Department of Primary & Childhood Education

Edge Hill University

Lesson Sequences 2021/22

This plan for a sequence of lessons should ensure clear progression in **composite knowledge** *through* **component knowledge**.

Date: 1/9/21	**Class: Year 6**	**Subject/topic: North America**

Prior knowledge: *how does this lesson fit in with a sequence of lessons-what components have previously been taught?*

KS1: Pupils have learnt to name and locate the world's seven continents and five oceans (locational knowledge). They have been taught the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. They will use this locational knowledge as a foundation to their understanding of the location of key lines of latitude and climate zone and vegetation belts of North America.

KS2: Pupils have learnt to compare the human and physical geography of the north-west region of the UK with the Campania region of Italy. They have learnt about the location and geography of South America and its indigenous peoples.

Composite learning:

By the end of this sequence of lessons, pupils will know:

- *the location of North America, its countries and capital cities and use this knowledge as a foundation to understand the climate/environmental zones/biomes of the continent.*

By the end of this sequence of lessons, pupils will understand:

- *the key physical and human geography of The Great Lakes region of North America.*

By the end of this sequence of lessons, pupils will be able to:

- *to make comparisons of the physical and human geography of The Great Lakes region of North America to the Lake District region of the UK through enquiry-based approaches and fieldwork.*

	Learning objective(s) [components]:	**Outline of Learning Sequence:** *Consider the role of the teacher, children's steps in learning and adaptive teaching*	**Resources:**	**Evaluation:**
Lesson 1	Using an atlas, pupils will know the countries and capital cities of North America and understand how to use the scale on a map to measure distance.	*Retrieval activity:* children to label a blank map with the names of the 7 continents and 5 oceans (use outcome to inform teaching). Teacher to model correct use of atlas. Large screen showing atlas map of North America. Pupils to investigate how atlases label countries, capital cities and major cities. Pupils will then investigate the countries (and associated capital cities) in North America. Teacher to explain what key lines of latitude are and what they mean (link to children's science learning: Earth & Space) Pupils to investigate key lines of latitude and identify the counties that they run through. Teacher to model the use of scale on a map to determine approximate distance. Children to choose their own capital cities of countries in North America and measure the approximate distance between them. *Retrieval activity:* https://online.seterra.com/en/vgp/3015, https://world-geography-games.com/ Adaptive teaching approaches: Mixed ability pairings to support use of atlases.	Appropriate maps and atlases, inflatable globe. Locational knowledge retrieval activities e.g. cops and robbers, retrieval grids, https://online.seterra.com/en/vgp/3015, https://world-geography-games.com/	Further practice with location of major lines of latitude required (revisit via retrieval practice). Most children able to use scales to measure approximate distance. Small group of children unsure with scale on map versus scale on

		Targeted TA/teacher discussion/modelling with pupils to support correct use of atlases. Some children may require a list of continents and oceans to consult with. Children may need to tighten their focus area to prevent cognitive overload – provide adapted maps appropriately.		ruler – follow up sessions in maths will support with this.
Lesson 2	Identify the position and significance of latitude, the Arctic Circle and the Tropic of Cancer on North America. Enquiry questions: How does latitude affect climate at locations across North America? Is latitude the only factor that affects climate?	*Retrieval activity:* 'Cops and Robbers' - list as many countries and capital cities in North America as they can. Consult a partner and an atlas to check answers. Recap: key lines of latitude that run across North America (remind children that the Equator does not run through NA), use of a globe. Children discuss with each other about how they might expect the temperature to change as they move north from the equator. Why do they think that? What might happen to precipitation (explain this term)? Show pupils 4 monthly temperature graphs for locations across North America. Children arrange these on their map of North America. Explain that it isn't always hottest at the equator as the temperature is often cooled by cloud and rainfall. Repeat with monthly rainfall graphs (more tricky). Groups of children investigate the major climate zones of North America (using non-fiction books, maps and internet sources), commenting upon how the rainfall and precipitation affects 3 climate zones of their choice (e.g. rainforest, grassland, temperate, desert). Class discussion pulling together the information that the groups of children have discussed. What have they found out? Are there any unusually placed climate zones e.g. what geographical feature causes the 'highland' climate zone? Adaptive teaching approaches: Mixed ability groupings for discussions Targeted TA/teacher modelling and discussion Reading-ability appropriate non-fiction texts about the climate of North America Alternative methods of recording (use of iPads and voice notes)	Appropriate maps and atlases, inflatable globe https://kids.britannica.com/students/assembly/view/228159 A range of non-fiction texts (climate zones of North America) Annual temperature and rainfall graphs for locations in different climate zones across North America.	Children required additional teaching in relation to average monthly temperature graph. They demonstrated that they thought that it would be hottest at the equator – this misconception addressed. Children require further practice with the names and characteristics of climate zones. Address this in next session.
Lesson 3	Understand how climate affects the vegetation growing in locations across North America. Enquiry question: How does climate affect the vegetation growing in locations across North America?	*Retrieval activity:* 'Retrieval relay race' children to label a map of North America with the names of climate zones (boundaries marked). Children to check their work against the map used in previous session. Pupils to be given images of the vegetation found in different climate zones in North America. Discuss in groups the similarities and differences that they can see. Teacher to support discussion with children. Focus on density of vegetation, size of species. Pupils to match vegetation photos to climate zone (and temperature and precipitation graphs). Children work in groups to research a particular species of vegetation that is adapted to its environment. Children to produce a large poster in their group to present to the rest of the class. Adaptive teaching approaches: Mixed ability groupings for discussions Targeted TA/teacher modelling and discussion Reading-ability appropriate non-fiction texts Alternative methods of recording (use of iPads and voice notes)	Appropriate maps and atlases, inflatable globe A range of non-fiction texts (climate zones and vegetation of North America) Photographs and videos of the climate/vegetation zones of North America (rainforest, grassland, semi-arid, desert, temperate, tundra) Annual temperature and rainfall graphs for locations in different climate zones across North America.	Retrieval relay race allowed children to practice names of climate zones. Some then commented on characteristics of these zones (temperature, precipitation). Link between temp and precipitation was then made with vegetation.

