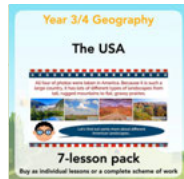


# USA Road Trip : Topic Bundle : Year 3/4



## Geography

### "The USA"

1	Locating the USA on a world map and using compass points to help identify the location of the 50 states.
2	Exploring the six regions of the USA and their states, and comparing different states.
3	Identifying and describing the many various landscapes of the USA.
4	Identifying, exploring and comparing the features of a variety of US cities.
5	Exploring some of the USA's national parks, looking at their functions and features.
6	Learning about natural phenomena in the USA, including blizzards, earthquakes, tornadoes and hurricanes.
7	Using their knowledge of the human and physical features of the USA to plan a holiday.
Objectives:	<ul style="list-style-type: none"> <li>• KS2 - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>• KS2 - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> <li>• KS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>• KS2 - 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</li> <li>• KS2 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• KS2 - use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> </ul>



## Science

### "The Unforgettable Science of America"

1	Exploring how different kinds of erosion can affect different kinds of rock, using examples such as the Grand Canyon.
2	Investigating the creation of fossils and what we can learn from them, including petrified forests.
3	Investigating different types of fossils that have been found in the USA and what we can learn from them.
4	Exploring ways of keeping a palaeontologist safe in the hot USA sun.
5	Finding out about the inventions of Thomas Edison, and using closed circuits to light a bulb.
6	Finding out about the discoveries of Benjamin Franklin, and electrical conductors and insulators.
7	Finding out how Native Americans used sound to communicate over long distances and investigating how sound travels
Objectives:	<ul style="list-style-type: none"> <li>• Year 3 - setting up simple practical enquiries, comparative and fair tests</li> <li>• Year 3 - compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>• Year 3 - describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>• Year 4 - asking relevant questions and using different types of scientific enquiries to answer them</li> <li>• Year 4 - reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>• Year 4 - identify how sounds are made, associating some of them with something vibrating</li> <li>• Year 4 - recognise that sounds get fainter as the distance from the sound source increases</li> <li>• Year 4 - construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>• Year 4 - identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</li> <li>• Year 4 - recognise some common conductors and insulators, and associate metals with being good conductors</li> </ul>



## DT

### "Food of the USA"

1	Learning about the crops grown in the USA's varied climates and developing cooking skills.
2	Finding out about how Native Americans grew, caught and prepared food.
3	Exploring soul food and staple foods, and finding out how the slave trade influenced American cuisine.
4	Finding out about the cultural significance of chillies in Mexican cuisine, and how the USA is influenced by other cultures.
5	Investigating fast food in the USA and exploring the importance of a healthy, balanced diet.
Objectives:	<ul style="list-style-type: none"> <li>• KS2 - understand and apply the principles of a healthy and varied diet</li> <li>• KS2 - prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>• KS2 - understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</li> </ul>



## History

### "The Wild West"

1	Learning about the European settlement of America and how pioneers crossed the Western frontier.
2	Exploring and describing elements of the Native American way of life.
3	Investigating the impact of Europeans settlement on Native American land.
4	Finding out who the homesteaders were and how they lived their lives on the Great Plains.
5	Investigating the lives of cowboys in the Wild West.
Objectives:	Beyond the curriculum.

# Road Trip USA


## Teacher's Topic Planner


Maths

English

Science

"The Unforgettable Science of America" 


History  
"The Wild West" 

Geography  
"The USA" 

RE

Computing

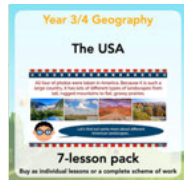
Art

DT  
"Food of the USA" 

Languages

Music

Teacher's notes:



## Geography

"The USA"



## Science

"The Unforgettable Science of America"



## DT

"Food of the USA"



## History

"The Wild West"

