

# Road Trip USA Year 4 Spring term



Session	<u>National Curriculum objective</u> Children are to learn about:	Activity.
1	<p><b>Geography:</b></p> <ul style="list-style-type: none"> <li>-Locate the world’s countries, using maps.</li> <li>-Identify the position and significance of the Equator.</li> <li>-Describe and understand key aspects of physical geography, including climate zones.</li> </ul> <p><b>Computing:</b></p> <ul style="list-style-type: none"> <li>-Understand computer networks including the internet; how they can provide multiple services, such as the world wide web.</li> <li>-Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</li> </ul> <p><b>English:</b></p> <ul style="list-style-type: none"> <li>-Writing - noting and developing initial ideas, drawing on reading and research where necessary.</li> </ul>	<p><b>Introduce topic</b></p> <p>Explain that we will be “travelling” around North America. Locate USA on a map. Mind map together what children already know about the country (food, places, people, phrases). Discuss time zones and climate in America (discuss changes in climate due to equator).</p> <p>In mixed ability pairs, children will complete USA snapshot sheet by researching USA on I pads.</p>
2.	<p><b>Geography:</b></p> <ul style="list-style-type: none"> <li>-Use the eight points of a compass.</li> </ul> <p><b>Computing:</b></p> <ul style="list-style-type: none"> <li>-Understand computer networks including the internet; how they can provide multiple services, such as the world wide web.</li> <li>-Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</li> </ul>	<p><b>Los Angeles – California</b></p> <p>Hand out passports – children fill in details. Introduce first location, Los Angeles, California. “Stamp” passport for LA. Show the state California on a map. Discuss location using compass directions. Discuss what it is famous for. Introduce the idea of the Hollywood Walk of Fame and show pictures of stars.</p> <p>In mixed ability pairs, children will research and answer questions (on sheet) about the Hollywood Walk of Fame using I pads and suggested websites.</p>

## Road Trip USA Year 4 Spring term

	<p><b>English:</b> -Writing - noting and developing initial ideas, drawing on reading and research where necessary.</p>	
3.	<p><b>English:</b> -Writing - noting and developing initial ideas, drawing on reading and research where necessary.</p> <p><b>Computing:</b> -Understand computer networks including the internet; how they can provide multiple services, such as the world wide web. -Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p>	<p><b>Los Angeles – California</b> Show examples of celebrity interviews in “First News” newspaper. Look at the questions and discuss the research the interviewer will have had to carry out. Children to work in groups of 2 or 3 (mixed ability) to pick a famous actor or actress from a recent film, research the actor/actress and write interview questions.</p>
4.	<p><b>English:</b> -Spoken Language objectives.</p>	<p><b>Los Angeles – California</b> In same groups as yesterday, children will carry out their interview. One child plays the role of the interviewer, one child will play the actor/actress, one child to film on Ipad.</p>
5.	<p><b>Geography:</b> -Describe and understand key aspects of physical geography, including earthquakes.</p>	<p><b>San Francisco – California</b> Earthquakes – Explain how earthquakes are caused (use powerpoint), using terminology such as tectonic plates, Richter scale, seismograph, epicentre. Use descriptions to draw pictures of the impacts of earthquakes.</p>
6.	<p><b>Geography:</b> -Locate the world’s countries, using maps. -Identify the position and significance of the Equator. -Describe and understand key aspects of physical geography, including climate zones. -Describe and understand key aspects of physical</p>	<p><b>San Francisco – California</b> Locate San Francisco on a map and discuss climate. Earthquakes - Look at pictures of previous earthquakes in San Francisco, discuss impacts. In mixed ability pairs, children research 1989 San Fran earthquake using enquiry questions on flipchart. Write a paragraph case study.</p>

