

Year 5 Why is California so thirsty? Medium Term Plan

<p>National Curriculum</p> <p>Children should be taught to describe and understand key aspects of:</p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>	<p align="center">Knowledge</p> <p>Why is California so thirsty?</p> <p>Water as a resource</p> <p>Depth focus on California (region in North America), continuing natural resources theme (revisit water cycle from Year 3)</p> <p>Water resources in California Farming - intensive farming, growing almonds– providing water.</p> <p>The future of water supply in California.</p> <p>Geographical skills: Interpreting a range of thematic maps</p> <p>Disciplinary focus: change</p> <p><i>How have the actions of people affected the drought in California?</i></p>
<p align="center">Lesson Focus</p>	<p align="center">Vocabulary</p>
<p>1. Water</p>	<p>precipitation, water cycle, treated, California</p>
<p>2. Farming</p>	<p>reservoir, irrigation</p>
<p>3. Why is California running out of water?</p>	<p>drought, groundwater</p>
<p>4. Growing almonds</p>	<p>almonds, factors, rainfall, water supply</p>
<p>5. Aqueduct</p>	<p>aqueduct, California aqueduct</p>
<p>6. What next?</p>	<p>revisit above vocabulary</p>
<p>Synoptic task</p> <p><i>Why is California so thirsty?</i></p>	