# The USA : Geography : Year 3/4

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To be able to locate the USA and its states on a map.	Children will start by identifying that the USA is a country within the continent of North America, locating both on a world map. They will then find out that the USA comprises 50 states. They will then use compass points to identify the states and describe where they are in location to one another.	<ul style="list-style-type: none"> <li>Do children know that the USA is a country in North America?</li> <li>Can children locate the USA on a world map?</li> <li>Can children start to identify and locate some of the fifty states?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A/1B/1C/1D/1E/1F</li> <li>Clue Cards 1A/1B/1C</li> <li>Fifty States Map (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To be able to identify and compare the American states.	Children will learn about the six main regions that make up the USA and identify which states belong to which region. They can then find out more identifying features of each state, including the state flag, motto and fun facts.	<ul style="list-style-type: none"> <li>Do children know that the USA is split into fifty states?</li> <li>Can children identify and locate the fifty states?</li> <li>Can children start to compare states?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 2A/2B/2C/2D</li> <li>Fifty States Facts eBook</li> <li>States Regions Maps</li> <li>State Name Cards (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To be able to identify and describe the different landscapes of the USA.	Children will explore the landscapes of the USA by looking at a variety of photos. Through the photos, they will learn about different American geographical features, such as mountains, coasts, prairies, forests and deserts. They will start to compare these landscapes using geographical language, using pictures and/or online maps.	<ul style="list-style-type: none"> <li>Can children identify and describe a variety of different landscapes?</li> <li>Can children compare landscapes and explain similarities and differences?</li> <li>Can children identify links between climate and landscapes?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Picture Cards</li> <li>Landscape Keywords</li> <li>Worksheet 3A/3B/3C/3D</li> <li>Access to the internet (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To be able to identify, explore and compare American cities.	Children will identify the difference between a village, a town and a city before exploring some of the largest and most famous cities in the USA. They will find out about the capital of the USA, as well as the capital city of each individual state. They can then carry out their own research to find out more about an America city, or compare Washington, D.C. with London.	<ul style="list-style-type: none"> <li>Can children identify and locate some of the major cities in the USA?</li> <li>Can children describe some American cities?</li> <li>Can children compare American cities by identifying similarities and differences?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 4A/4B/4C/4D</li> <li>City Cards</li> <li>USA Map Sheet</li> <li>Information Cards (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To find out about national parks in the USA and explore their functions.	Children will start by considering the effects of urbanisation on wildlife before looking at national parks in the USA, particularly Yellowstone. They will explore the features of Yellowstone, as well as other national parks, identifying why they are important.	<ul style="list-style-type: none"> <li>Do children know that a national park is a protected area of land?</li> <li>Do children know that national parks help to preserve wildlife?</li> <li>Can children describe the features of some American national parks?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 5A/5B/5C/5D</li> <li>Challenge Card 5A/5B</li> <li>Fact Cards (FSD? activity only)</li> <li>Yellowstone National Park Map (FSD? activity only)</li> </ul>
<b>Lesson 6</b>	To find out about natural phenomena in the USA.	After considering which state from the three given they would most like to live in, children then find out about blizzards, tornadoes, hurricanes and earthquakes in the USA, and where they are most likely to occur. They will consider the effects these natural phenomena have on people and landscapes.	<ul style="list-style-type: none"> <li>Do children know what earthquakes, tornados, blizzards and hurricanes are?</li> <li>Can children discuss the impacts of these natural phenomena on the USA?</li> <li>Can children identify areas of the USA where these phenomena are most likely to occur?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 6A/6B/6C</li> <li>Picture Card 6A/6B/6C</li> <li>Information Sheet (FSD? activity only)</li> <li>Poster Templates (FSD? activity only)</li> </ul>
<b>Lesson 7</b>	To be able to plan and describe a visit to the USA.	Children will consolidate their understanding of the USA by considering which state they would most like to visit on holiday. They will find out about some of America's most popular tourist destinations and help travel agent customers decide where the best places to visit would be, based on given criteria. Alternatively, they can create a TV or radio advert to encourage tourists to visit a particular state.	<ul style="list-style-type: none"> <li>Can children suggest where they would most like to visit in the USA based on their knowledge of the country?</li> <li>Can children describe some of the things they could see and do in the USA?</li> <li>Can children use their knowledge of the culture of America to help describe a visit?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 7A/7B/7C</li> <li>Customer Cards</li> <li>State Cards (FSD? activity only)</li> <li>End of Unit Quiz</li> </ul>

