Year 5: New York, New York

Essential Learning

By the end of this term, you will have learned…

This term we will begin with a tour of America. We will be exploring the human and physical geography of the USA, its 50 the states and learning about the star spangled flag. You will use this knowledge to create a brochure promoting a visit to an American location.

Our geographical investigations will continue when we explore The Big Apple- New York City. We will compare the city of New York to the city of Bristol, considering their scale, economy, population, buildings, diversity and regions. We will then be composing a letter to someone moving to New York, identifying the similarities and differences of the two cities.

Finally, we will be focussing on skyscrapers. We will learn about their history before designing and building our own. We will also read and write poetry about them.

Hook Day

Atlas investigation

Mega maps

Skyline Art

Roadtrip story

Block 1

- Background States of USA and history
- time zones
- longitude and latitude
- Major geographical features of USA
- Travel brochure (persuasive writing)

Block 2

- Comparing the Human and Physical geography of New York and Bristol
- Write a letter to a pen pal in New York- identifying similarities and differences

Block 3

- Science and Design Technology- gravity, resistance and mechanisms- build a scale model of a skyscraper
- Poetry inspired by the Sky Boys
- Georgia O'Keeffe Art
- Drawing using perspective

Year 5: New York, New York / National Curriculum Links

Science

- explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate (force meters)

DT

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world
- apply their understanding of how to strengthen, stiffen and reinforce more complex structures

Geography

- 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
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Art

- about great artists, architects and designers in history
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

Key vocabulary:
Longitude, latitude, comparison, compare, continent, contents page, time zone, gravity, perspective, forces, gravity, friction, brace, support

Writing genres

Writing to persuade- Travel Brochures

Poetry

Evaluation of D&T project

Key texts