

St. Peter's CE Primary (& Nursery) – Creative Topic Planning

TEACHER: Melrose **TA:** Mrs John **CLASS:** 6 **TOPIC:** Our World – North America **TERM:** Autumn 1:1 - 2016 - Wk 1

<p>KEY QUESTIONS FROM CURRICULUM OVERVIEW - Understand the importance of the continents and their location in the study of Native Americans. 3b Explain the location of places and environments they study. Understand the changes in the landscape & climate between the continents of North & South America. 4a Describe & explain the physical and human features that give rise to the distinctive character of places.</p>	<p>Geography: Knowledge & Understanding of places</p>	<p>VOCABULARY- latitudes, longitudes, continents, countries, states, rivers, mountains, North, South, East, West, direction RESOURCES - Use map from http://www.ready.gov/translations/spanish/america_downloads/KidsPoster_Jan2011_map_web.pdf Atlases, coloured pencils, blank maps, my map USEFUL WEBSITES www.bigorin/sioux_kids.htm http://www.thewildwest.org/interface/index.php?action=185 http://memory.loc.gov/ammem/award98/ienhtml/tribes.html</p>
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LESSON	SUBJECT FOCUS SKILLS *	OBJECTIVE / I CAN	LESSON OUTLINE / ACTIVITIES (INCLUDING DIFFERENTIATION)	PLENARY INC. AFL QS
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1	Locational knowledge	<p>To list and locate the countries in North America.</p> <p>SC</p> <p>I look at detailed maps of the areas I am studying</p> <p>I can describe a place using information I have found out using geographical words well.</p>	<p>Have a box of American objects. Reveal each one and ask chn to work on their tables to guess what our topic will be about. Objects include Lucky Stars, American flag and photo of Barack Obama.</p> <p>This half term, we are going to be focusing on North America. Has anybody ever been to America? Do we know anything about North America?</p> <p>Show chn a large map (globe, poster, internet?) of the whole of America. Explain that it's split into two; North and South. Also show chn the section known as Central America. Our study of North America will also include Central America and the Caribbean – to make it easy, we will refer to it all as North America.</p> <p>Differentiated activities</p> <p>Using atlases - find and label all the countries in North and Central America (Canada, United States and Mexico). Make chn aware that at the bottom of the map there is the start of South America. Then, find out the names of the 2 neighbouring countries of the USA and label them.</p> <p>Finally, find out the name of the oceans surrounding North America.</p> <p>T supporting chn where necessary</p>	Peer marking – show chn copies of the map labelled correctly. They must swap maps and mark a peer's work. A comment should be left based on whether or not they have labelled the maps correctly.
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2	Locational knowledge	<p>To find and name the states in North America</p> <p>SC</p> <p>Describe where a place is, I use the 8 points of the compass to describe its position.</p>	<p>Show the US flag again– why do you think it has 50 stars?</p> <p>Confirm that there are 50 states in America – can anybody describe what a state is? They are like small countries, but if you are American, you don't need a passport to travel from one to another. Each state has its own identify, including its own capital city and flag. Can anybody name any states? – collect on the board</p> <hr/> <p>Differentiated activities</p> <p>Use the map of the United States, with the states labeled, and an eight point compass to complete the activity.</p> <p>The first section is all about direction. The second section focuses on location.</p> <p>If finished, chn can write their own question for me to answer.</p> <p>LA – use a USA only map from USA atlas.</p>	<p>Hold a mini competition – see how many states chn came name- decide whether or not to have a time limit.</p> <p>http://www.crickweb.co.uk/ks2geography.html</p>
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3	Place knowledge	<p>To name and locate regions in North America</p> <p>SC</p> <p>Find out about places and the features in those places by looking at information sources.</p> <p><u>M</u>ake detailed sketches of the features of a location.</p>	<p>North America has many different regions, lots of mountain ranges, deserts. Later on in the year, we're going to study the Rocky Mountains.</p> <hr/> <p>Differentiated activities</p> <p>Using the atlases, ask chn (in pairs) to locate which state the Everglades are in (Florida). The Everglades National Park is the largest subtropical wilderness in the US. It is home to some incredibly rare species. Repeat for the Mojave desert (California).</p> <p>On the blank map, chn should label as many different regions as they can find, using an atlas, including the two we have discussed. I would like chn to create their own key for their map. Deserts must be all one colour, rivers another, mountains etc. Mountains could be shown on the map by drawing upside down V's. <u>Show my example under the visualiser.</u></p> <p>T support LA chn – have my map on their table.</p>	<p>On a post it note, chn must write 1 thing they have learnt this lesson and one thing they would like to find out. Share with the class.</p>
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4	Human and physical geography	<p>To know human and physical characteristics of an area of North America</p> <p>SC - Use the terms PHYSICAL and HUMAN accurately and can describe these features.</p>	<p>Each table is going to look at an area of North America – split it up into 4, the Midwest, the North-East, the South and the West– 1 per table.</p> <p>It's your job to find out the human and physical characteristic of your area. What do you think I mean by this? Take suggestions and list ideas on the wb. Climate, rivers, mountains, volcanoes, earthquakes, settlements, land use, tourism, trade links.</p> <p>Model researching the climate in an area, and model how to write this up.</p> <p>Differentiated activities</p> <p>You can select which characteristics you would like to write about, but you must have a minimum of 5. (L.A – min of 3/4)</p> <p>Present your information under subheadings, with your area made clear at the top of your page.</p>	<p>. Chosen chn from different tables to describe the area they were studying in 10 words, 5 words and 1 word.</p>
5		<p>To understand lines of latitude and longitude</p> <p>SC - know that globes</p>	<p>Show chn the latitude and longitude powerpoint and explain that the continent of North America is in the Northern Hemisphere. It has lots of lines of latitude and longitude running through it.</p>	<p>Chn share the most interesting facts they have learnt about North America.</p>

