



ROSE WOOD ENQUIRY DRIVEN CURRICULUM



What's so great about the USA?

Year 4 Summer Term 2

Rose Wood Academy: Enquiry Driven Learning Overview

Year Group: 4	What's so great about the USA?	Term: Summer 2
Context: This will form an aspect of a broader topic on the USA. As part of the enquiry question of 'What is so great about the USA?' children will look at the history of the nation and the Native Americans. This will also offer an opportunity to revisit the idea of settlers and debate the issue of the treatment of the Native American people. Why did people choose to settle in the USA historically compared to why people may choose to settle in the USA today?		
Prior Learning (Direct Pathway) Geography – map and atlas work Children will continue to build on their knowledge of New York, continuing on from the Titanic topic. Map and atlas work – locate North America on a map and locate New York. Name the continents and oceans. Geography - location Children will build on their knowledge of climate zones, the equator and the tropics (Arctic – Y3 , India – Y2) Geography – Human and physical features Children will build on their knowledge of human and physical features (Middlesbrough - Y3, Rivers – Y4) History Children will build on their knowledge of hunter gatherers (Y3 Stone Age) when learning about how the native Americans lived off the land. History Children will build on their knowledge of explorers and settlers and why people migrate (James Cook – Y2, Romans and Anglo-Saxons Y4)		
Prior Learning (Indirect Pathway) Art – Weaving Skills (Y3)		

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Enquiry Question

WHAT'S SO
GREAT ABOUT
THE USA?

Children will study New York in detail and understand why many people migrated there. They will look at topographical maps of the country and be able to identify both physical and human features.

Children will have an understanding of American history through Native Americans. As part of our Science topics, we will revisit Animals, including Humans.

Content on Direct Pathway

Using the book, "A Walk in New York" we will look at why so many people visit New York each year. We will look at the physical and human features of American cities and write travel brochures to promote New York.

We will look at the home of the President of the USA, Washington DC and make comparisons between New York, Washington DC and Middlesbrough.

We will look use Google Earth to identify states and cities of the USA. We will look at the human and physical features of key locations in the USA.

Children will learn about New York and Washington DC and how they are the same/different to where they live. We will use a range of books and from this, children will produce:

- *Travel brochures promoting New York*

Learning Showcase

Children will create an information booklet about New York on computers.

Children will make a New York skyline using shell structures. They will use their knowledge of electricity and coding to light it up.

Parents will be invited in to see the structures and read their information booklets

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Knowledge Narrative

America is made up of 50 states and they lie in many different climate zones. New York city is one of the biggest and most popular cities for tourists to visit. When Christopher Columbus first arrived in America, he thought he had landed in India (the far east of Asia) and named the natives, Indians. The Native Americans lived in many different tribes and each tribe had their own culture and way of life, depending on the type of land upon which they lived.

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Unit Title: What's so great about the USA?

Y4
Summer 2

End Point - The aim of this unit is for pupils to:

- Know the key human and physical features of the cities of New York and Washington DC in North America and make comparisons to Middlesbrough
- Know that the USA is made of many different states across a number of climate and time zones

End of unit assessment task:

Children will create an information booklet about New York

Links:

Text – A Walk in New York by Salvatore Rubbino

Grandmother's Dreamcatcher by Becky Ray McCain

Geography – Children will begin to understand the movement of people to create settlements

Geography – Know that countries can have many natural resources that are desirable (Y3A1 Y4A1)

History – Children will know that Native Americans owned large areas of land and that this taken from them by the US government and they were moved to reservations

Prior Learning:

- Know the four countries of the UK and their capital cities and the surrounding seas
- Know, name and locate the continents and oceans of the world
- Know the 4 compass points and revise 8 compass points
- Name and locate Middlesbrough on a map
- Know that humans create settlements and that this can be in a different country
- Recognise similarities and difference between where they live and other countries
- Know that different parts of the world have different climates

Key Aspects of the Unit:







Map and atlas work/Fieldwork and investigation



Location

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	Physical Features: Understand that physical features are natural features in an environment. Understand that physical features can include: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and volcanoes.
	Human Features: Understand that human features are features in an environment that have been made by people. Understand that human features can include: city, town, village, factory, farm, house, office, port, harbour and shop.
	Physical Processes: Impact of nature on the earth e.g. erosion, plate tectonics, water cycle.
	Human Processes understand the processes that humans have developed across the globe including travel trade and economics.

Key Knowledge:

- Know the USA is made up of 50 different states
- Know USA includes Alaska and Hawaii which are not physically connected to the USA mainland
- Know the capital city is Washington DC
- Know there are many different climate zones in the USA (compare New York, Anchorage, Las Vegas to Middlesbrough)
- Revisit the world's continents and oceans with a focus on Europe and North America
- Revisit the equator, north/south hemispheres/Tropics of Cancer and Capricorn /Arctic and Antarctic Circle
- Revisit longitude and latitude
- Introduce the Prime Meridian and World time zones (show New York and San Francisco for example) and compare to the UK
- Know the key human features of New York and Washington DC
- Look at the key similarities and differences between New York, Washington DC with Middlesbrough (eg population and climate)
- To revisit and use 4-figure grid references
- To revisit and use the 8 compass points

Geographical Skills:

Mapping:

- Use large and medium scale OS maps
- Internet map sites
- Use an atlas with more confidence to identify places with different features
- Begin to use 8 compass points;
- Begin to use 4 figure grid references to locate features on a map.

