





souvenir shops across Canada.

Where do they come from?

The Ojibwe, an Indigenous people who live in Canada and the United States, originally created dreamcatchers. In Ojibwe culture, spiders are viewed as protectors. Before the Ojibwe people spread out in North America, Spider Woman would weave webs by the beds of all children to capture the rays of the sun. As the Ojibwe people spread out, Spider Woman could not reach every child, so mothers and grandmothers began to make dreamcatchers in memory of this.

How are they made?

Dreamcatchers were traditionally made using a wooden hoop and sinew, with beads and feathers added to some designs. Now, they often use string or strips of leather instead of sinew. The string is woven around the hoop, in a design similar to a spider web. Beads are sometimes placed at random points throughout the design. The feathers are used to decorate the dreamcatcher, and are usually placed hanging from the hoop.

What do they symbolize?

Dreamcatchers symbolize many things! The hoop symbolizes strength and u because its circular shape has no beginning and no end. Some people belie bad dreams, which disappear when the sun shines on them. Many dreamce string to the hoop at eight points, to symbolize the legs of Spider Woman represent breath or air, and are also helpful for entertaining babies, who d initially made for. Dreamcatchers are usually placed over your bed, keeping Today you are going to make a dreamcatcher!

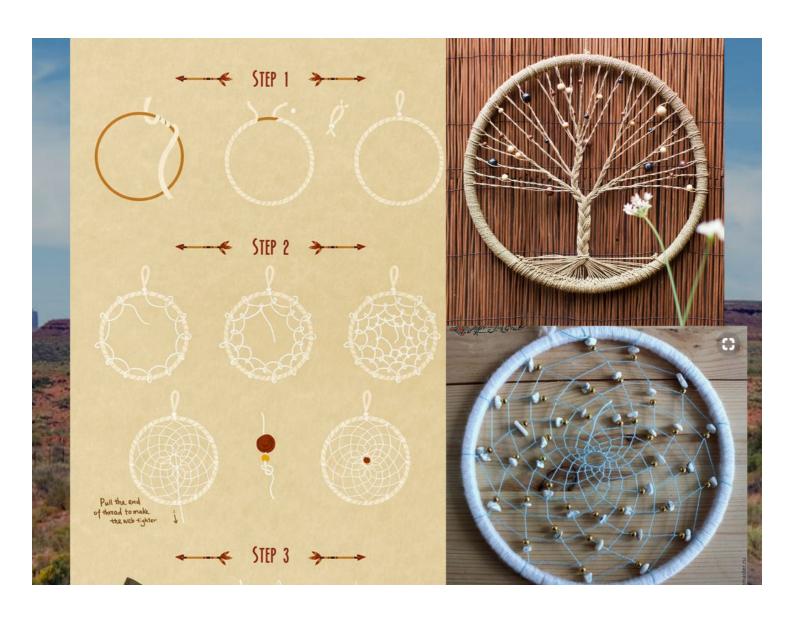
Think about how you will design your own dreamcatcher.

What colours will it include?

How will you weave the inside of your dreamcatcher?

Watch this video about dream catchers. (Stop at 00:36)

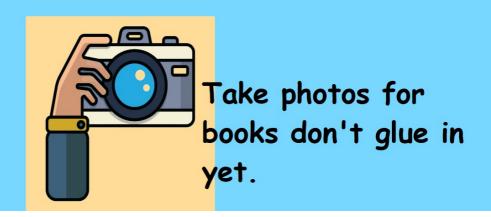




Friday 7th January

Do <u>nor</u> write the date in your books!

Memorable experience



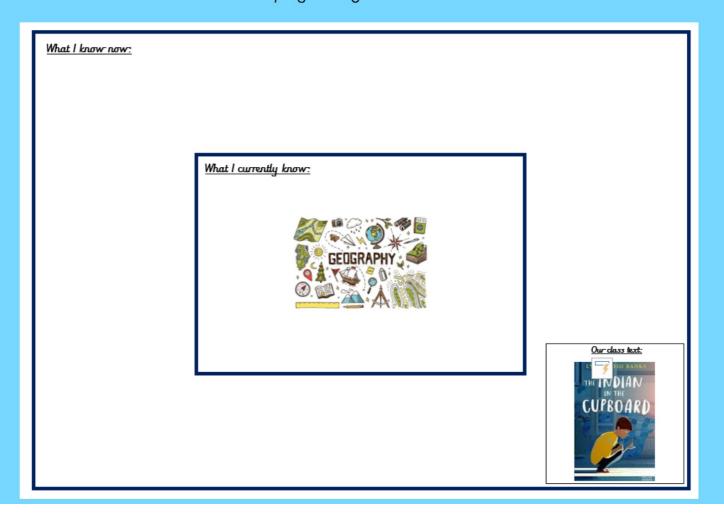
Spring Term: 1st Half Geography - Road Trip USA

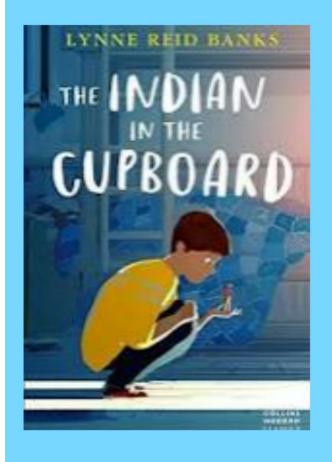


- Locate the countries and major cities of North, Central and South America on a world map, atlas or globe concentrating on their environmental regions, key physical and human characteristics, countries, and major
- · Use a range of maps and atlases to identify the location of the Equator. Tropics of Cancer and Capricorn on a world map.
- · Describe and compare aspects of physical features between United Kingdom and North or South America.
- Describe a range of human features and their location and explain how they are interconnected.
- · Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping.
- Understand reasons for human geography from the physical geography.
 Know how to plan a journey within the USA, using a road map
- · Demonstrate an understanding of the eight points of a compass
- · Estimate straight line distances using a scale line

Stick this into your books.

Stick this on the next double page in your books.





How does our class book link to our Geography unit of work?

Stick the picture into your books and write a sentence to explain.

Knowledge organiser Road Trip USA

Physical features



Grand Canyon



Monument valley

Niagara Falls

Human features



Statue of Liberty



Mount Rushmore



Hoover Dam



Golden Gate Bridge



Eight-Point Compass

north (N) north-east (NE) east (E) south-east (SE) south (S) south-west (SW) west (W) north-west (NW)



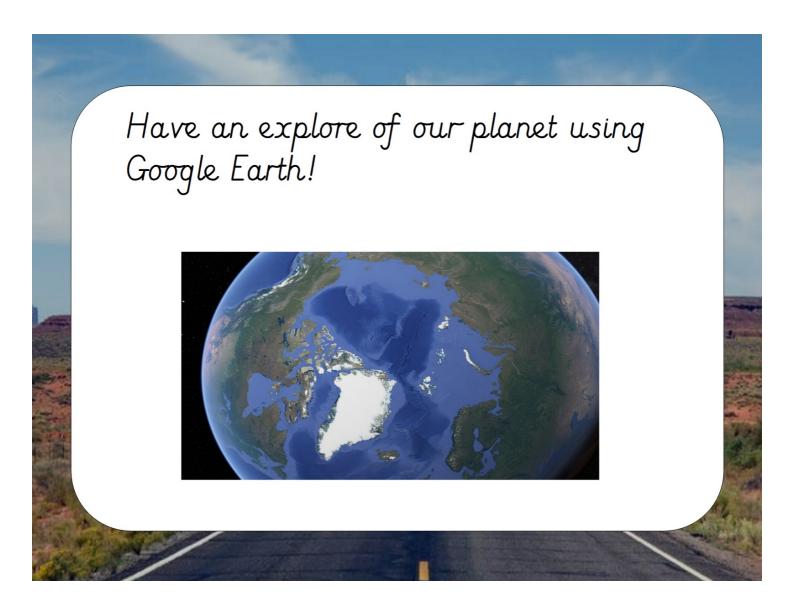
	Key vocabulary				
	Human	How human activity affects or			
	geography	is influenced by the Earth's			
		surface.			
	Physical	Natural features of the Earth's			
	geography	surface.			
	Fieldwork	Practical work conducted in the			
		natural environment.			
	Place knowledge	Environmental regions,			
		countries, continents, cities,			
		and key topographical features			
_		of an area.			
	Location	The specific area where a place			
-	knowledge	is situated. It usually has			
	(478)	absolute coordinates.			
	Population	The number of people living in			
	density	each unit of area.			
١	Latitude	The distance of a place north			
		or south of the earth's equator.			
	Equator	A line halfway between			
		the North Pole and the South			
		Pole, at 0 degrees latitude			
		which divides the planet into			
		a Northern Hemisphere and			
		a Southern Hemisphere.			

Area of geography	Your understanding
Location knowledge	
Place knowledge	
Human and Physical geography	
Geographical skills and fieldwork	

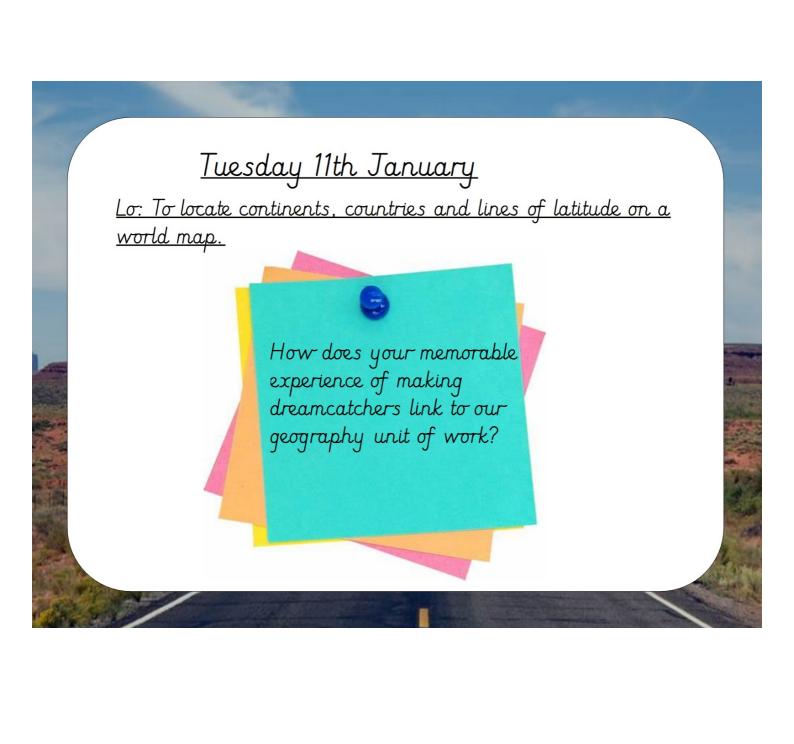
Stick this into your book and write down your understanding of the geographical terms which we will be learning about this term.