Lesson 4	Understand the location of the Great Lakes region of North America, its physical and human geography and how humans utilise the environment. Enquiry question: What physical and human geography features does the Great Lakes region have? How do humans utilise the Great Lakes and what is the impact?	*Retrieval activity:* Give pupils a map of North America with country boundaries marked. Pupils to mark as much information as they remember on the map (could be countries, cities, lines of latitude, climate zones etc.) Teacher to display map of North America showing the Great Lakes region. Question children on locational knowledge: what countries does the Great Lakes region include? What climate zone is the Great Lakes region in? What major cities are located on the shores of the Great Lakes? Can children measure the approximate length of the longest lake using the skills taught in previous sessions? Teacher to show video about the formation of the Great Lakes (as a physical feature inc. Niagara Falls). Show images of the Great Lakes to children. Can children distinguish between physical and human features? Children to identify key human and physical features of the Great Lakes region as a result of their research. Provide children with a range of literature related to the Great Lakes (tourist leaflets, brochures, adverts, videos, images, Google StreetView). This literature can also be related to how humans use the water (drinking, farming and industrial processes) and surrounding land. Children to identify ways in which humans use the Great Lakes. Children then to consider the impact that humans are having on the Great Lakes. Pupils to use the literature as well as directed internet research. Adaptive teaching approaches: A range of sources of literature (range of reading levels with pictorial support) Pre-teaching of a small group of children – ensure children are familiar with the Great Lakes and its location before the main lesson Alternative methods of recording (use of iPads and voice notes) Targeted teacher/TA support for pupils to extract appropriate information from non-fiction texts	Appropriate maps and atlases, inflatable globe The Great Lakes formation video (https://www.youtube.com/watch?v=gBRcOLcEwF0) A range of literature related to the Great Lakes (e.g. https://www.bbc.co.uk/newsround/26241712) The Great Lakes human impact map (https://www.canadiangeographic.ca/article/mapping-human-impact-great-lakes) Appropriate non-fiction texts for research and fictional text to support literacy (The Queen of the Falls by Chris Van Allsburg).	Children were able to identify physical and human features of the Great Lakes region.
Lesson 5	Understand the location of Niagara Falls and its physical and human geography. Enquiry question: Why do people visit Niagara Falls?	*Retrieval activity:* pupils to retrieve the range of physical and human geography features in the Great Lakes region of North America. Link this session to literacy book (The Queen of the Falls by Chris Van Allsburg). What do pupils already know about Niagara Falls as a result of reading this book? Pupils to explore the location of Niagara Falls – what is special about its location? Pupils to watch a virtual tour of Niagara Falls. Why do people visit Niagara Falls? Are they surprised by the presence of a city right next to Niagara? What was near Niagara Falls before the city and tourists arrived. Teach about the indigenous communities that existed in the area for over 12,600 years before Europeans arrived in the 17th Century. What did the falls mean to those people? What happened to those communities upon arrival of Europeans? Teacher to model the analysis of a map of the area. Why do they think that the Niagara area is so populated? Consider the range of facilities/infrastructure required to support that number of tourists and residents. What kind of facilities are needed by the tourists and residents? Children to use a Google Map/Streetview of Niagara City. They will navigate themselves through a pre-defined route around the city. This route will incorporate tourist attractions and areas away from the main tourist area to see where local people live and work. Children to note down differences between their local area and Niagara. What do they notice about the areas where tourists go in comparison to the areas where local people live and work? Children may have the misconception that all of Niagara City is pristine (like the tourist areas). Adaptive teaching approaches: Alternative methods of recording available Alternative methods of presentation Targeted TA/teacher support to observe the Niagara locality Mixed ability groupings	https://www.youtube.com/watch?v=8PR_WpGOCEI Appropriate non-fiction texts for research and fictional text to support literacy (The Queen of the Falls by Chris Van Allsburg). Google Maps and Streetview https://niagarafallsmuseums.ca/discover-our-history/reclaiming-cultural-identity/indigenous-history-a-brief-summary (support for teacher subject knowledge)	Pupils understood that Niagara Falls was a tourist attraction. They appreciated that the area was inhabited by indigenous people before colonisation and the falls had a significant meaning to them. Children aware of the range of areas of Niagara the city. They appreciated that the 'tourist area' was different to some areas where residents lived.

