

## 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 and its 50 states. We will find out all about New York City and use this knowledge to create a brochure promoting a visit to the city.

Our geographical investigations will continue as 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 from Bristol to New York, identifying the similarities and differences of the two cities.

Finally, we will be focussing on skyscrapers as part of a Design and Technology project. We will learn about their history before designing and building our own skyscrapers. We will also read and write poetry about them.



### Hook Day

Atlas investigation  
Mega maps  
Skyline Art  
Roadtrip story

### Block 1

USA in the world  
time zones  
longitude and  
latitude  
Major geographical  
features of USA  
Travel brochure for a  
trip to New York  
(persuasive writing)

### Block 2

Comparing the  
human and physical  
geography of New  
York and Bristol  
Write a letter to  
someone moving to  
New York, identifying  
similarities and  
differences with  
Bristol

### Block 3

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

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

<b>Science</b>	<b>Geography</b>
<ul style="list-style-type: none"> <li>• explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>• taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate (force meters)</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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)</li> <li>• 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</li> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>
<b>DT</b>	<b>Art</b>
<ul style="list-style-type: none"> <li>• 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</li> <li>• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>• 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</li> <li>• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>• understand how key events and individuals in design and technology have helped shape the world</li> <li>• apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> </ul>	<ul style="list-style-type: none"> <li>• about great artists, architects and designers in history</li> <li>• 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]</li> </ul>
	<b>PHSE</b>
	<ul style="list-style-type: none"> <li>• face new challenges positively and know how to set personal goals.</li> <li>• know how to use my jigsaw journal.</li> <li>• understand my rights and responsibilities as a citizen of my country.</li> <li>• make choices about my own behaviour because I understand how rewards and consequences feel.</li> <li>• understand how an individual's behaviour can impact a group.</li> <li>• understand how democracy and having a voice benefits the school community and know how to participate in this.</li> </ul>

**Key vocabulary:**

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

**Writing genres**

**Key texts**

Writing to persuade-  
Travel Brochures  
  
Poetry  
  
Evaluation of D&T  
project