Glue in memorable experience photos





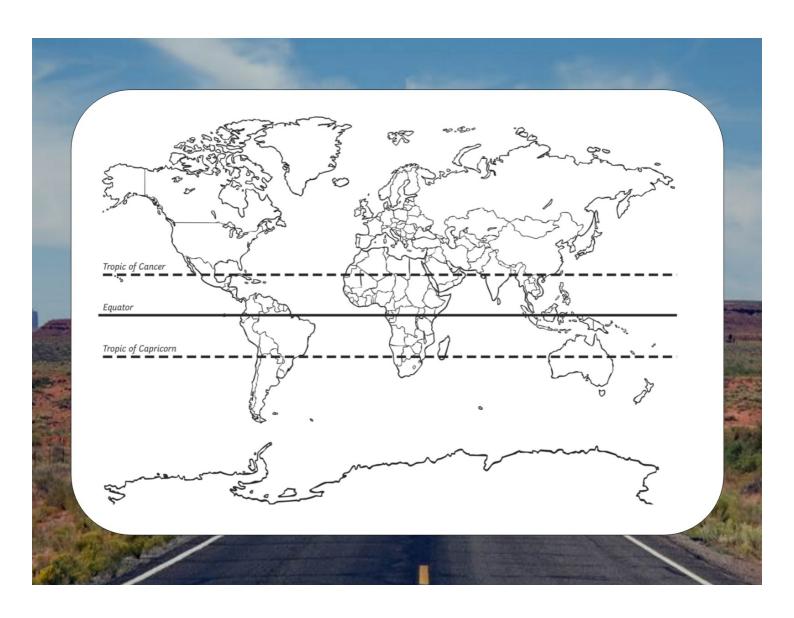


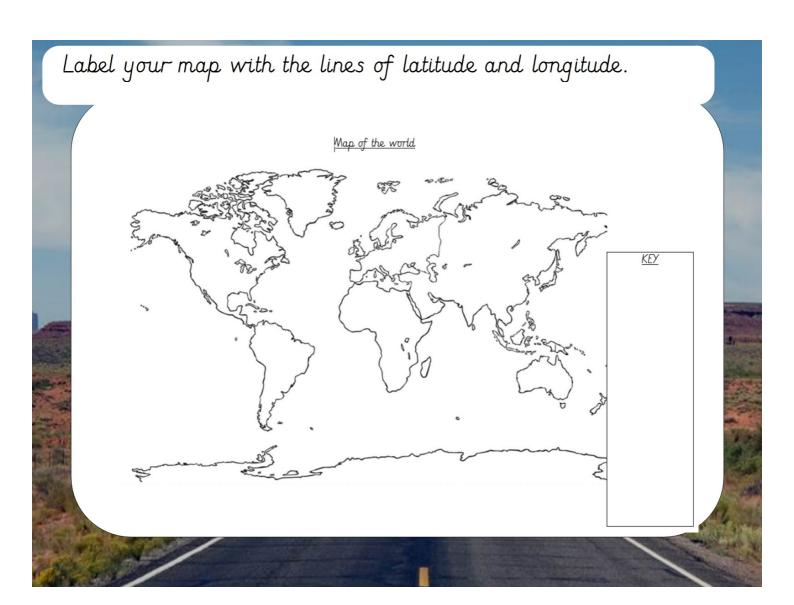


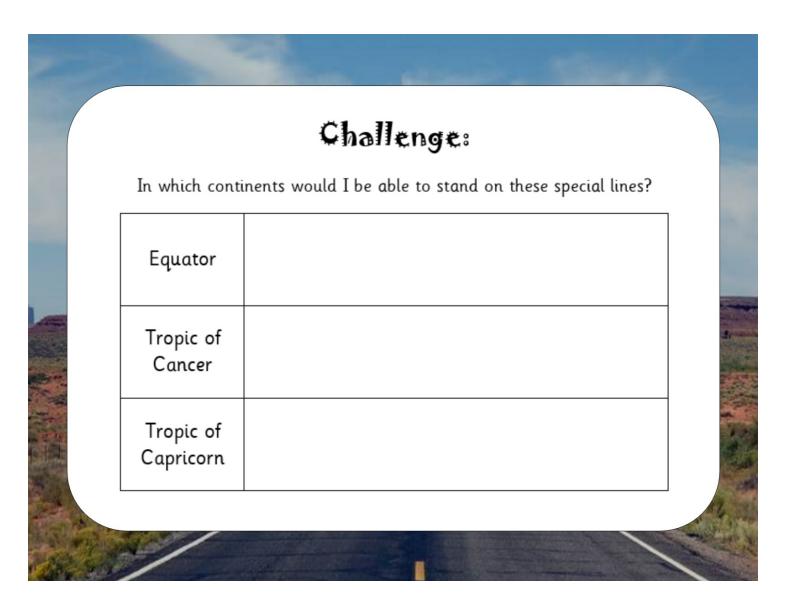
Stick this map into the next double page in your books and label it with the continents, using your key. Map of the world KEY

Watch this presentation on lines of latitude.









Can you find and add these countries to your map?