		are divided into lines of latitude and of longitude	<p>Differentiated activities</p> <p>Give chn each a globe image, with the lines of latitude and longitude on. How many lines of.... does N.Amer have running through it? Does the equator pass through N.Amer?</p> <p>Using the atlases, I would like you to plot two new lines, known as the tropics. One is the Tropic of Cancer and the other is the Tropic of Capricorn. The tropics are the only part of Earth where the Sun sometimes shines straight down. Because the sunlight is so strong, the tropics are generally warmer than other parts of Earth.</p> <p>For the remaining part of the lesson, I would like you to create a fact sheet about North America, including everything we have learnt this half term. If reserved laptops, chn can create this on word.</p>	
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6	Locational knowledge	Use a variety of methods & approaches to communicate observations, ideas & feelings, and design & make images & artefacts.	<p>Follow on from last session, where we began planning the classroom map of North America and collecting information to put on it. Briefly remind chn of the different tribes and areas that they lived in. Explain that the tribes were not always friendly to each other and that they did go to war at times. This is something we will discuss in a later session. Tell chn they will be working in the same groups as they did for the last session. Today each group will be working on building the map and creating the 3D effect, giving texture to the physical aspects, e.g. using egg boxes for the mountains, cling-film for rivers & tinfoil to show Great Lakes. It is expected that this map will take up the space of a whole wall, using thread and map-pins, if necessary to show items. This will also have more information added to it as we work through the topic. Chn could also include a compass on the map to help them identify areas when they are talking about the Native American Indians of the Southwest, or Northeast, etc. An interactive word wall display could also be used. Make pockets under the display with area specific headings i.e. Plains or Arctic or the various tribes, Apache or Comanche. Place laminated copies of relevant words into the pockets. These could be used as cues for starter or plenary sessions.</p>	Groups take turn to explain their area of map to the rest of the class. Now that we know where the Native Americans lived we need to discover more about their lifestyles & culture. Next session we will learn how to research this info.
		<p>All groups - Chn to stick rivers, mountains, lakes & labels on to appropriate areas of the map. TA/CT support as required.</p> <p>Visit www.worldatlas.com for lots of info on North America etc.</p>		

7		Find out about events, people & changes studied from an appropriate range of sources of information.	<p>Building on the research that was started last session, tell chn they are going to work in small groups of two or three. Each group will be responsible for researching a tribe of their choice. Give each group one of the fact-sheets that were used during our last session to provide the key points. Books and the internet can be used for further research, e.g. North American Indians DK Eyewitness book ISBN 978-0756610814</p> <p>www.bigorrin/sioux_kids.htm</p> <p>http://www.thewildwest.org/interface/index.php?action=185</p> <p>http://memory.loc.gov/ammem/award98/ienhtml/tribes.html</p> <p>Chn to create 'Did You Know?' information cards to be placed in and around the classroom map. These could include facts about Native American myths, clothing, weapons and tools, arts and crafts or any other items that chn find interesting.</p>	Chn can attach their information cards to the map and take it in turns to discuss their findings. In our next session we will be looking at Native American Myths and Legends.
		<p>LA – Chn take key info from fact sheets.</p> <p>MA/HA - Chn research independently using books and the internet.</p>		