Lesson 6	Compare the Great Lakes region of North America with the Lake District in north-west England, using local fieldwork to explore attitudes towards this region. Enquiry question: How was the Lake District formed and what are people's attitudes towards this region?	*Retrieval activity:* Pupils to complete a retrieval grid of learning from previous lessons. Introduce the Lake District via the virtual tour. What differences are there between the Lake District and the Great Lakes? Children to investigate the BBC Bitesize webpage about the Lake District. As they read, they should make a list of the similarities and differences between the Lake District and the Great Lakes (formation, physical geography, scale, location). Support this with a map (with scale) of the Lake District region. Teacher to facilitate a discussion with pupils about their findings. How can we take steps to answer some of these questions? Research (non-fiction texts, internet research) and fieldwork (primary data). This lesson will involve planning fieldwork in the local area to explore people's attitudes towards the Lake District as a holiday destination. Teacher to model and discuss the creation of questions/activities that could be used to build a questionnaire. Pupils will show the public a range of photographs (of Great Lakes and Lake District) and ask them to say whether they think it is in the Lake District or not. Why might this be a good approach to use? They could also ask them about their awareness of human impact upon the Lake District. Pupils to plan their questionnaires, discussing with their group the most appropriate questions to ask members of the public focussing on the Lake District as a holiday destination. TA and teacher to support children in their wording of questions so that can be easily understood by the public. How might we record responses from the public? Consider use of technology to record answers given. Adaptive teaching approaches: Targeted support with further modelling of questions for questionnaire.	Appropriate maps and atlases, inflatable globe. Lake District virtual tour: https://www.youtube.com/watch?v=botfLXowxVc Lake District information: https://www.bbc.co.uk/bitesize/topics/z3fycdm/articles/zvys8xs Model of questionnaire.	Pupils were able to draw some comparisons between Lake District and the Great Lakes (mainly in scale). They identified that both had been formed by ice. Children needed careful support with generating their questions and needed further guidance in thinking about the response of the public to their question.
Lesson 7	Identify attitudes within the local area towards the Lake District as a holiday destination. Enquiry question: What do local people think about the Lake District as a holiday destination?	Teacher to take pupils in the local area (preferably a town centre or shopping street – see risk assessment) to question locals about their thoughts on the Lake District as a holiday destination. Pupils to collect data on paper or via voice recordings on iPad, working in small groups with teacher, TA or parent support (see risk assessment). Back in class pupils will begin to evaluate the data collected. • Did the public manage to distinguish between the pictures of the Lake District and Great Lakes? • What was their favourite image? Which destination? • Had many people been to the Lake District before? • Is the Lake District a desirable location to visit? • Did many people want to go to the Lake District even if they hadn't been before? • What makes people want to go? • Have they noticed any environmental concerns in the Lake District (from their own visits or from the local news)? • How long would they typically stay in the Lake District? • What was their favourite tourist attraction in the Lake District? Children to present their findings as a group to the class and consider through a discussion where we could go next with the enquiry? Field trips further afield to the Lake District itself? The Great Lakes? Adaptive teaching approaches Groupings of children – mixed ability Adults support children with wording questions/communicating with the public (see risk assessment) Pupils record answers using range of methods including voice recordings (with agreement from members of public)	Questionnaires iPads	Children conducted fieldwork well. Those who were not confident in speaking to the public gained in confidence over the period of the fieldwork. Children collected and recorded their data and were able to comment on the outcome once back in class.