

Date: 1/9/21	Class: Year 5	Subject/topic: North America	Time: ~1 hour
<p>Prior knowledge: <i>how does this lesson fit in with a sequence of lessons-what components have previously been taught?</i></p> <p>KS1: Pupils have learnt the name and location 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 important lines of latitude (Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle) and their impact upon the climate zone.</p> <p>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 been taught about the location and geography of Southern Europe and should be able to apply their learning of climate/environmental zones/biomes (physical geography knowledge) and longitude and latitude (locational knowledge) to that of North America. In their science lessons, pupils have learnt about 'Earth and Space', in particular the passage of the seasons and how this is related to the tilt of the Earth.</p>			
<p>Outcomes: <i>what composite knowledge/ skills do you want children to achieve?</i></p> <p><i>Key Enquiry Question: Is there more to North America than the USA?</i></p> <ul style="list-style-type: none"> 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. <p>Assessment:</p> <ul style="list-style-type: none"> Pupils will be able to use an atlas to identify some of the different countries that make up North America (assessed through questioning and discussion). They will be able to locate capital cities and measure the approximate distance using the atlas scale. This will be recorded in table format in their geography book (assessed through marking). Retrieval activities scheduled for each session to assess children's learning and recall of key locational knowledge. 			
<p>Learning objectives: <i>substantive & disciplinary knowledge</i></p> <ol style="list-style-type: none"> To use atlases and globes to understand the location of North America in relation to key lines of latitude (Equator, Tropic of Cancer, Arctic Circle). To use atlases and globes to identify that North America is comprised of many more countries than just the USA. To understand the scale and extent of the continent of North America, using atlases to support. 			
<p>Key vocabulary:</p> <p>Locational vocabulary: North America, Central America, Caribbean, continents, countries, Atlantic Ocean, Pacific Ocean, Gulf of Mexico, Gulf of California, northern hemisphere, southern hemisphere, latitude, longitude, Equator, Tropics, Tropic of Cancer, Tropic of Capricorn, Arctic Circle.</p>		<p>Resources:</p> <p>Appropriate maps and atlases, inflatable globe, including Ordnance Survey maps of Lake District region Locational knowledge retrieval resources: https://online.seterra.com/en/vgp/3015, https://world-geography-games.com/</p>	
<p>Predicted misconceptions:</p> <p>Children may find it challenging to comprehend the scale and distances involved when locating North America – flight time is useful comparison to make as is comparing to the time it might take to travel by road in the UK. Greenland and countries in Central America and the Caribbean are part of the continent of North America.</p>		<p>Risk assessment:</p> <p>n/a</p>	

SEQUENCE OF TEACHING & LEARNING

Timing: <i>consider pace of lesson.</i>	Role of the teacher & support staff: <i>e.g. key questions, retrieval of prior learning, modelling and explanations, checking understanding, consider cognitive overload, effective use of additional adults, behaviour for learning.</i>	Children's steps in learning: <i>what will the children be doing? Learn, practise and apply component steps.</i>	Adaptive teaching: <i>consider adaptive strategies to support all pupils (including stretch and challenge & SEND), consider resources.</i>	Checking what children know, understand and can do: <i>key questions inc. hinge and retrieval/recall, assessment of outcomes.</i>
5-10 minutes	Teacher to listen to pupils' discussions, identify any misconceptions and check understanding of location of 7 continents and 5 oceans. Ensure any misconceptions addressed when going through the answers with children. TA to monitor children who could experience cognitive overload and use adaptive strategies noted.	Retrieval activity: children to label a blank map (continental boundaries only) with the names of the 7 continents and 5 oceans. Pupils encouraged to do this from memory. Give pupils 3 minutes to name as many as they can. Pupils then share their responses with their partner and note down any suggestions from them. Pupils then use an atlas to identify any remaining continents/oceans omitted or those labelled incorrectly.	Mixed ability pairings to support sharing of answers. SEND require a list of continents and oceans to consult with. Targeted TA/teacher discussion with pupils to support. Children encouraged to go further than continents and oceans (inc. seas/countries) if appropriate.	Which continent do we live on? Which ocean separates Europe and North America? Which continents are only in the southern hemisphere? Which ocean surrounds the continent of Antarctica?
10-15 minutes	Question pupils about their current understanding of the countries in North America. Possible misconception: <i>pupils may think that only USA and Canada are in North America.</i> Use a model of a map of North America on large screen (preferably the same map as in the children's atlas). Ask children to investigate how maps in atlases are labelled. How do we know whether a place is a country, a capital city or a major city? Can we tell by the way atlases are labelled? Have you found anything surprising about the countries in North America? Pupils may be surprised by the number of countries.	Pupils to use their atlases to find the continent of North America. Discussing in their groups, they should identify how their maps are labelled. They should be able to identify that countries are labelled using CAPITAL LETTERS, capital cities are labelled using lower case bold letters , and major cities are labelled in lower case letters. Using their atlases, pupils will go on to list as many countries (and associated capital cities only) in North America as well as surrounding oceans and seas.	Mixed ability pairings to support use of atlases. Targeted TA/teacher discussion/modelling with pupils to support correct use of atlases. SEND children may need to tighten their focus area to prevent cognitive overload – provide adapted maps appropriately.	What is a capital city? What is a major city? What region of North America is Jamaica in? What region of North America is Honduras in?