The UK Australia

France New Zealand

Germany

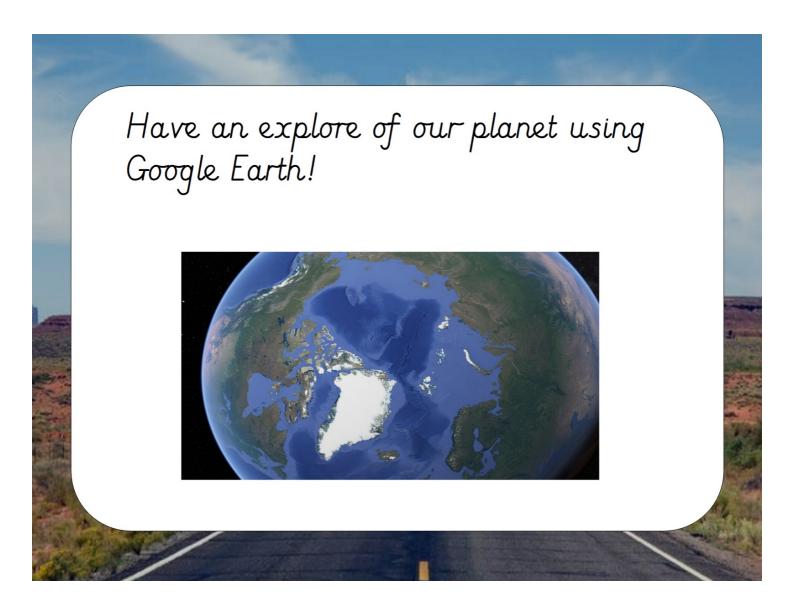
Italy Madagascar

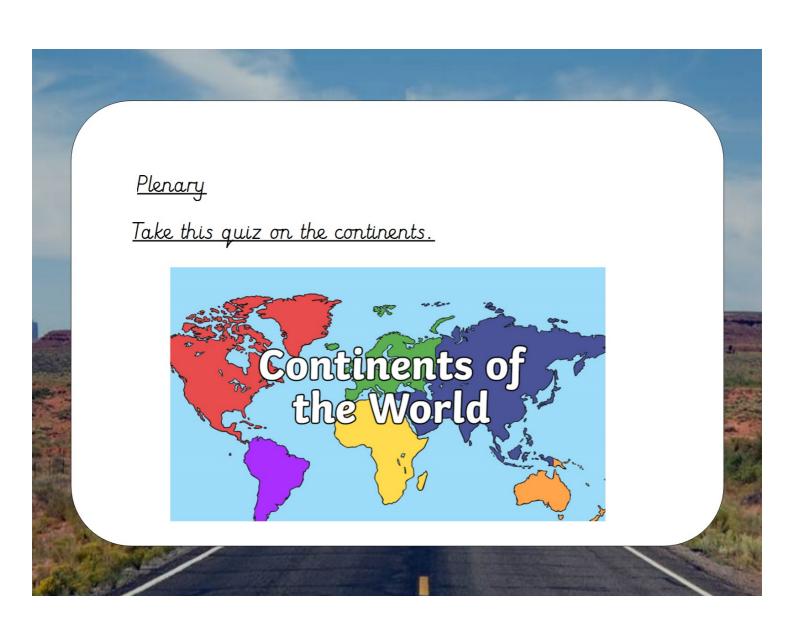
Egypt

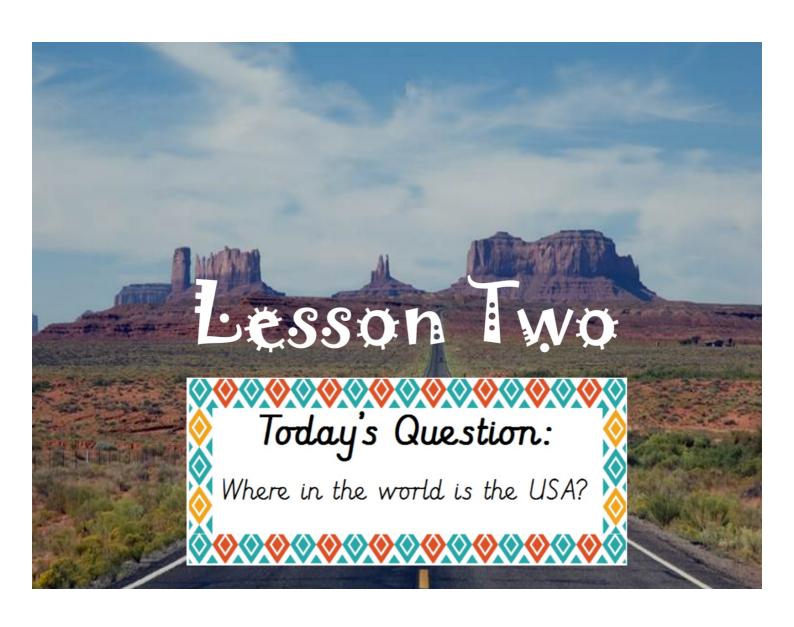
China

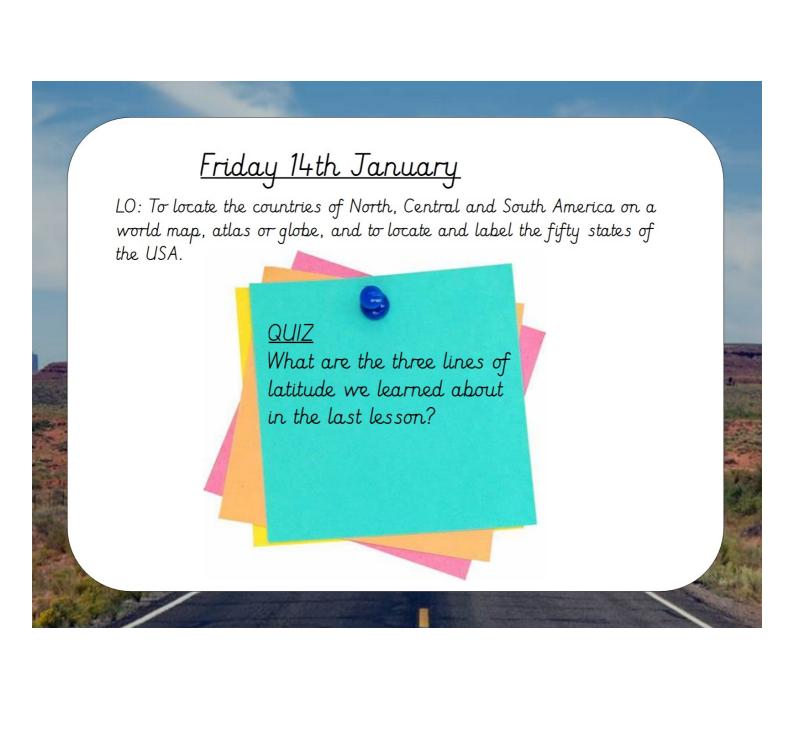
Japan Poland

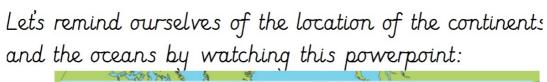
India

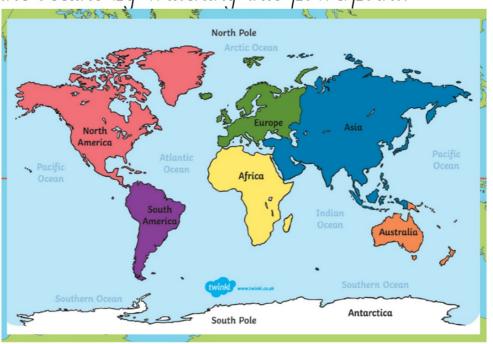




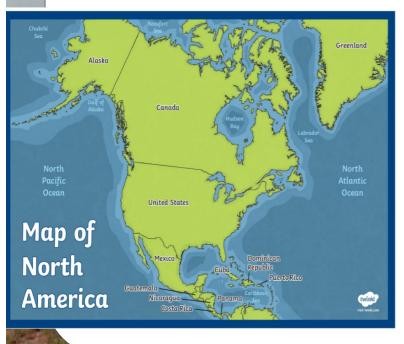






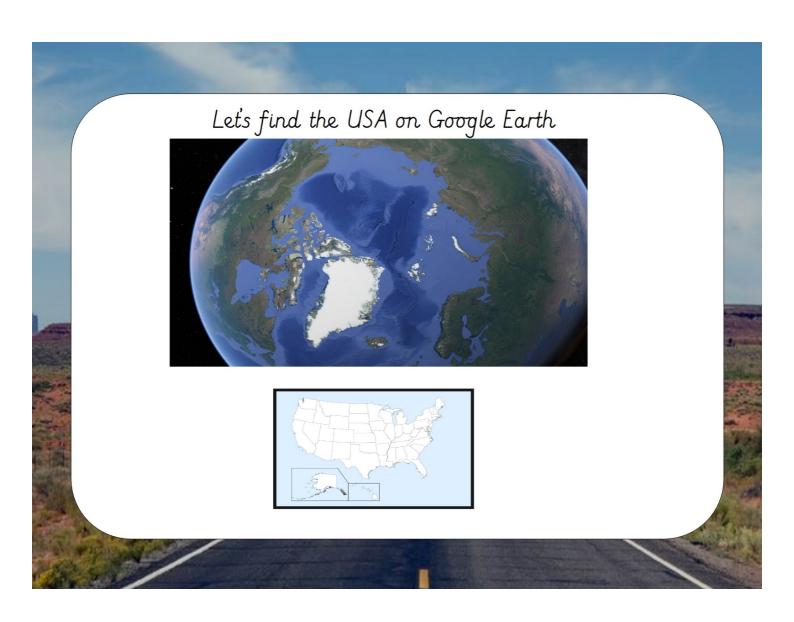


Look at the maps of North and South America, then label your worksheets.





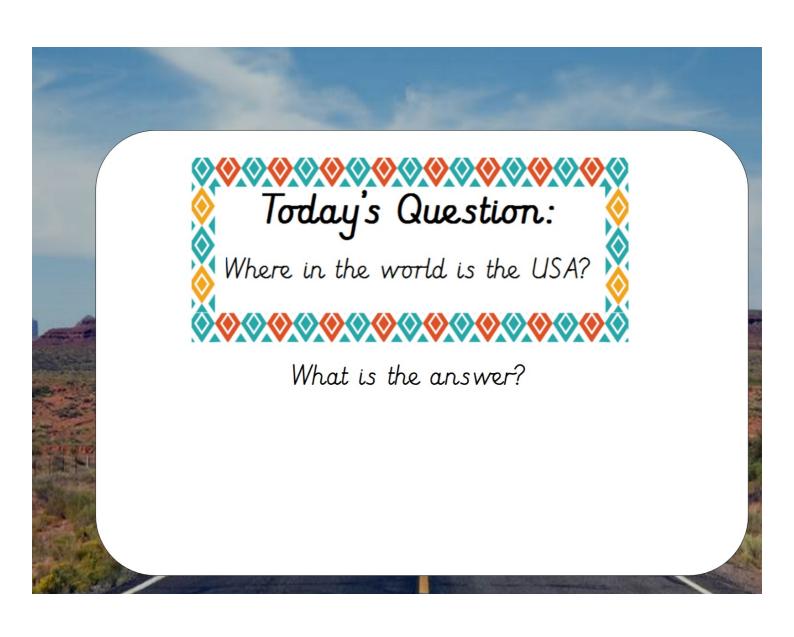
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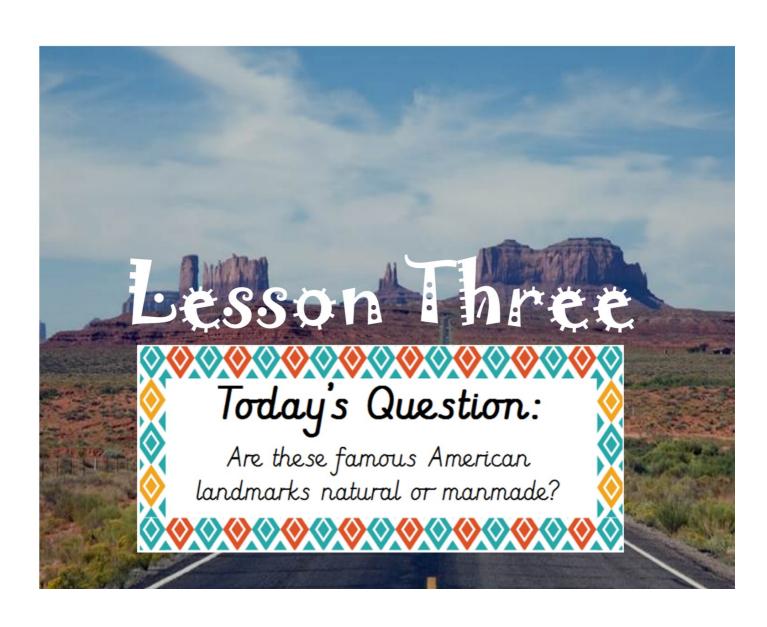




