



# New York, New York – Term 1

Southville Primary School

Year 5

Local Anchor Point	Visit/ Visitor	Key Person	Key Outcome
<ul style="list-style-type: none"> <li>- Bristol - physical geography and human geography reference (block 1)</li> <li>- Using local building developments as inspiration</li> </ul>	DT- Local engineer visit	Art and Design - Georgia O’Keefe	<ul style="list-style-type: none"> <li>- Comparison of Bristol and New York</li> <li>- Build/test/ evaluate a skyscraper with a lift (pulley system), against a design brief</li> <li>- Perspective drawing</li> </ul>
<b>Diversity, Equity and Inclusion</b>		<b>Linked Learning</b>	
When looking at the human geography, we look at the diversity of both cities (different cultures, languages spoken...)		Yr 4 - Espana Yr 6 - Mysterious Mayans	
<b>Driver 1: Geography</b> <i>Bristol/New York: What’s the same? What’s different?</i>		<b>Driver 2: Design and Technology</b> <i>Can you design to a brief, evaluating as you build?</i>	
<b>Driver 1 Objectives</b>		<b>Driver 2 Objectives</b>	
<p><b>Locational Knowledge:</b></p> <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> </ul> <p><b>Place Knowledge:</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 <b>North</b> or South America</li> </ul> <p><b>Geographical Skills and Fieldwork:</b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>		<p><b>Design:</b></p> <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 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> </ul> <p><b>Make:</b></p> <ul style="list-style-type: none"> <li>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 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>Evaluate:</b></p> <ul style="list-style-type: none"> <li>investigate and analyse a range of existing products</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> </ul> <p><b>Technical knowledge:</b></p> <ul style="list-style-type: none"> <li>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> </ul> <p><b>Science Objective:</b> recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	

<p><b>Driver 1 Disciplinary Knowledge and Skills</b></p> <p>The use of knowledge and how children become a little more 'expert' as a geographer.</p> <ul style="list-style-type: none"> <li>● <b>Asks geographical questions:</b> Where is this place? What is it like? Why is it here and not there? How did it get like this? How is it changing?</li> <li>● <b>Builds knowledge</b> of a places, people, environments and processes and makes connections between them</li> <li>● <b>Considers the impact</b> of human and geography on the environment, including the climate sustainability</li> <li>● <b>Compares</b> the geography of Bristol with other places in the world (zooming in and out): What's the same? What's different?</li> <li>● <b>Collects and analyses data</b></li> <li>● <b>Looks at and interprets a range of sources:</b> maps, diagrams, globes, aerial photographs</li> <li>● <b>Communicates geographical information:</b> creating maps, graphs, presenting, writing</li> </ul>	<p><b>Driver 2 Disciplinary Knowledge and Skills</b></p> <ul style="list-style-type: none"> <li>● <b>Investigate:</b> this includes researching and finding about existing products and designers.</li> <li>● <b>Design:</b> the art or process of deciding how something will look or work.</li> <li>● <b>Make:</b> create something by combining materials or putting parts together.</li> <li>● <b>Evaluate:</b> form an opinion of the value or quality of something after careful thought.</li> <li>● <b>Apply:</b> use something or make something work in a particular situation.</li> </ul> <p>Additionally, we teach children that a designer:</p> <ul style="list-style-type: none"> <li>● Problem Solves</li> <li>● Uses tools safely</li> <li>● Tests, reworks, adapts and improves</li> <li>● Evaluates and uses feedback</li> <li>● Works as part of a team</li> <li>● Follows instructions carefully</li> <li>● Is technically accurate</li> </ul>
<p><b>Driver 1 Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>● <b>Tier 2:</b> region, compare, comparison, climate, time zone, continent, natural</li> <li>● <b>Tier 3:</b> human geography, physical geography, longitude, latitude, topography, biome, climate zones</li> </ul>	<p><b>Driver 2 Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>● <b>Tier 2:</b> structure, adapt, evaluate, stable, process</li> <li>● <b>Tier 3:</b> gravity, pulley, lever, gear, brief</li> </ul>

<p><b>Driver 1 Sequence - Bristol/New York: What's the same? What's different?</b></p> <ol style="list-style-type: none"> <li>1. <b>WALT;</b> identify where NY and Bristol are in the world</li> <li>2. <b>WALT:</b> locate the world's countries using atlases focusing on countries and major cities</li> <li>3. <b>WALT:</b> identify the states within North America</li> <li>4. <b>WALT:</b> gather knowledge about life in different states in America</li> <li>5. <b>WALT:</b> think about what we know and what we would like to find out</li> <li>6. <b>WALT:</b> identify the countries of North America</li> <li>7. <b>WALT:</b> about the physical geography of Bristol</li> <li>8. <b>WALT:</b> about the physical geography of New York</li> <li>9. <b>WALT</b> use evidence (weather, climate, landscape, plants and animals) to identify and compare the biomes of NYC and Bristol.</li> <li>10. <b>WALT:</b> about the human geography of Bristol</li> <li>11. <b>WALT:</b> about the human geography of New York</li> <li>12. <b>WALT:</b> compare the human and physical geography of New York and Bristol</li> <li>13. <b>WALT:</b> compare time zones in the UK and USA</li> <li>14. <b>WALT:</b> identify the lines at latitude and longitude on the globe</li> </ol>	<p><b>Driver 2 Sequence - Can you design to a brief, evaluating as you build?</b></p> <ol style="list-style-type: none"> <li>1. <b>WALT:</b> 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>2. <b>WALT</b> explore structures</li> <li>3. <b>WALT</b> investigate how to strengthen a structure from the effect of gravity.</li> <li>4. <b>WALT:</b> To recognise that levers and pulleys allow a smaller force to have a greater effect</li> <li>5. <b>WALT:</b> To recognise that levers and pulleys allow a smaller force to have a greater effect</li> <li>6. <b>WALT:</b> recognise that gears allow a smaller force to have a greater effect</li> <li>7. <b>WALT:</b> design to a brief</li> <li>8. <b>WALT:</b> follow a design brief, whilst evaluating and adapting it, to create a strong structure</li> <li>9. <b>WALT:</b> follow a design brief, whilst evaluating and adapting it, to create a strong structure</li> <li>10. <b>WALT:</b> test and evaluate our structures against the design brief.</li> </ol>
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