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- Recognise and use some Ordnance Survey symbols

Fieldwork:

- Begin to use the eight points of a compass to follow and describe routes and identify locations

Vocabulary

atlas	A book of maps
city	A large town
climate	The general weather conditions that are typical
compass points	Any of the main points of a compass: north, south, east, west, north-east etc
continent	A very large area of land that consists of many countries, such as Europe
country	An area of land that is controlled by its own government
desert	A large area of land, usually in a hot region, where there is almost no water, rain, trees or plants (vegetation)
earthquake	A shaking of the ground caused by movement of the Earth's crust
equator	An imaginary line around the middle of the Earth at an equal distance from the North Pole and the South Pole
landmark	A building or feature which is easily recognised
landscape	Everything you can see when you look across an area of land including hills, trees, buildings, rivers and plants
map	A drawing of a particular area such as a city, country or continent
migration	Movement from one place to another in order to settle there
ocean	A huge body of salty water
population	All the people who live in a country or area
seas	A large body of salty water
settlement	A settlement is where people have come to live and have built their homes
topographical	The physical features of an area of land, for example its hills, valleys and rivers
tourist	A person who is visiting a place for pleasure and interest, especially when they are on holiday
trade	The activity of buying, selling or exchanging goods and services
urban	Belonging to, or relating to, a town or city
weather	The condition of the atmosphere in one area at a particular time, for example, if it is hot, raining or cold.
highway	American term for large road or motorway

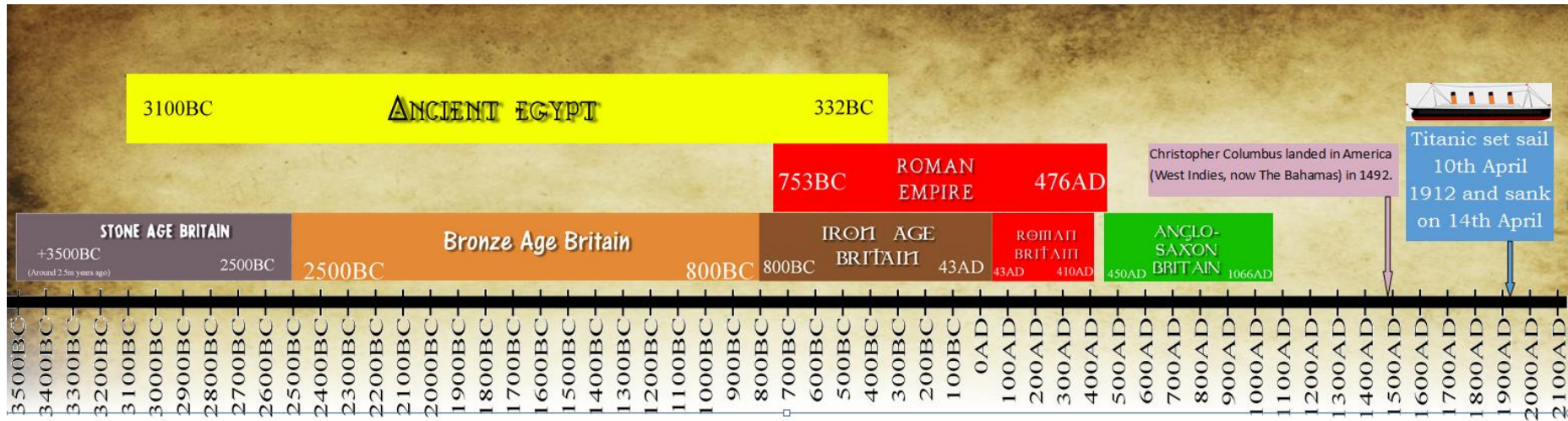
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<u>Year Group:</u> YEAR 4	<u>Term:</u> SUMMER 2
Title: WHAT'S SO GREAT ABOUT THE USA?	Key Focus : Geography
Project Enhancements: USA day (on or around 4 th July)	
<u>How can you help?</u> At home, please could you: <ul style="list-style-type: none">• continue to listen to your child read a minimum of three times a week,• help your child to learn to spell the Year 3 and 4 word list,• help your child to learn their times tables and division facts up to 12 x 12 If you wish to do additional homework with your child, you could: <ul style="list-style-type: none">• Find out about Route 66• Create a map of route 66 and plan an imaginary road trip• Try some traditional American foods	

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Constructing the past



Geography

[Location Map Link](#)

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Spiritual

Children will explore the spiritual history behind why Native Americans used dreamcatchers to prevent bad dreams.

Social

From the in-depth study of New York, and the movement of people, children will develop and understanding of why people migrated to America. They will learn about the Statue of Liberty and its original symbolism for individual liberty and friendship.

Be kind and REAP the rewards

American settlers fought for land for a sense of achievement and pride. Were they right? Could they have shown respect and empathy towards Native Americans and gone about things differently?

Moral

Children will look at the giving of land, by the American government, to the native Indians and their subsequent fight to recall the land once it was realised that there was gold. Children will know that the American-Indian wars ravaged parts of America from 1620's for over 200 years – mainly over the control of land. Did settlers have the right to demand land, which had been populated for 1000s of years by Native Americans?

Cultural

Children will learn about the cultures and beliefs of the Native Americans, in particular the Iroquois Tribe. Children will study Native American myths and how these were used to explain difficult/mysterious aspects of life at the time.

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British Values through EDC

Democracy	Learn that America is a democratic country and that they hold elections to nominate a President.
The Rule of Law	
Individual Liberty	Children will debate whether the indigenous people had the freedom to make their own choices once the Europeans arrived.
Mutual Respect & Tolerance of those of different faith and beliefs	The indigenous people of America lived in tribes, and each had their own cultures and way of life. Children will consider whether Europeans were right to force these people to move to reservations and leave the lands they were familiar with.