## Road Trip USA Year 4 Spring term

	<p>geography, including earthquakes.</p> <p><b>Computing:</b></p> <ul style="list-style-type: none"> <li>-Understand computer networks including the internet; how they can provide multiple services, such as the world wide web.</li> <li>-Use search technologies effectively, appreciate how results are selected</li> </ul>	
7.	<p><b>Geography:</b></p> <ul style="list-style-type: none"> <li>-Describe and understand key aspects of physical geography, including earthquakes.</li> </ul>	<p><b>San Francisco – California</b></p> <p>Earthquakes – Use pictures and learning from yesterday’s lesson to describe photographs and damage caused by earthquakes.</p>
8.	<p><b>Geography:</b></p> <ul style="list-style-type: none"> <li>-Describe and understand key aspects of physical geography, including earthquakes.</li> </ul>	<p><b>San Francisco – California</b></p> <p>Earthquakes – discuss safety measures in place in San Francisco in the event of an earthquake. What advice is given? Children to design a safety information poster about earthquakes.</p>
9.	<p><b>Art:</b></p> <ul style="list-style-type: none"> <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>	<p><b>San Francisco – California</b></p> <p>Golden Gate Bridge – look at photographs of the Golden Gate Bridge in San Francisco and children to sketch the bridge in their sketch books.</p>
10.	<p><b>Geography:</b></p> <ul style="list-style-type: none"> <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>-Describe and understand key aspects of physical geography, including climate zones.</li> <li>-Locate the world’s countries (North America) concentrating on their</li> </ul>	<p><b>Las Vegas – Nevada</b></p> <p>Go through Death Valley powerpoint. Discuss climate of the Nevada desert compared to our local climate. Use own knowledge, information on powerpoint and research to compare climate, location, altitude and wildlife of Nevada and local area.</p>

## Road Trip USA Year 4 Spring term

	environmental regions, key physical characteristics.	
11.	<p><b>Art:</b></p> <p>-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.</p>	<p><b>Las Vegas – Nevada</b></p> <p>Introduce Las Vegas – what do children already know? Discuss card game afternoon on Friday and ask children to design a poster advertising it.</p>
13	<p><b>Geography:</b></p> <p>-Describe and understand key aspects of physical geography.</p> <p>- Locate the world’s countries (North America) concentrating on their environmental regions, key physical characteristics.</p> <p><b>English:</b></p> <p>- Retrieve and record information from non-fiction.</p>	<p><b>Grand Canyon – Nevada/Arizona</b></p> <p>Work through Grand Canyon powerpoint, highlighting key facts and asking children to make notes. On leaflet template, children create an information and tourist leaflet about the Grand Canyon National Park.</p>
14.		<p><b>Las Vegas – Nevada</b></p> <p>Card game afternoon</p>
15.	<p><b>Geography:</b></p> <p>-Describe and understand key aspects of physical geography, including mountains.</p> <p>-Locate the world’s countries (North America) concentrating on their environmental regions, key physical characteristics.</p> <p><b>Art:</b></p> <p>-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.</p>	<p><b>Santa Fe – New Mexico</b></p> <p>Rocky Mountains – locate Rocky Mountain range on a map. Work through powerpoint of how mountains are formed, focussing on fold mountains. Work through powerpoint of features of a mountain. Children to draw and label a diagram of a mountain, including summit, valley, slope, plateau, face, foot and ridge.</p>

## Road Trip USA Year 4 Spring term

16.	<p><b>Geography:</b></p> <ul style="list-style-type: none"> <li>-Describe and understand key aspects of physical geography, including mountains.</li> <li>-Locate the world's countries (North America) concentrating on their environmental regions, key physical characteristics.</li> </ul>	<p><b>Santa Fe – New Mexico</b></p> <p>Rocky Mountains – recap powerpoints from yesterday and discuss again how fold mountains are created. Look on map at where the Southern Rockies are. Children to write paragraphs on where the Rockies are located and how fold mountains are formed.</p>
17.	<p><b>History:</b></p> <ul style="list-style-type: none"> <li>-a non-European society that provides contrasts with British history</li> </ul> <p><b>Art:</b></p> <ul style="list-style-type: none"> <li>- to create sketch books to record their observations and use them to review and revisit ideas</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> <li>- about great artists, architects and designers in history.</li> </ul>	<p><b>Santa Fe – New Mexico</b></p> <p>Native Americans – discuss the history of Native Americans, the discovery of America and the impact of this. (Focus on Pueblo tribe of New Mexico)</p> <p><a href="http://www.historyforkids.net/pueblo-tribe.html">http://www.historyforkids.net/pueblo-tribe.html</a></p> <p>Follow video instructions to draw native American inspired bird in sketch books <a href="https://www.artforkidshub.com/how-to-draw-native-american-inspired-bird/">https://www.artforkidshub.com/how-to-draw-native-american-inspired-bird/</a></p>
18.	<p><b>History:</b></p> <ul style="list-style-type: none"> <li>-a non-European society that provides contrasts with British history</li> </ul> <p><b>Art:</b></p> <ul style="list-style-type: none"> <li>- to create sketch books to record their observations and use them to review and revisit ideas</li> <li>- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of</li> </ul>	<p><b>Santa Fe – New Mexico</b></p> <p>Native Americans – draw and sketch native American inspired bird on card for display.</p> <p><a href="https://www.artforkidshub.com/how-to-draw-native-american-inspired-bird/">https://www.artforkidshub.com/how-to-draw-native-american-inspired-bird/</a></p>