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1:1

<p>KEY QUESTIONS FROM CURRICULUM OVERVIEW - British History - An extended period study, e.g. Significant turning points in British history- Crime & punishment - Leisure</p> <p>Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study by learning about the development of crime and punishment during the Victorian period and what happened in Victorian prisons.</p>	<p>RESOURCES</p> <p>USEFUL WEBSITES</p>	<p>VOCABULARY - Queen Victoria Timeline Chronology Royalty Class Wealth Lifestyle Past Family tree Victorian period Transport Industry Industrialisation Mechanisation Urbanisation Public health National Local Canals Mills</p>
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<p>1 and 2</p>	<p>To identify Queen Victoria and place the Victorian period in relation to other periods in history.</p> <p>-To infer information from photograph.</p>	<p>Show the children a picture of Queen Victoria and her family. Discuss what they think they can tell from the picture, <i>eg status of the family, lifestyle, when the person was alive.</i></p> <p>Timeline of Queen Victoria's family tree</p> <p>Junior Cut out and put these events in order (or cut out & laminate & use to make a human timeline!)</p>	<p>Discuss various aspects including significant inventions.</p>
<p>2</p>	<p>To understand that ways of life differed greatly across Victorian society</p>	<p>What was life like for a poor child in the 1840s?</p> <p>Show the children an extract from a video about life for the poor in the nineteenth century. Discuss the extract and what sources of information the film-maker might have used and what other sources might be used to find out more.</p> <p>Provide a range of sources, <i>eg extracts from contemporary authors (Kingsley, Dickens), reports on factories or mines, engravings.</i> Ask the children to make a list of what they can infer about the life of poor children from the sources and present it to class.</p> <p>Provide some information on the numbers of working children, their hours of work, the types of jobs they did and their lack of education. Discuss why children worked in Victorian times.</p> <p>Ask the children to imagine they are a Victorian child working in a factory and write an extract from a factory report describing the work a child of their age was doing.</p>	<p>How would these living conditions affect crime rate in the Victorian times?</p>
<p>3</p>	<ul style="list-style-type: none"> • I can understand the experiences of Victorian prisoners 	<p>Read about crime in the Victorian era and discuss</p> <ol style="list-style-type: none"> 1. What different kinds of crimes (including crimes against the person, crimes against property and crimes against authority) were committed then? 2. How has the nature of punishment changed over this period? 3. Who determined the laws and punishments? 4. How have ideas about the nature of crime, the causes of crime and the nature of punishment changed? 5. How effective were law enforcement and punishments in preventing crime? 	<p>How do the crimes committed then compare with those committed now?</p>

<p>4</p>	<p>I can compare modern methods of crime prevention and detection with what existed in the past.</p>	<p>Read the case of - Henry Catlin, age 14 – Deported</p> <p>Transportation and Penal Servitude in Britain 1750-1900</p> <p>This case study shows us the childhood experiences, offences, punishment and later life of a boy born December 1827, who was transported to Australia in 1842. Henry Catlin lived on there until 1918, having become the father of nine children and a respected craftsman.</p> <p>It deals with major issues in the history of crime and punishment in the 19th century:</p> <ul style="list-style-type: none"> • The circumstances that led young people to offend in the 19th century • The transportation of a fourteen year old boy - what does that show about 19th century attitudes to young offenders? • The experience of transportation and its impact on the lives of the convicts. 	<p>What punishment would he have got if the crime was committed in today's times?</p>
		<p>All groups in mixed ability – discuss the crime and the punishment. Did the punishment fit the crime?</p> <p>Children write a plea bargain for the defence</p>	
<p>5</p>	<p>I can understand some of the terms used in crime and punishment.</p> <ul style="list-style-type: none"> • I can find out about what the Victorians believed about crime and punishment. 	<p>John Walker was charged with Larceny for the theft of the onions valued at between 4 and 5 shillings. He appeared for trial on 8th April 1874 and was sentenced to seven years' penal servitude and seven years' police supervision.</p> <p>Activities - John Walker pleaded guilty.</p> <ul style="list-style-type: none"> • Why do you think he did this? • Since he did so, why would the court want all of the witnesses to be heard? <p>Write a Speech for the Prosecution or Defence</p>	<p>Children share their reports with each other.</p>

<p>6</p> <p>I can find out how the legal system worked in the Victorian era.</p> <ul style="list-style-type: none"> • I can compare both the modern British and Victorian justice system 	<p>Stealing onions: the case of John Walker</p> <p>Did John Walker deserve to be given seven years penal servitude for stealing 8 buckets of onions?</p> <p>Look at how thieves were treated at the time and compare with now.</p> <p>Search the database for people who were found guilty of stealing growing crops between 1860 and 1877.</p>	<p>What was the usual sentence?</p> <p>Was John Walker better or worse treated than most?</p>	
<p>7</p>	<p>Who helped to improve the lives of Victorian children?</p>	<p>Ask the children what they think needed to be done for Victorian children.</p> <p>Talk about Lord Shaftesbury and Dr Barnardo and how they helped children, placing key events on the time line. Ask the children to find out about the work of these men, and the way that they changed some children's lives using a variety of written sources and pictures.</p> <p>Ask the children to present their work using freeze-frames, brief role-plays, cartoons, extended writing or oral and visual presentations.</p>	
<p>END OF BLOCK EVALUATION:</p>			