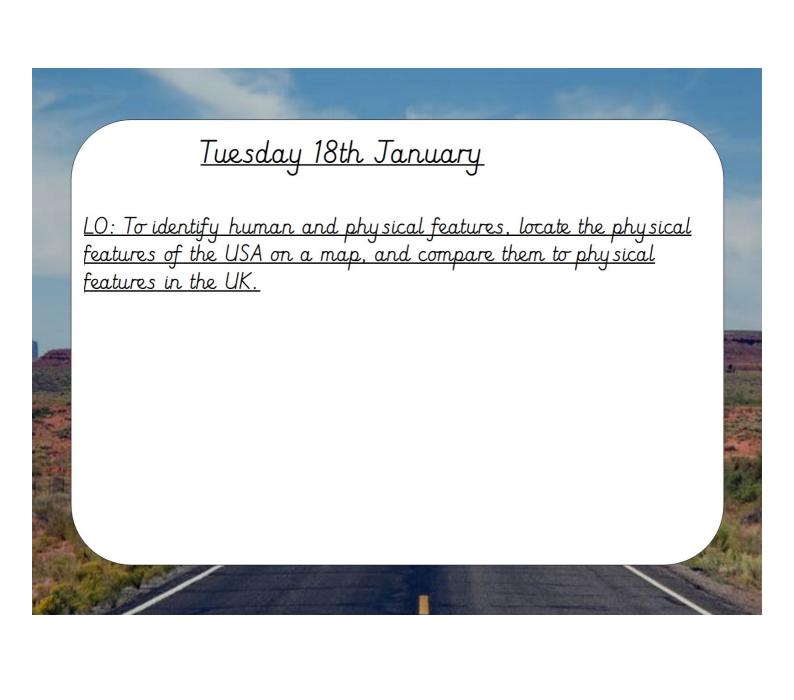


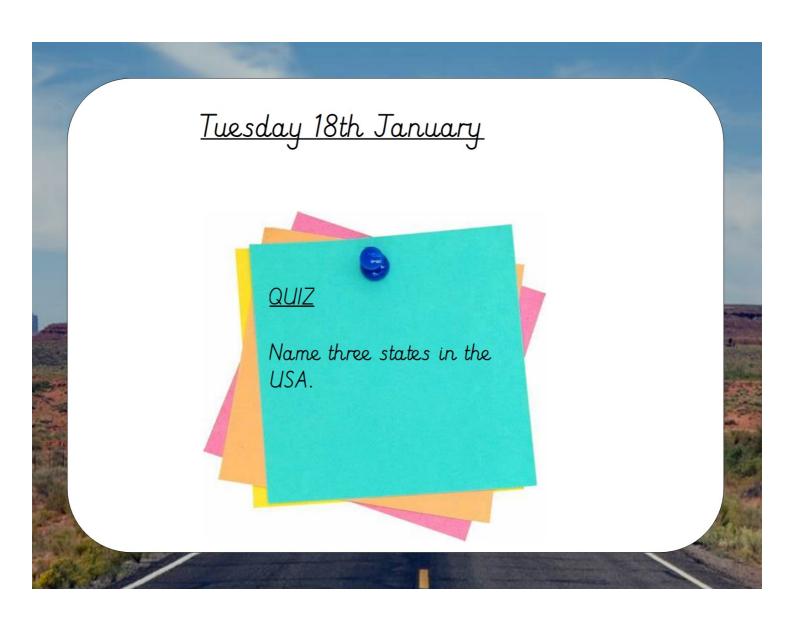
Which state a	re these cities in?	in?	
New York City			
Chicago			
Los Angeles		2 ,	100
Orlando			
Las Vegas			
			W. Carlot

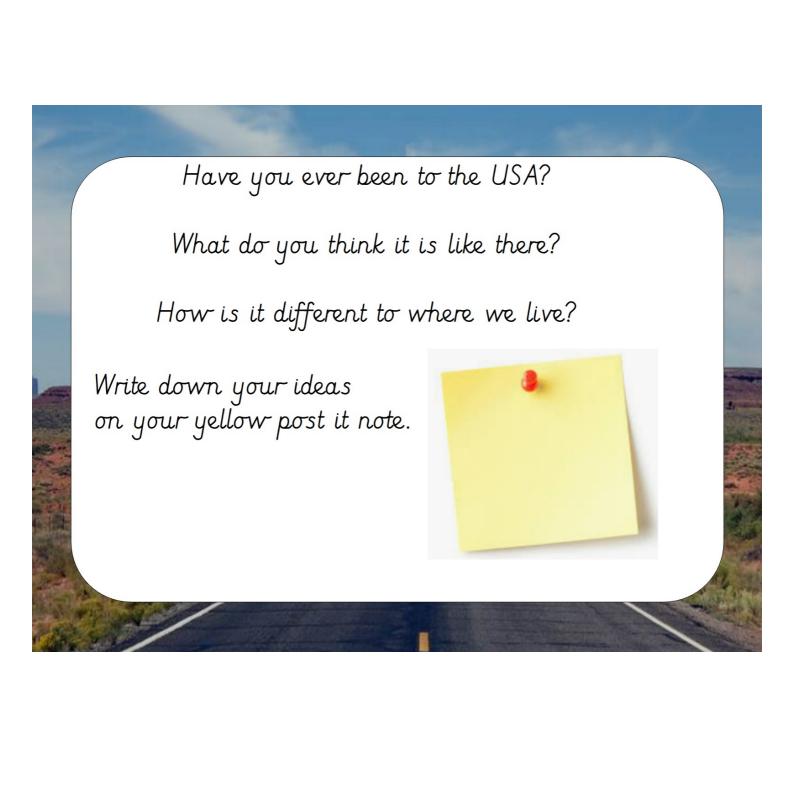












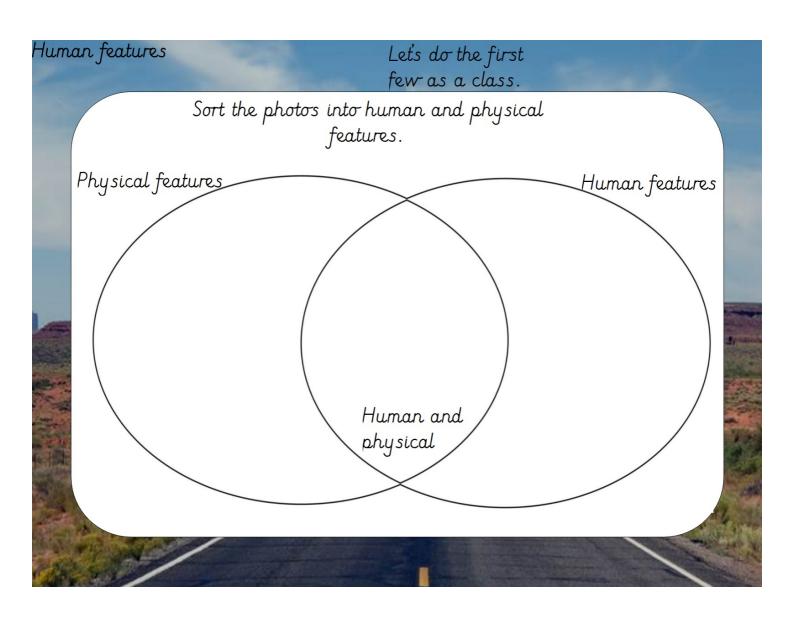
What is the difference between human and physical features?

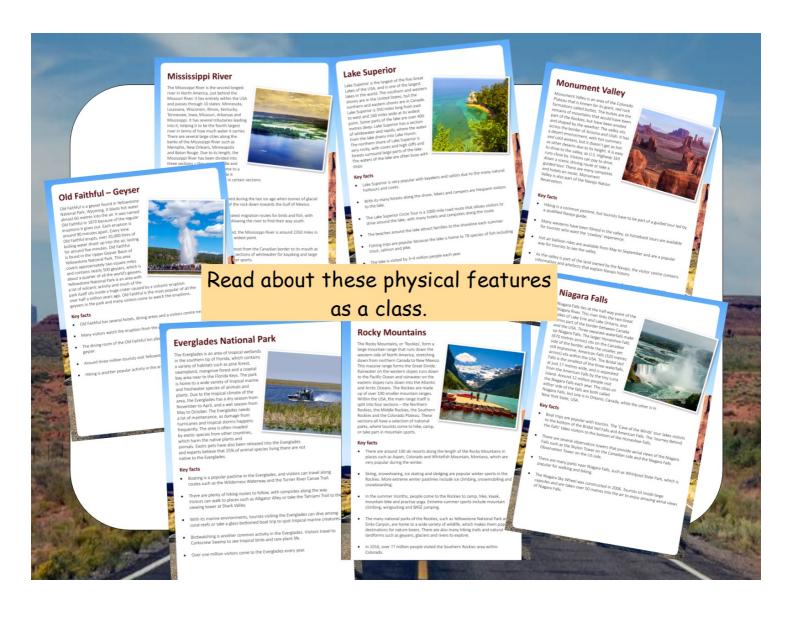
Human and physical features are things that you can see all around you.

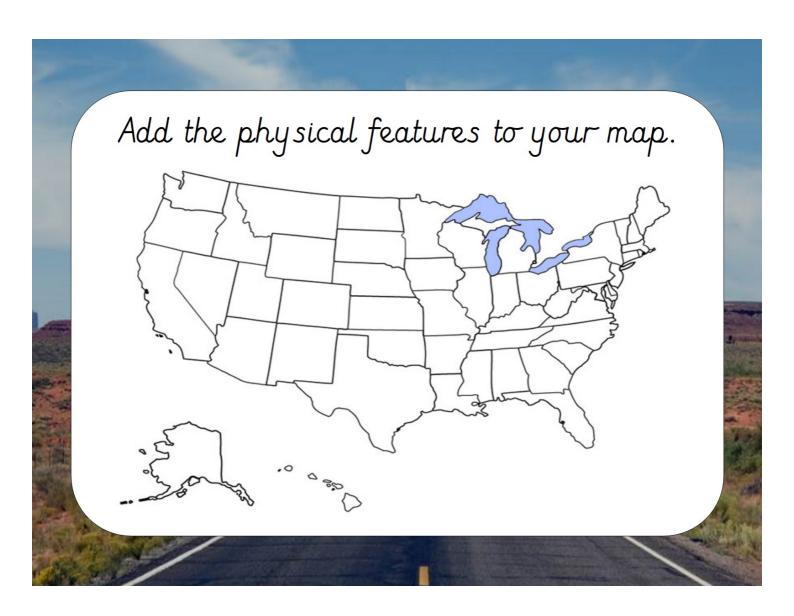
Physical features like seas, mountains and rivers are **natural**. They would be here even if there were no people around.

Human features like houses, roads and bridges are things that have been **built by people**.

