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 understand populations living in urban environments  Outcomes. Use inspiration from other cities around the world to include in their city planning. Carry out research and identify ways they could further improve on their planning to create a more sustainable city. | | | | | | | |
| **Whole Class Teaching Activity** | | | **Differentiated Group / Talking Partner / Independent Activity** | | | | |
| \*Warm-up. What do we know about urban areas, such as cities?  \*PPT. Use the PPT to discuss cities. What city do we think this is? (Slide 4) How many people would you estimate live here? Discuss what would have attracted people to live here originally, what did the area have to offer? What attracts people there now?  \*Think Pair Share. What does sustainability mean? What do we mean when talking about making a city sustainable? **Why do we need to be sustainable? (This is a key learning point)**  \*Activity. \*Whole class discussion. Look through the cities inc. in the PPT, discuss and record what those cities are doing that is a positive move toward sustainability. Whole class to use research facility (laptops/ipads) to find out more about the cities, to make notes of sustainable features of those cities to use in their own design in the following lesson. **Chn to be reminded how to take notes; using succinct writing skills.** See resource 1 for links and ideas.  \*Mini- Plenaries. Discuss any great ideas to be included in chn’s own city designs. | | | LA  Support with necessary understanding of the key aspects of sustainability. Support with research task on computers and note taking skills. | | MA  Some support with key aspects of sustainability. Support with note taking. | HA  Independent. | |
| Plenary: Whole class discussion. How is where you are designing different to where you live now?  What would you like to see in future cities? Why? | | | | |
| **AfL** | **Children exceeding WALT:** | **Children not achieving WALT:** | | **Resources:**  PPT  IT equipment  Resource 1 (printed) | | |