Geography L/UKS2

* NC. links. **English** (Year 5 and 6) Identify the audience for and purpose of writing, selecting the appropriate form and using other similar writing as models. Note and develop initial ideas, drawing on reading and research where necessary. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. **Geography.** Name and locate counties/cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features, and land-use patterns; and understand geographical change over time.
* Describe and understand key aspects of 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.

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| L.O: I can work collaboratively to generate a plan of my sustainable city.  Outcomes. Work collaboratively to plan their sustainable city. Produce a plan drawing to scale with a key. Include their research of other sustainable cities in their plans. Draw an exploded diagram. Include cross section diagrams of one feature of their city e.g. building with a roof top growing area. | | | | | | |
| **Whole Class Teaching Activity** | | | **Differentiated Group / Talking Partner / Independent Activity** | | | |
| \*Warm-up. Ask chn to gather their notes and information from last lesson. Ask chn to discuss, in their assigned teams/pairs how they will best work out how to plan their design. Allow time for his discussion. Remind the chn that this will lead to their 3-D model. Direct if necessary; what building/spaces do they need to consider e.g. hospitals, restaurants, green spaces, museums, housing etc. This may need to be limited to a set number to restrain the construction when it comes to the 3-D model  \*PPT. Use the PPT to discuss considerations and questions. This can be left on the board (or printed for LA) This is a good point for the chn to complete resource 2, they can make notes on each section, it may be advisable for the chn to have the sheet before starting the PPT.  \*Activity. \*Whole class Show the chn the use of scale, this is the expectation for their sketches. Remind how to use a key if necessary. Discuss the use of buildings going upwards as an idea to conserve space. Highlight buildings that have used roof space to grow food. Children can work in small groups of pairs creating their cities, to scale. If necessary chn can work on individual buildings and then collate them onto large paper. **This may also work as a class project**. Ensure chn can make a cross section of one of their building, its key features should be annotated (this may be an extension) | | | LA  Mxd ability groups.  Support with cross section if necessary. | | MA  Mxd ability groups. | HA  Mxd ability groups. |
| Plenary: Whole class discussion. Discuss what materials are required for next lesson through chn exampling their work. | | | |
| **AfL** | **Children exceeding WALT:** | **Children not achieving WALT:** | | **Resources:**  PPT  IT equipment  Resource 2 (printed) | | |