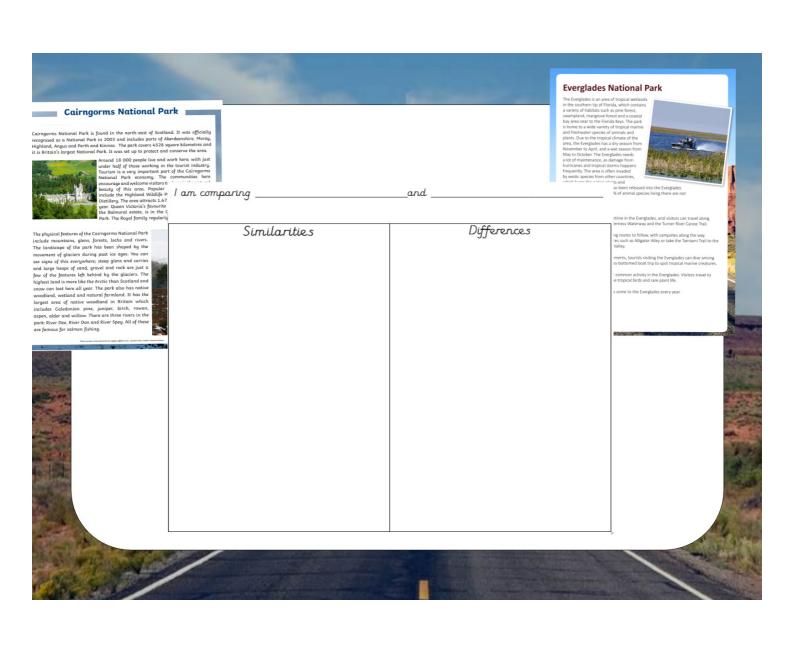








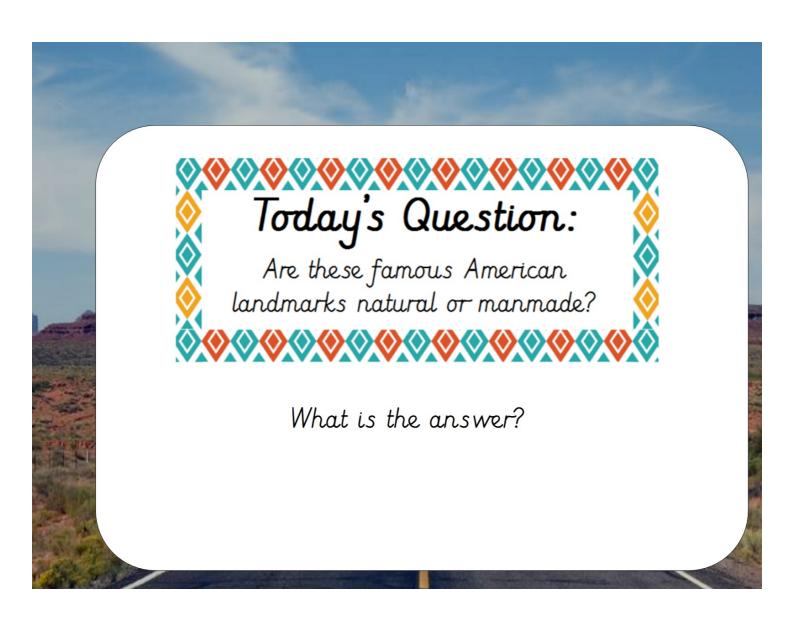


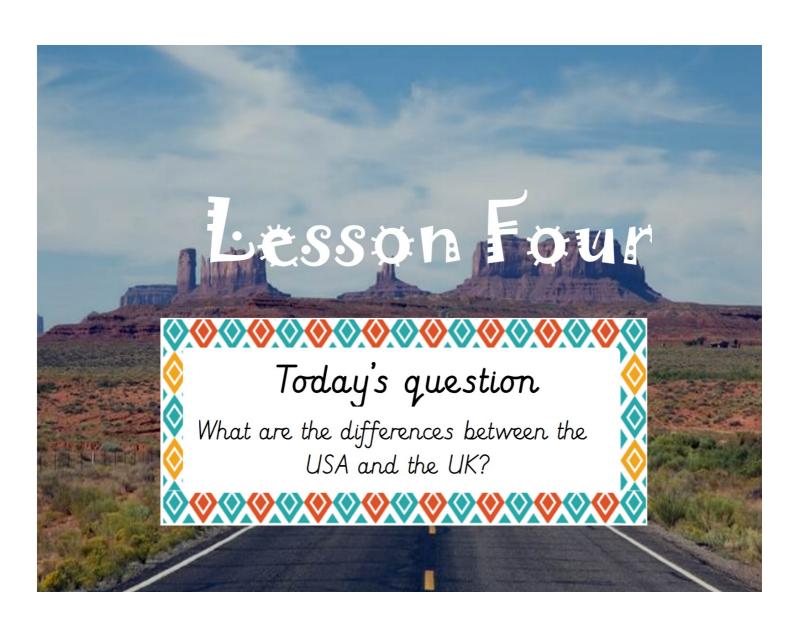


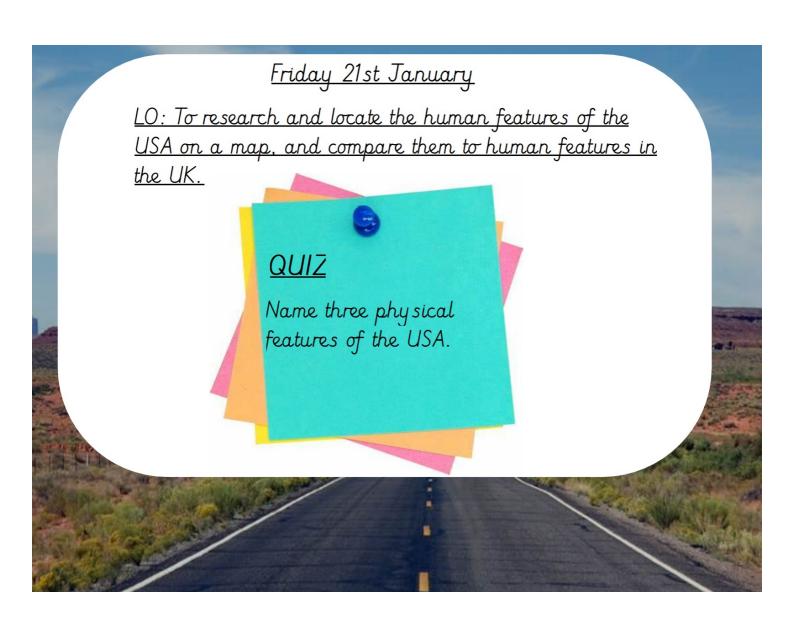
Watch this timelapse video of a USA road trip.

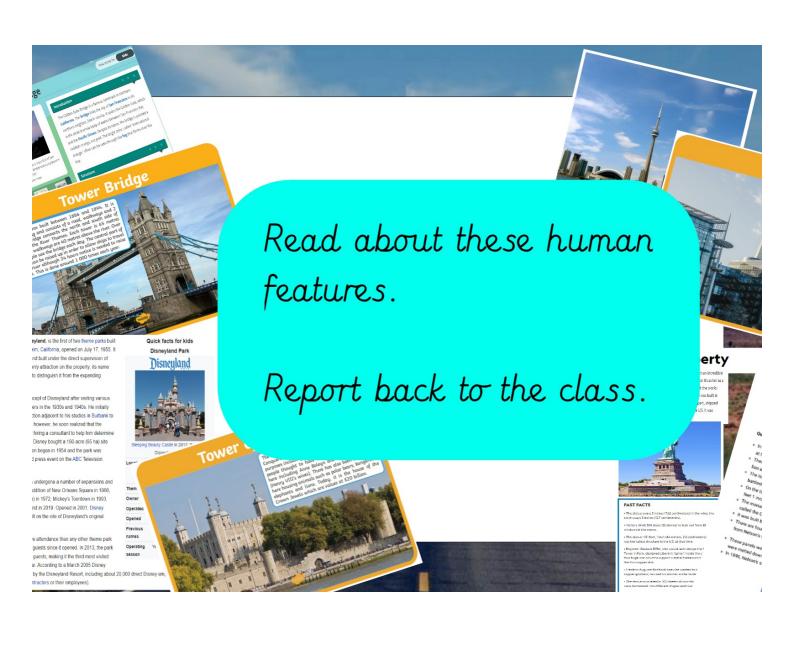


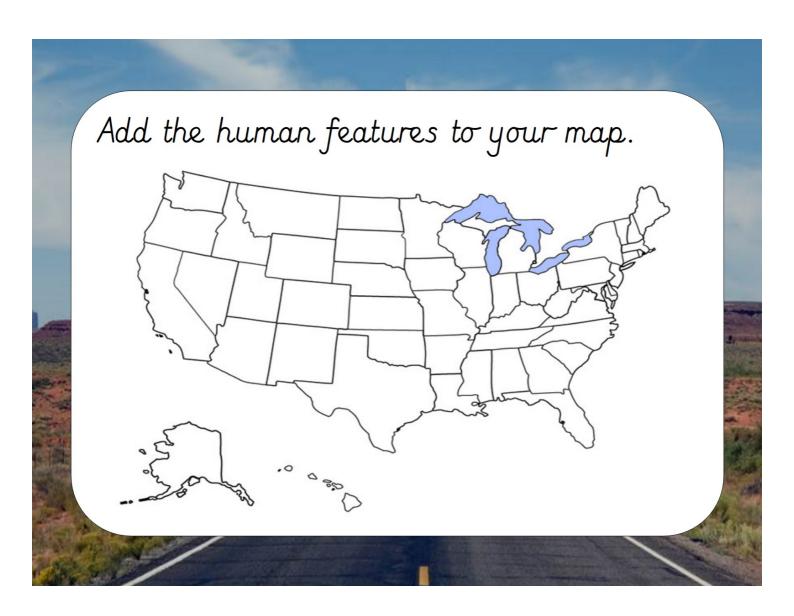
Can we add any more words to our post-it notes?

