fieldwork titled 'what can we see?' to find out what is in each quadrant (West to North, North to East, East to South, South to West). They can do this for their local area and must make sure they use the same scale map and make the quadrants the same size. This will develop their observation skills, vocabulary and knowledge of the areas to allow for an evidenced based comparison. Ideally chn will find out that bananas are growing close to Marigot!

5. Bananas – what are the climatic conditions of St Lucia and which other countries could grow bananas? Develop positional language to be specific about the location and distribution of bananas. Does the UK have the same conditions? How do we get them to here?

6. What are the benefits of Fairtrade for St Lucia? How does Fairtrade work?

<https://www.youtube.com/watch?v=wpGMeQXyr5w>

Create a map to allow chn to practice their six figure grid references. On a base map of St Lucia include the port, banana plantations, workers' homes, capital, airport, etc and draw a large grid and number the squares and include a compass and scale. Chn need to play games to develop their grid reference skills and can be challenged to work out direction and distance.