# The Unforgettable Science of America : Science : Year 3/4

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To explore how different kinds of erosion can affect different kinds of rock.	The children begin by investigating the creation of the Grand Canyon and the rocks it is made from. They discover different types of erosion and how this can affect the different kinds of rock. The children are then challenged to sort and order rocks using Mohs scale or observe the effects of erosion in an experiment.	<ul style="list-style-type: none"> <li>Can children explain what erosion is?</li> <li>Are children able to describe a hard rock and a soft rock?</li> <li>Can children record their observations using simple scientific language?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A/1B/1C/1D</li> <li>A selection of rocks that can be scratched and tested e.g. Chalk, Sandstone, Slate, Limestone, Basalt, Granite, Marble</li> <li>Teacher Notes 1A (FSD? activity only)</li> <li>Experiment resources (See Teacher Notes FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To investigate the creation of fossils and what they can tell us.	After being introduced to the Petrified Forest in Arizona the children begin investigating the process of fossilisation. They then begin to think like a palaeontologist, posing questions and deriving facts from fossils like the ones found in the USA.	<ul style="list-style-type: none"> <li>Are children able to describe the process of fossils forming?</li> <li>Can children name some different types of fossils?</li> <li>Are children able to pose their own questions based on observations they have made?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 2A/2B/2C</li> <li>Picture Cards 2A</li> <li>Pressing Instructions (FSD? activity only)</li> <li>Flowers/leaves/grass (FSD? activity only)</li> <li>Newspaper (FSD? activity only)</li> <li>Heavy book (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To investigate the different types of fossils discovered in the USA.	After discovering the process of fossilisation the children use this understanding to begin studying the different types of fossils that can be found and how they help us learn about creatures from the past. Using the US state fossils they research and describe the different fossils, where they were found and what they tell us.	<ul style="list-style-type: none"> <li>Can children research and identify important information about different fossils?</li> <li>Are children able to identify and group fossils according to their type?</li> <li>Can children compare different fossils?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Fossilisation Cards</li> <li>Worksheet 3A</li> <li>Challenge Card 3A</li> <li>Picture Cards 3A</li> <li>Access to the internet, books etc.</li> <li>Worksheet 3B (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To recognise that light from the sun can be dangerous and that there are ways to protect our eyes and skin.	In the context of a palaeontologist working for hours in the hot sun the children learn about the benefits and dangers of being in the sun. They are then challenged to plan a fair test to investigate the effectiveness of different sun protections e.g. sunglasses and suncreams	<ul style="list-style-type: none"> <li>Can children name a way to protect their skin or eyes from the sun?</li> <li>Are children able to describe how the sun can be harmful to our eyes or skin?</li> <li>Can children plan an enquiry based on a question?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Role-play Script</li> <li>Worksheet 4A/4B/4C/4D</li> <li>UV reactive beads</li> <li>Plastic cups/small sandwich bags</li> <li>Selection of sunglasses/election of suncreams</li> <li>Experiment Pictures (optional)</li> </ul>
<b>Lesson 5</b>	To investigate the inventions of Thomas Edison and using complete circuits.	Children discover the American inventor Thomas Edison and his invention of a practical and cheap lightbulb. The children have the opportunity to reflect on the effects that this kind of invention would have had on society and then use the invention to test complete and incomplete circuits.	<ul style="list-style-type: none"> <li>Are children able to describe what a complete circuit is?</li> <li>Are children able to describe who Thomas Edison is and what he is famous for?</li> <li>Are children able to pose further questions after investigations?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 5A/5B/5C</li> <li>Circuit resources: bulbs, cells, wires with crocodile clips</li> <li>Worksheet 5D (FSD? activity only)</li> </ul>
<b>Lesson 6</b>	To investigate the discoveries of Benjamin Franklin and electrical conductors and insulators.	In this lesson the children will learn about the achievements of one of America's founding fathers: Benjamin Franklin. They will study his kite experiment and how he used his knowledge of conductors and insulators to charge a key using a kite. The children then go on to test objects and materials for electrical conductivity.	<ul style="list-style-type: none"> <li>Can children define the words electrical conductor and electrical insulator and give examples?</li> <li>Can children present their findings in different ways?</li> <li>Are children able to draw conclusions from their data?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheets 6A/6B/6C</li> <li>Circuit resources: bulbs, cells, wires with crocodile clips</li> <li>Selection of objects to test conductivity e.g. spoon, coin, nail, pencil, rubber, lollipop sticks, rulers, string, paper etc.</li> <li>Worksheet 6D (FSD? activity only)</li> </ul>
<b>Lesson 7</b>	To investigate sound over large distances and ways to help sound travel more easily.	This lesson gives the children the opportunity to investigate sound as it travels over long distances. They use their understanding and experiences of trying to make sound travel further to plan and carry out an investigation and write a conclusion of their findings	<ul style="list-style-type: none"> <li>Can children describe what happens to sound over greater distances?</li> <li>Can children suggest lines of investigations and think of enquiry questions?</li> <li>Can children present their findings and use these to conclude their investigations?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheets 7A/7B/7C</li> <li>Objects to produce sound (recorded sound, instruments)</li> </ul>