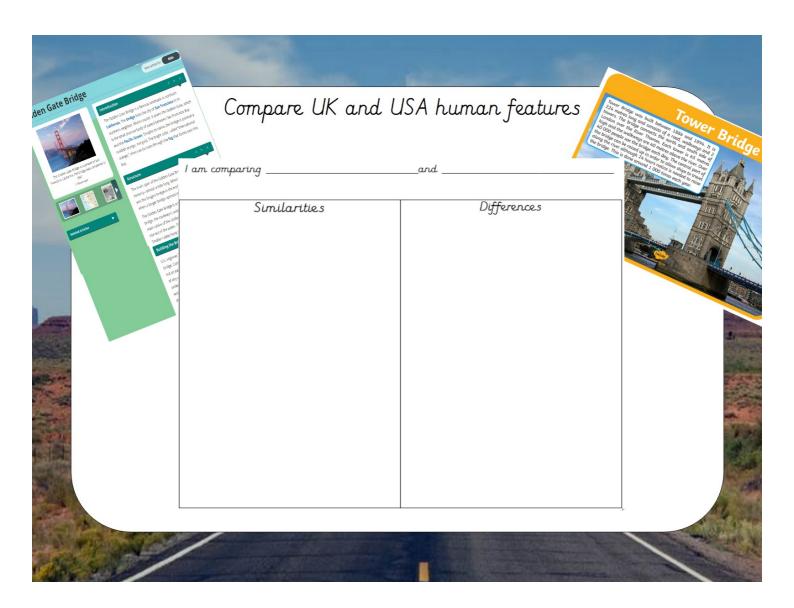


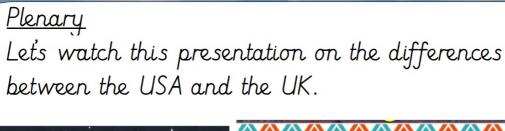












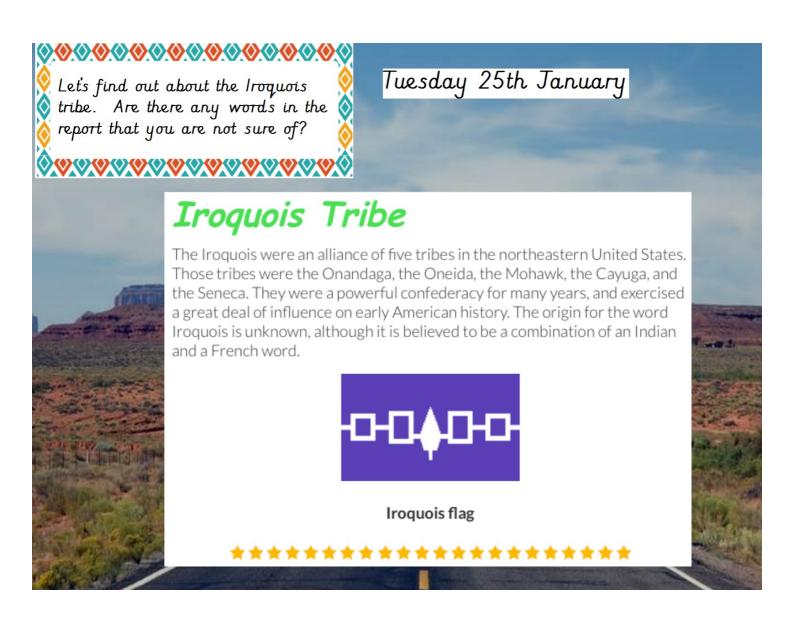


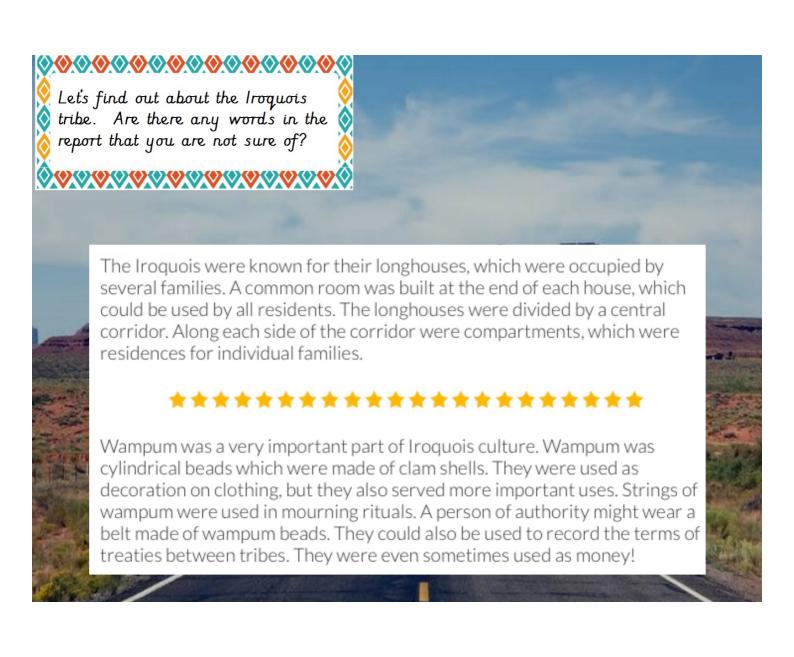
Today's question:

What are the differences between the USA and the UK?

Write down what you have found out beneath your question of the day!

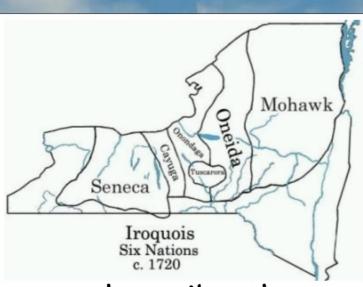






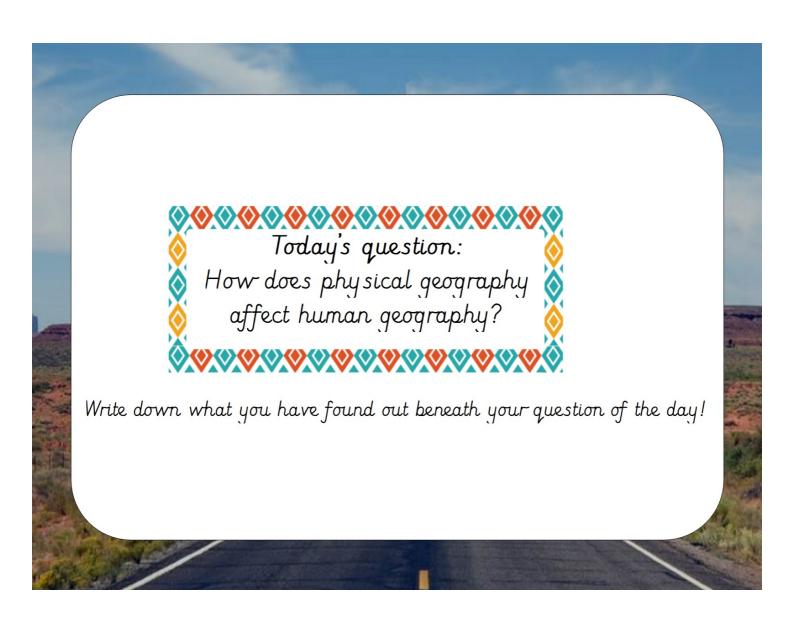
Write out the names of the 6 Iroquois tribes and where they lived in the USA. Can you locate and label the tribes on the USA map?

Why did the Iroquois tribes choose to in this part of the USA?

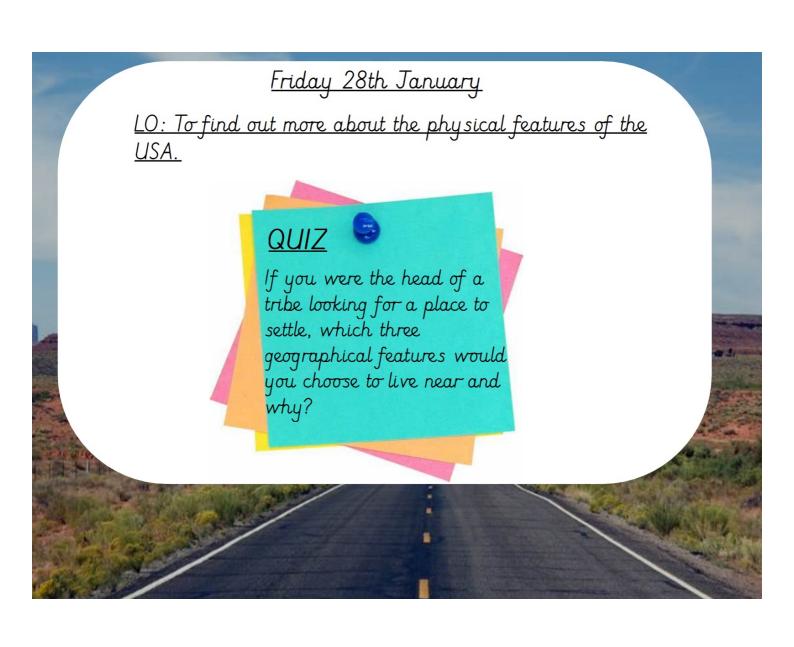


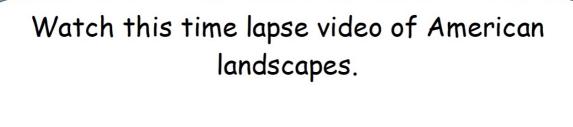
What is near the tribe that would have made this location a good place to live?