## Road Trip USA Year 4 Spring term

	<p>materials [for example, pencil, charcoal, paint, clay]</p> <p>- about great artists, architects and designers in history.</p>	
19. 8.2.19	<p><b>History:</b> -a non-European society that provides contrasts with British history</p> <p><b>Art:</b> - to create sketch books to record their observations and use them to review and revisit ideas - 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] - about great artists, architects and designers in history.</p>	<p><b>Santa Fe – New Mexico</b> Native Americans – draw and sketch native American inspired headdress on card for display. <a href="https://www.artforkidshub.com/draw-native-american-headdress/">https://www.artforkidshub.com/draw-native-american-headdress/</a></p>
20.	<p><b>D&amp;T (cooking &amp; nutrition):</b> - understand and apply the principles of a healthy and varied diet</p>	<p><b>Houston – Texas</b> Introduce location of Texas on a map. Food – Research food in Texas and design a menu with 3 starters, 3 mains and 3 desserts.</p>
21. 22. 23.	<p><b>D&amp;T (cooking and nutrition):</b> - prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p><b>Computing:</b> -Understand computer networks including the internet; how they can provide multiple services, such as the world wide web. -Use search technologies effectively, appreciate how results are selected</p>	<p><b>Houston Texas</b> Food Group 1 – Chili Group 2 - Taquitos Group 3 – Texan White Sheet Cake Research the State foods. Create Texan food menu</p>
24.	<p><b>Writing:</b></p>	<p><b>Houston Texas</b></p>

## Road Trip USA Year 4 Spring term

	-non-narrative material, using simple organisational devices [for example, headings and sub-headings]	Food – stick in pictures of foods made and tasted. Write up what they did/enjoyed/new things they'd tasted etc.
25.	<p><b>Geography:</b> -Describe and understand key aspects of physical geography. -Locate the world's countries (North America) concentrating on their environmental regions, key physical characteristics.</p> <p><b>Computing:</b> -Understand computer networks including the internet; how they can provide multiple services, such as the world wide web. -Use search technologies effectively, appreciate how results are selected</p>	<p><b>Louisiana – New Orleans</b> Hurricane Katrina Introduce location of New Orleans on a map. Work through powerpoint explaining what hurricanes are, what causes them and the impact of them. Look specifically at hurricane Katrina in New Orleans 2005. Children to research using key research questions to find out more about HK, and write up and paragraph.</p>
26.	<p><b>Geography:</b> -Describe and understand key aspects of physical geography. -Locate the world's countries (North America) concentrating on their environmental regions, key physical characteristics.</p> <p><b>Computing:</b> -Understand computer networks including the internet; how they can provide multiple services, such as the world wide web. -Use search technologies effectively, appreciate how results are selected</p>	<p><b>Louisiana – New Orleans</b> Hurricane Katrina Write up research from yesterday's lesson.</p>
27.	<p><b>Art &amp; Design</b> - Pupils should be taught: to create sketch books to record their observations and use them to review and revisit ideas, to</p>	<p><b>Louisiana – New Orleans</b> Mardi Gras (Refer back to comprehension from Monday's English lesson to remind children of what Mardi Gras is). Look at examples of Mardi Gras masks and design their</p>

## Road Trip USA Year 4 Spring term

	<p>improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p><b>D&amp;T:</b></p> <ul style="list-style-type: none"> <li>- Design: 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> </ul> <p>Design: generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p>	<p>own mask, annotating the design and thinking about the materials they want to use.</p>
28.	<p><b>D&amp;T</b></p> <ul style="list-style-type: none"> <li>- Make: select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>- Make: 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> </ul> <p><b>Art:</b></p> <ul style="list-style-type: none"> <li>- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example,</li> </ul>	<p><b>Louisiana – New Orleans</b></p> <p><b>Mardi Gras</b></p> <p>Make mask using a range of materials and Mardi Gras colours (purple, green and gold).</p>



