

<p><b>Year 5 Liverpool LO-</b> Use fieldwork to observe measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.</p>		
<p><b>Lesson 1</b> Liverpool as a city</p>	<p>-Using a map of the UK, label the countries and then add the city of Liverpool.</p> <p>Look at photographs of countryside and the city centre - where would chn prefer to live and why?</p>	<p>Disk-Settlements-Cities Teacher Handbook5, Worksheet 10 'Describing cities'</p>
<p><b>Lesson 2</b> Landmarks</p>	<p>-Ask chn to name some famous Liverpool landmarks. -Locate these on a map of Liverpool.</p> <p>-Look at the features of maps and what they different symbols mean. Create a map of Liverpool for a tourist to use.</p>	
<p><b>Lesson 3</b> Human and physical features of Liverpool</p>	<p>-Discuss the differences between human and physical features. -Are the Liverpool landmarks mainly human or physical? -Worksheet labelling human/ physical features of Liverpool.</p>	
<p><b>Lesson 4</b> Population</p>	<p>-Use graphs to compare the population of Liverpool over the past 10 years. -Question sheet relating to graphs.</p>	
<p><b>Lesson 5</b> Weather</p>	<p>-Use the website to research the questions provided. -Chn to sketch the rainfall for a particular month in the style of the maps on the website.</p> <p>Collect rainfall over the next week</p>	<p>MetOffice website</p>

<b>Lesson 6</b> <b>Measuring rainfall</b>	<ul style="list-style-type: none"> <li>-Measure the rainfall collected</li> <li>-Use this to compare to rainfall levels around the country.</li> <li>-Write a short paragraph about this in books.</li> </ul>	
<b>Lesson 7</b> <b>The River Mersey</b>	<ul style="list-style-type: none"> <li>-The effects of the River Mersey in the past and present</li> </ul>	
<b>Lesson 8</b> <b>Pollution</b>	<ul style="list-style-type: none"> <li>-What causes pollution in the city?</li> <li>-How is Liverpool trying to help?</li> <li>-wind farms, solar panels, recycling, city bikes etc</li> <li>-How could Liverpool improve?</li> <li>-Write a letter to local MP about our findings</li> </ul>	

<p><b>Y5 Go Compare!</b></p>	<p>LO: Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within N or S America.</p>	
<p><b>Lesson 1</b> <b>Comparing two cities</b></p>	<p>As part of this topic, children will be comparing an area of France to Guyana and an area of the UK.</p> <p>Today we will focus on France. Locate France using maps and ask chn to colour the French flag. Discuss what we know about the city of Paris and link to our knowledge of the city of Liverpool. Are there any obvious similarities/ differences? Look at the PPT showing images of Paris and ask chn to complete a Venn diagram showing the known similarities and differences between the two cities.</p>	<p>PPT Venn Diagram</p> <p>Disk - (maps) Places</p>
<p><b>Lesson 2</b> <b>Create a fact file about Georgetown, Guyana.</b></p>	<p>Share images with the chn and discuss similarities and differences between Liverpool and Georgetown. Provide chn with an information sheet and ask chn to highlight important facts. These facts will then be transferred to a fact file (chn to use correct language to suit the style of writing).</p>	
<p><b>Lesson 3</b> <b>Understand what school is like in Georgetown.</b></p>	<p><a href="http://www.visualgeography.com/categories/guyana/schools.html">http://www.visualgeography.com/categories/guyana/schools.html</a></p> <p>Chn to use laptops to visit the above website and gather facts about school in Guyana.</p>	

	<p>When chn return to class ask them to write a list of open and closed questions to ask a child from a school in Georgetown. Chn to split into pairs/ groups. They will play the role of the interviewer/ interviewee to ask questions to a 'schoolchild'. Use green screen to record.</p>	
<p><b>Lesson 4</b> Understand what school is like in Georgetown.</p>	<p><a href="http://www.visualgeography.com/categories/guyana/schools.html">http://www.visualgeography.com/categories/guyana/schools.html</a> Chn to use laptops to visit the above website and gather facts about school in Guyana. When chn return to class ask them to write a list of open and closed questions to ask a child from a school in Georgetown. Chn to split into pairs/ groups. They will play the role of the interviewer/ interviewee to ask questions to a 'schoolchild'. Use green screen to record.</p>	Green screen
<p><b>Art Task</b></p>	<p>Share images of a range of artwork from South America. Ask chn questions about the animals and colours used and ask what impression this gives us of the continent. Chn to replicate the style of art and focus on animals and colours. Chn to use a black background, templates and coloured paper to create their designs.</p>	<p>Templates Examples Black paper Coloured paper</p>
<p><b>Lesson 5</b> To understand the geographical features of Guyana</p>	<p>Share the images and YouTube clip of the rainforest and Kaieteur Falls in Guyana. Discuss what it would be like to live in a climate like this and use the Internet to check the weather for Guyana throughout the year. Would children like to live in this climate? Provide chn with a word bank of important phrases to use today and refer back to research on life in Guyana. Ask chn to write a diary (split into 7 days) and share information about what they have done each day. Chn should include facts</p>	<p>Diary booklets PPT</p>