(Think about the landscape, food, shelter etc)





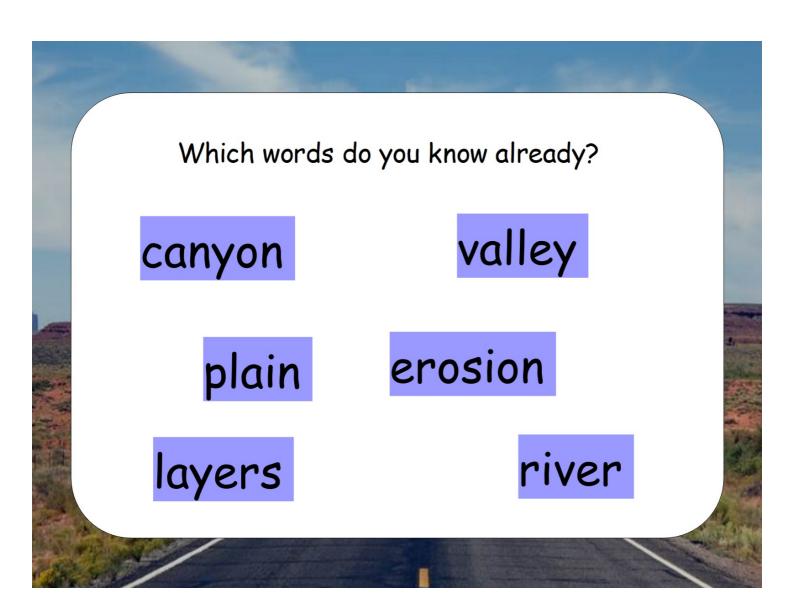


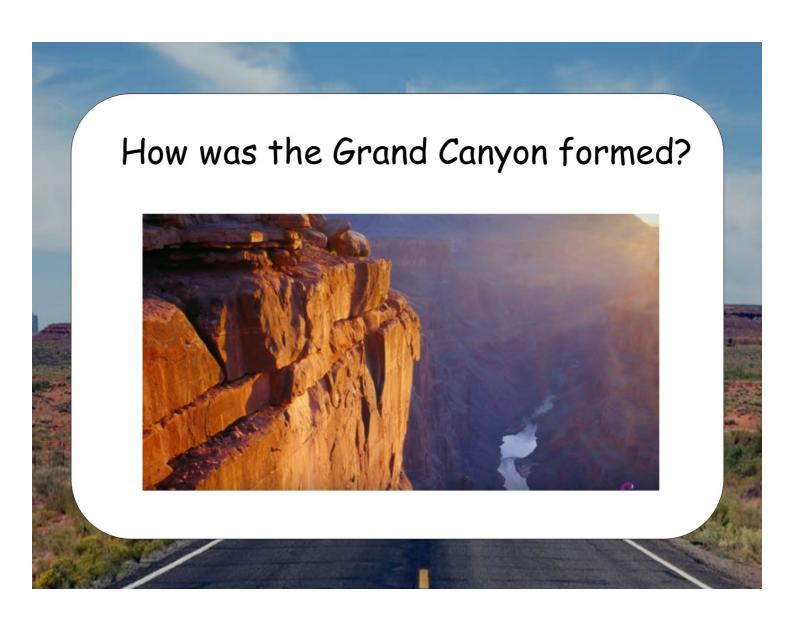












Use your photos to <u>label and explain</u> the key vocabulary.

canyon valley

plain erosion

layers river

Challenges!

Can you use any other words to label the photos?

Can you add any fascinating facts from the videos?

What is the name of the river that formed the Grand Canyon?



Label it on at least one of the photos.

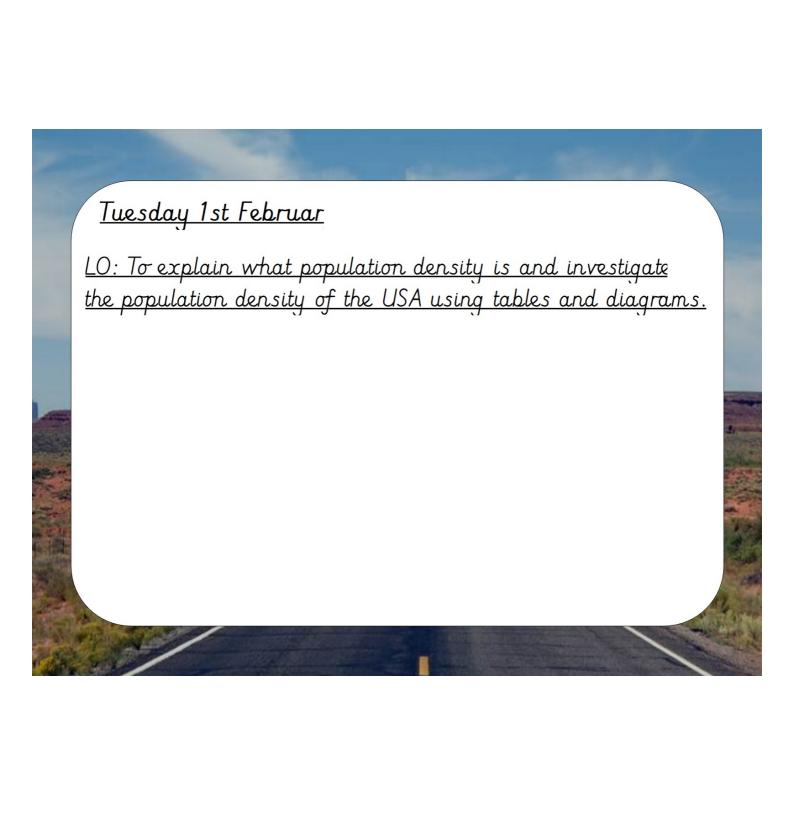


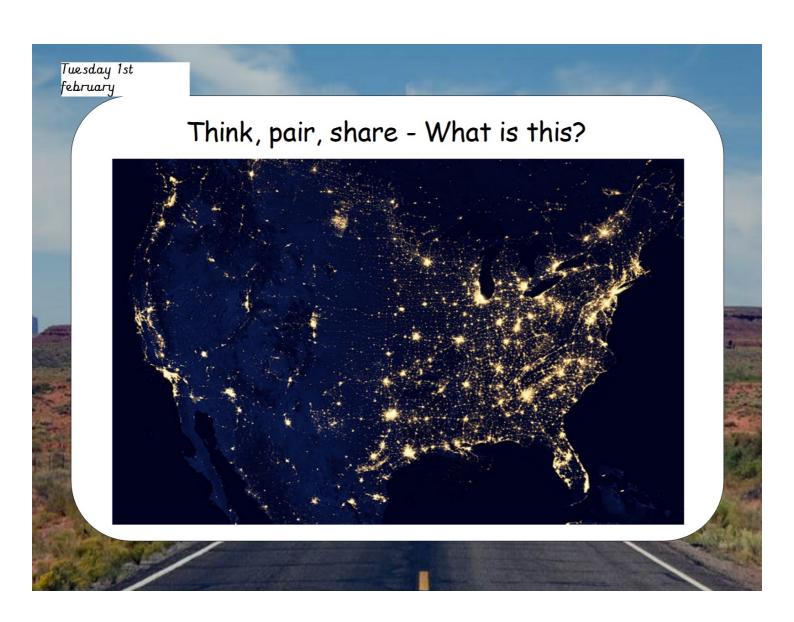


Label it on your map from last lesson.