## Road Trip USA Year 4 Spring term

	pencil, charcoal, paint, clay]	
29.	<p><b>D&amp;T</b></p> <ul style="list-style-type: none"> <li>- Make: select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>- Make: 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> </ul> <p><b>Art:</b></p> <ul style="list-style-type: none"> <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>	<p><b>Louisiana – New Orleans</b></p> <p>Mardi Gras</p> <p>Finish making mask.</p>
30.	<p><b>D&amp;T:</b></p> <ul style="list-style-type: none"> <li>- Evaluate: explore and evaluate a range of existing products</li> <li>- Evaluate their ideas and products against design criteria</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>-non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul>	<p><b>Louisiana – New Orleans</b></p> <p>Evaluate mask design in sketchbook. Stick in picture in topic book and write a recount of what we did.</p>
31.	<p><b>Geography:</b></p> <ul style="list-style-type: none"> <li>- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul>	<p><b>Orlando – Florida</b></p> <p>(Tourism brochure in English)</p> <p>Discuss impact of tourism both positives and negatives. Put statements in the table.</p>

## Road Trip USA Year 4 Spring term

32.	<p><b>Geography:</b> - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><b>English:</b> Writing objectives</p>	<p><b>Orlando – Florida</b> Tourism - write postcard from Disney World Resort, Florida</p>
33.	<p><b>Geography:</b> - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><b>English:</b> Writing objectives</p>	<p><b>Orlando – Florida</b> Tourism - write postcard from Disney World Resort, Florida</p>
34.	<p><b>Geography:</b> - describe and understand key aspects of: physical geography</p>	<p><b>Chicago – Illinois</b> Polar Vortex – watch newsround clips and read newspaper articles about the recent polar vortex in Chicago. Children to make notes in their English jotters to refer to in tomorrow’s lesson.</p>
35.	<p><b>Geography:</b> - describe and understand key aspects of: physical geography</p>	<p><b>Chicago – Illinois</b> Using learning from yesterday’s lesson and other research, children will start to plan a news report about the polar vortex. (Working in mixed ability pairs).</p>
36.	<p><b>Geography:</b> - describe and understand key aspects of: physical geography</p> <p><b>English:</b> Writing objectives</p>	<p><b>Chicago – Illinois</b> Write up script for news report in pairs.</p>
37.	<p><b>Geography:</b> - describe and understand key aspects of: physical geography</p> <p><b>English:</b> - Spoken language objectives</p>	<p><b>Chicago – Illinois</b> Practise and film news report.</p>
38.	<p><b>Geography:</b> - describe and understand key aspects of: physical geography</p> <p><b>English:</b></p>	<p><b>Chicago – Illinois</b> Watch news reports from yesterday and evaluate them (speaking and listening).</p>

## Road Trip USA Year 4 Spring term

	- Spoken language objectives	
39.	<p><b>History:</b> -a non-European society that provides contrasts with British history -a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p><b>Washington DC</b> American Revolution – Talk about what the American Revolution was. Work through independence day powerpoint. (Links with Hamilton rap in English so children should know key historical figures eg. George Washington and King George III).</p>
40.	<p><b>History:</b> -a non-European society that provides contrasts with British history -a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p><b>Washington DC</b> American Revolution – complete George Washington “Fakebook” profile using knowledge from English and topic lessons and own research if needed.</p>
41.	<p><b>History:</b> -a non-European society that provides contrasts with British history -a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p><b>Washington DC</b> American Revolution – complete King George III “Fakebook” profile using knowledge from English and topic lessons and own research if needed.</p>
42.	<p><b>History:</b> -a non-European society that provides contrasts with British history -a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p><b>Spoken language:</b> -participate in discussions, presentations, performances, role play, improvisations and debates</p>	<p><b>Boston – Massachusetts</b> Learn about the “Boston Tea Party” during the American Revolution. <a href="https://www.ducksters.com/history/boston_tea_party.php">https://www.ducksters.com/history/boston_tea_party.php</a> in groups, freeze-frame the main events.</p>
43.	<p><b>History:</b> -a non-European society that provides contrasts with British history -a study of an aspect or theme in British history</p>	<p><b>Boston – Massachusetts</b> Boston Tea Party – write captions from the freeze frame pictures taken yesterday.</p>

## Road Trip USA Year 4 Spring term

	that extends pupils' chronological knowledge beyond 1066	
44.	<b>Geography:</b> -use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	<b>New York</b> Map work for New York worksheet.