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5-10 minutes	<p>Teacher to explain the lines of latitude (<i>link to children’s science learning – Earth and Space</i>), what they mean and model appropriate use of the atlas.</p> <p>Can children identify the equator on their map? Where does the equator run through? What is the equator (show equator on a world map)? Can children identify any other key lines of latitude on their map of North America (e.g. Tropic of Cancer, Arctic Circle)?</p>	<p>Children to use atlas alongside teacher/TA to identify key lines of latitude. What countries do they run through?</p>	<p>Mixed ability pairings to support use of atlases.</p> <p>Targeted TA/teacher discussion/modelling with pupils to support correct use of atlases.</p> <p>Children to compare to Europe. Where are these key lines of latitude in relation to the UK?</p>	<p>What is the equator? What is the Tropic of Cancer? What is the Arctic Circle? What countries in North America does the Tropic of Cancer/Arctic Circle run through?</p>
15-20 minutes	<p>Teacher to model using the scale on a map to show the distance between places (using the UK as a familiar place to start). Teacher to model measuring the distance (in kilometers) between home town/city and London using the scale on the map, a ruler and a strip of paper to mark points.</p> <p>Have any children been to London? How long does it take via train? How long does it take by car?</p> <p>Teacher then to model measuring distances between capital cities of North America using the map scale, ruler and strip of paper.</p>	<p>Pupils to use the atlas to locate capital cities of countries in North America. They will then choose 2 capital cities to measure the distance between using the map scale, a ruler and strip of paper. They will try to find capital cities with the shortest distance between them and those with the longest distance between them. This will be recorded in a table.</p> <p>What do they notice about the distances involved compared to those measured in the UK?</p> <p>Pupils to then investigate flight times between capital cities using the internet, to provide added context.</p>	<p>Mixed ability pairing to support measuring of distances.</p> <p>Teacher to support SEND pupils through small group modelling and support.</p> <p>Can pupils investigate time zones using information presented in their atlases? What are time zones? How many lie across North America?</p>	<p>Which two capital cities in North America have the greatest distance between them? Which two capital cities have the shortest distance between them?</p>
5-10 minutes	<p>Teacher to give pupils an opportunity to retrieve knowledge learnt during this lesson.</p>	<p><i>Retrieval activity:</i> https://online.seterra.com/en/vgp/3015, https://world-geography-games.com/</p> <p>Pupils to use this online activity to name continents and oceans, countries and capital cities of North America</p>	<p>Some pupils may need atlas or their learning in front of them to support</p>	<p>See all previous questions which may be appropriate.</p>

EVALUATION

Evaluation of pupils' learning:

- Pupils were successfully able to use the atlas.
- SEND pupils were able to do this with support from teacher/TA and directed questioning – these pupils targeted for further support during subsequent lessons/retrieval activities
- Children were familiar with what the Equator is due to prior learning. Their learning of the Tropic of Cancer (and Tropic of Capricorn) and the Arctic Circle was linked to their learning in science (Earth and Space) which aided their understanding.
- SE, GR, DT found it challenging when using the scale on an atlas to measure distance between capital cities. This group of children need further practice, and this will be revisited through retrieval activities in subsequent lessons (use of scales in maths).

Next steps:

e.g. how to address misconceptions, providing increased challenge or support, use of different resources or modelling techniques.

- Locational knowledge learnt from this lesson will be the subject of retrieval activities during subsequent sessions (and homework).
- Many children initially thought that North America consisted of just the USA. This misconception was addressed directly and all children were aware that this is not the case by the end of the lesson.
- Children became increasingly aware of the extent of North America to include Greenland and countries in Central America and the Caribbean.
- Children will use their learning of important lines of latitude (Equator, Tropic of Cancer and Arctic Circle) to support their understanding of climate zones/biomes across North America. They will be able to link these important lines of latitude to the climate of a region (temperature and precipitation).

Evaluation of teaching:

- Pupils were successfully able to use atlases due to their prior learning and the teacher/TA modelling of correct atlas usage.
- It was useful to have identical maps on the large screen that the children had in their atlases to support them in these initial stages as they grow in familiarity with North America.
- Children will be exposed to a wider range of different types of maps (e.g. physical geography maps) during future lessons. Some children required support using atlases in their retrieval activities and will require ongoing support.
- Learning was well-paced due to short, focussed activities. This kept pupils on task.

Next steps:

e.g. subject knowledge, teaching strategies, behaviour management.

- Children will be exposed to a wider range of maps during the subsequent lessons. It will be important to begin with the more familiar maps before moving to more abstract versions.
- When moving on to learning about climate zones/biomes, children will need to refer to their learning about the Equator, Tropic of Cancer and the Arctic Circle.
- This class work well with shorter, well-paced learning activities supported by teacher modelling and discussion. This will need to be considered when planning future learning.