Important vocabulary

population

urban = dense

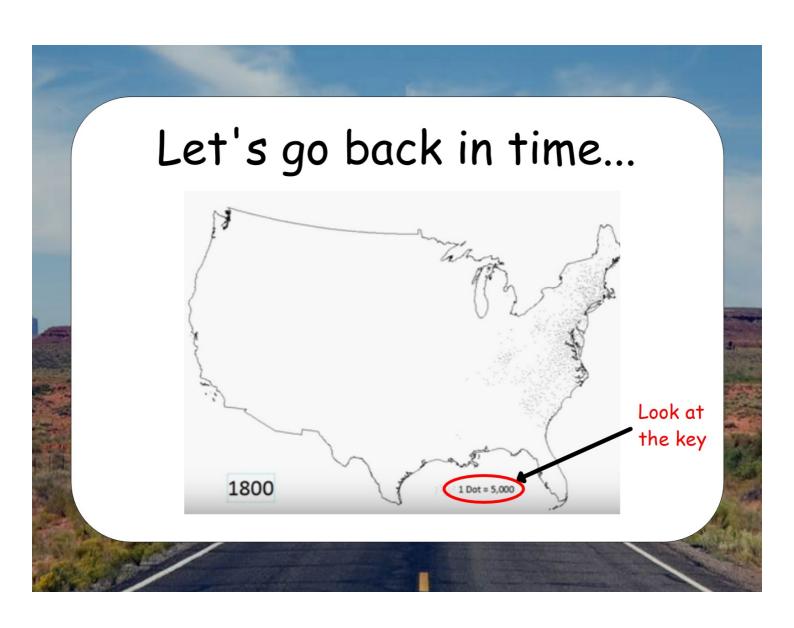
populated

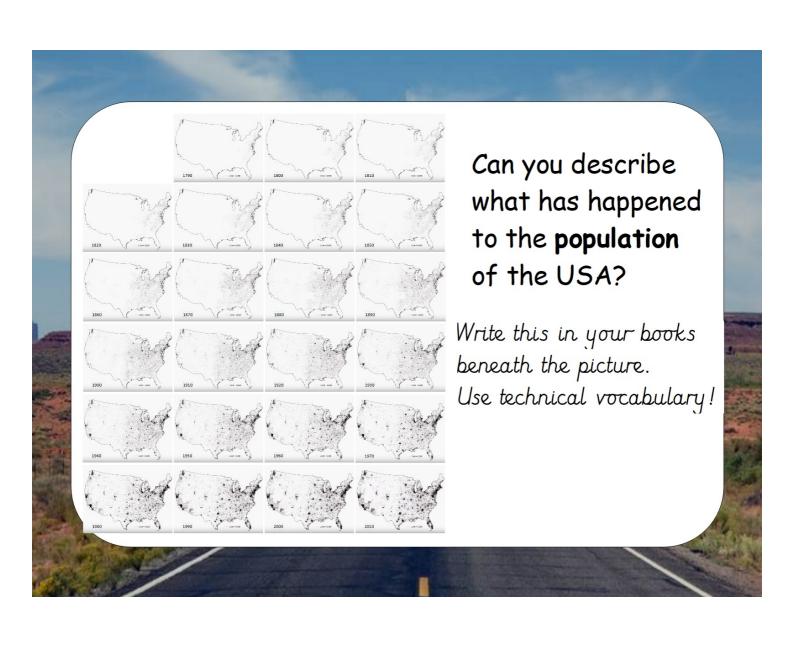
rural = sparse

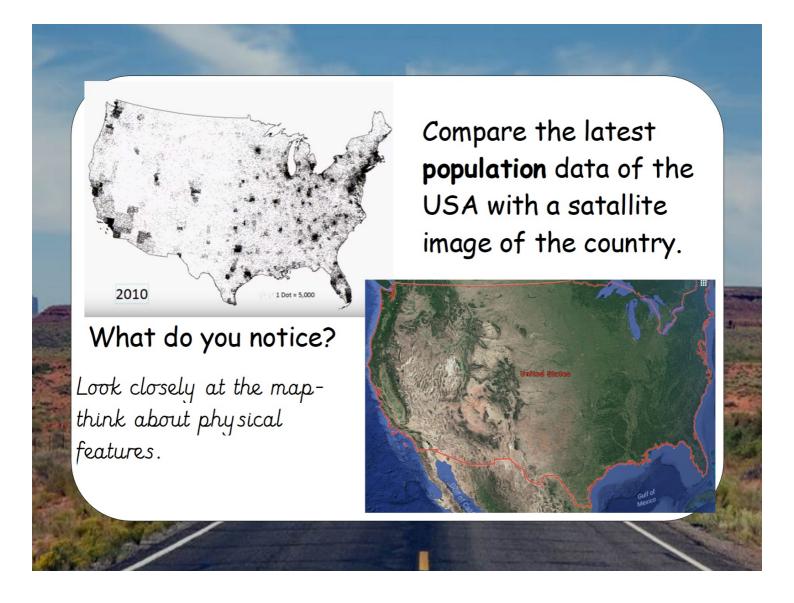
distribution

census





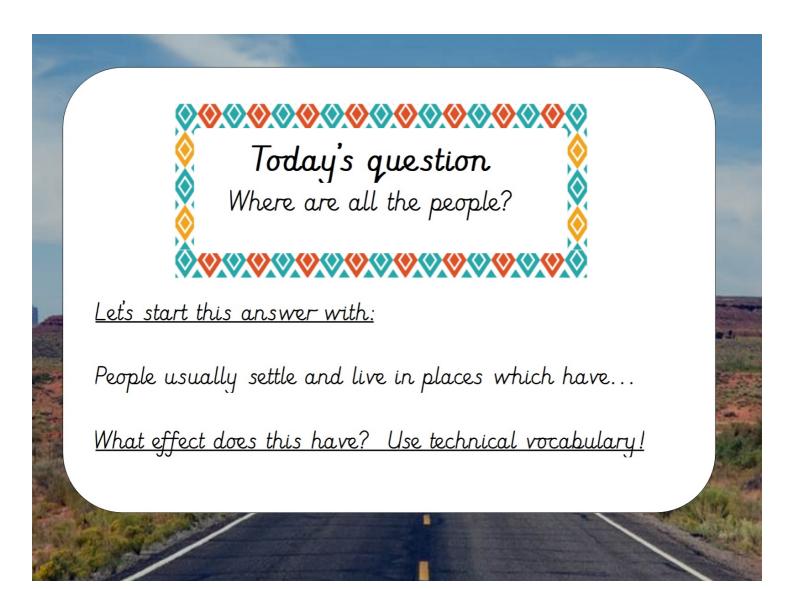


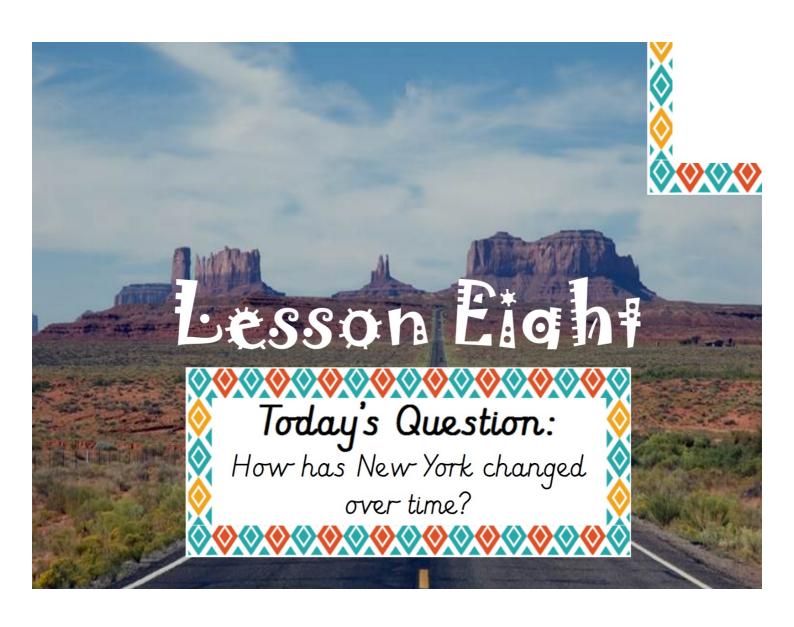


Sort the cards into four groups...

	reasons for high density	reasons for low density
physical factors		
human factors		







Friday 4th Fe

Tuesday 26th March

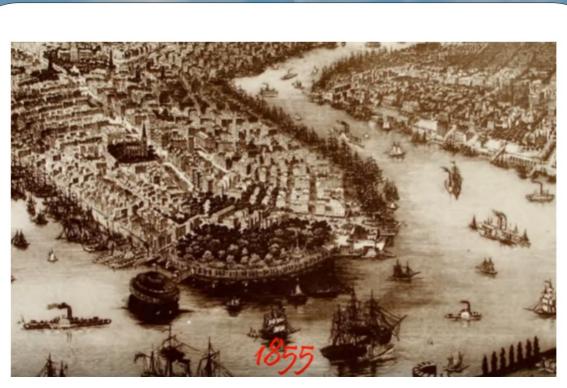
New York over time	Who taught you in this session?	Teacher	TA	1:1	CS
	Independent		Suppo	orted	
Child	LO: To explore the development of Ne	w York City	through t	ime.	Teacher
	I can recognise how New York City as a settlement developed over time.				
	I know some key features and charac	cteristic of N	lew York C	ity.	
	I understand how to analyse historic	al maps to o	examine u	rban	
	change.				



What do you know about New York City?

- Famous landmarks
- Films and TV set in the city





How has the city changed?



What is this an image of?
What do you notice about it?



1836-Today

Look at the 1836 view. What do you think the shaded areas represent? Zoom out. What do you notice?

Orchard Street in downtown Manhattan



1968 2013

Place (e.g. Mott Street)	Then (e.g. 1967)	Now (e.g. 2013)

Use the table to compare the images.

- Have the buildings changed, or remained the same?
- What materials have been used?
- Do the people dress differently?
- How has the technology changed, or remained the same?
- Are people using the space in the same way, or differently?



Did you know?

On a post it note, write down something about New York City. It could be a piece of information, a fact, a place, or a landmark we have discussed within the lesson.

Complete your LO.

New York over time	Who taught you in this session?	Teacher	TA	1:1		CS
	Independent		Suppo	orted		
Child	LO: To explore the development of Ne	w York City	through t	ime.	Tea	icher
	I can recognise how New York City as a settlement developed over time.					
	I know some key features and characteristic of New York City.			,		
	I understand how to analyse historic	al maps to	examine u	rban		
	change.					





It's time put put all of our knowledge about the USA into p

We are going to plan a road trip around the

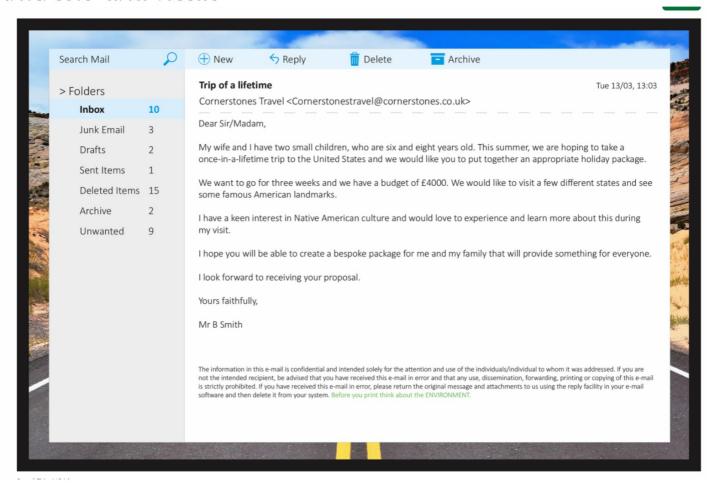
Read the email from the Smith far

You will need to use the information to plan a route for th

Make sure you stop at attractions they will be intere.

Have they got enough time in each place to enjoy it and es

Read this email to find out about the Smith family, the interests and needs



Can you write a reply to Mrs Smith? You need to tell him you are delighted to plan his trip and

that you are sure he will have a great time.

Here are some words and phrases to help you.

	2. 00 00. 000	<u> </u>
Dear	interesting itiner	ary pleasure
Thank	exciting	request
you	· ·	
all of your	l am	as soon as
needs	positive	possible
	Yours	
	sincerely	

Where do you think the Smith family would like to go?

Make a list of the things they would like to visit using the chart. You need to know where the places are so that you can plan your route. Remember they want to go for 3 weeks so you need enough things for them to fill their

21 days.

+‡+				
	Family member	Place to visit	Location (state, city)	Number of days
	Dad			
	Mum			
-	Childana			
	Children			
L				

Either print the chart off and fill it in or draw it book using a ruk

Your final task for today's topic lesson is to

Use the map to mark all of the places they are going to visit.

You need to keep this for next week when we come to plan our road trip in more detail.