	about climate, school, food, religion and wildlife to show their understanding of the geographical features.	
<b>Lesson 6</b> <b>Compare the human geography of three cities.</b>	<p>Use PPT of images to look at buildings and man- made structures in the three cities (Liverpool, Paris and Georgetown). Discuss the different structures and talk about how they are suited to the particular city. Can chn cut and stick the building/ man-made structure to the correct city and (MA) explain why?</p> <p>Extension - design a building for one of the cities. Make sure it is in keeping with the other structures studied and label it to show a deeper understanding and reasoning.</p>	PPT Worksheet
<b>Lesson 7</b> <b>To form an opinion about living in a region based on geographical facts.</b>	<p>Recap on what chn have learned about Liverpool, Paris and Georgetown.</p> <ul style="list-style-type: none"> <li>-What are the positive aspects?</li> <li>-What are the negative?</li> <li>-Where would chn prefer to live based on what they know?</li> </ul> <p>Chn to complete the worksheet showing images of each of the cities. Chn to write why they would/ wouldn't like to live in this city based on the geographical knowledge they have learned throughout the topic.</p>	LA and MA worksheet

<p><b>Our World</b></p>	<p>L.O: Identify the position 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).</p> <p>Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.</p>	
<p><b>Lesson 1</b></p> <p><b>Latitude and longitude</b></p>	<p>Use inflatable globes to explain the terms latitude and longitude.</p> <p>Explain how these phrases will support chn throughout the rest of the topic.</p> <p>Ask chn to label latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle on the map.</p> <p>Highlight these if they are already labelled.</p> <p>LA - possibly cut and stick the key words?</p>	<p><a href="http://www.kidsgeo.com/geography-games/latitude-longitude-map-game.php">http://www.kidsgeo.com/geography-games/latitude-longitude-map-game.php</a></p> <p>File of Twinkl resources saved in Y5 file on staffshare</p>
<p><b>Lesson 2</b></p> <p><b>To plan a trip as a traveller</b></p>	<p>Inform chn that today they will be planning a travelling holiday using the atlases.</p> <p>Tell chn that they can go to any countries they like but must visit one from</p> <ul style="list-style-type: none"> <li>• Northern Hemisphere</li> <li>• Southern Hemisphere</li> <li>• Tropics of Cancer</li> <li>• Tropics of Capricorn</li> <li>• Arctic or Antarctic Circle</li> </ul> <p>Show this in a table.</p>	<p>Collins Junior Atlas</p>

<p><b>Lesson 3</b> <b>Packing for a travelling holiday</b></p>	<p>Ask chn to consider what the climate will be like on their holiday based on what they know about these parts of the Earth. e.g. the closer to the equator they are the hotter and more humid they will be.</p> <p>Ask chn to write a list for packing their suitcase MA - explain why they need these items (demonstrate understanding of travelling and the climate in different parts of the globe).</p>	<p>Worksheets Globes Atlases</p>
<p><b>Lesson 4</b> <b>Create a map of your journey</b></p>	<p>Ask chn to use a world map to plot their journey around the globe!</p> <p>Extension - use the atlases/ laptops to identify areas of interest that chn may find e.g. mountain regions, volcanoes, waterfalls and any human features.</p>	<p>Atlases World maps - Disk Laptops Globes</p>
<p><b>Lesson 5</b> <b>Understanding different time zones</b></p>	<p>Inform chn that as they are travelling they will need to call home to let everybody know how they are and give updates on what they have seen etc. The problem is the time will be different at home!</p> <p>Use the Time Zones sheet (Twinkl) to understand what time it will be in the UK when chn are in different countries. <i>Will it be day or night? What season will it be?</i></p> <p>Show this information in a table for chn to 'carry with them' around the world.</p>	<p>Twinkl Time Zones sheet Work from previous weeks</p>
<p><b>Lesson 6</b> <b>Using digital technologies to locate areas of interest.</b></p>	<p>Provide time for chn to use Google Earth (or any other digital atlas resource) to find the countries they intend on visiting and explore using a form of digital technology.</p> <p>Chn may print out an image of their favourite to stick in their books and explain why they find this so interesting. Ask chn to use key</p>	<p>Laptops Ipad Maps Atlases</p>

	geographical vocabulary to describe e.g. human/ physical feature, climate, location in the world ...	