# Food of the USA : Design & Technology : Year 4

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To prepare and bake a traditional American dessert.	Children will find out about the diverse climates of the USA and locate regions where much of their food is produced. They will learn about classic American favourite dishes, then cook either apple pie or chocolate chip cookies.	<ul style="list-style-type: none"> <li>• Can children suggest ways in which the USA's diverse climate regions affect the food they grow?</li> <li>• Can children measure and mix ingredients?</li> <li>• Can children cut out, shape and mould pastry?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Cooking Safely sheet</li> <li>• Apple Pie Recipe 1A/1B</li> <li>• Chocolate Chip Cookies Recipe (FSD...? activity only)</li> <li>• Pie/Cookies Teacher's Notes</li> <li>• Cooking ingredients and apparatus (see recipes)</li> </ul>
<b>Lesson 2</b>	To find out how Native Americans grew, caught, gathered, prepared and cooked food.	Children will learn about Native American food, including how they hunted, gathered, and cultivated. They will then either select ingredients to modify a simple vegetable 'jerky' recipe, or identify Native American uses of buffalo.	<ul style="list-style-type: none"> <li>• Can children describe some ways in which food was traditionally preserved by Native Americans?</li> <li>• Can children modify a simple recipe?</li> <li>• Can children use safe knife techniques for cutting medium and higher resistance foods?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Cooking Safely sheet</li> <li>• Knife Skills Aid</li> <li>• Teacher's Notes</li> <li>• Aubergine Jerky Recipe</li> <li>• Ingredients and apparatus</li> <li>• Buffalo: Many Uses (cards and answers) (FSD...? activity only)</li> <li>• Buffalo Uses Diagram (FSD...? activity only)</li> </ul>
<b>Lesson 3</b>	To find out about traditional foods of the USA, including soul food.	Children will learn a little about the history of slavery in the USA, then go on to consider differences in the foods eaten by wealthy Americans and poor Americans/slaves. They will then either learn more about soul food, or make cornbread.	<ul style="list-style-type: none"> <li>• Can children suggest differences between foods eaten by rich and poor, or free and enslaved, Americans?</li> <li>• Can children select and use appropriate apparatus to measure, sift, mix and pour when following a recipe?</li> <li>• Can children explain how and why some food changes when it is heated?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Cornbread Recipe 3A/3B</li> <li>• Cooking Safely sheet</li> <li>• Teacher's Notes</li> <li>• Kitchen Apparatus (see recipes &amp; Teacher's Notes)</li> <li>• Soul Food sheet (FSD...? activity only)</li> <li>• Internet access (FSD...? activity only)</li> </ul>
<b>Lesson 4</b>	To how how food in the USA is influenced by other cultures.	Children will learn a little about the history of the colonisation of the Americas, then consider ways in which Mexican food has influenced American cuisine. They may then either cook fajitas or sample Tex Mex/Mexican foods.	<ul style="list-style-type: none"> <li>• Can children describe features of Mexican food?</li> <li>• Can children snip, cut and shred food safely, using appropriate apparatus?</li> <li>• Can some children, with support and supervision, use a hob to heat food?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Cooking Safely sheet</li> <li>• Fajita Recipe 4A/4B/4C</li> <li>• Teacher's Notes</li> <li>• Apparatus and ingredients (see Teacher's Notes)</li> <li>• Shop-bought Mexican foods (FSD...? activity only; see Teacher's Notes)</li> <li>• Worksheet 4 (FSD...? activity only)</li> </ul>
<b>Lesson 5</b>	To understand the value of a varied diet and eating together.	Children will consider why fast food should only be eaten occasionally, then look at some popular fast foods often eaten at special occasions such as at Independence Day parties or major sports events. After that children may either prepare a variety of side dishes for a BBQ/party, or plan an Independence Day party.	<ul style="list-style-type: none"> <li>• Can children describe ingredients which are unhealthy when eaten regularly in large quantities?</li> <li>• Can children identify aspects of their own cooking skills which they wish to improve?</li> <li>• Can children work together to prepare a shared meal?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Cooking Safely sheet</li> <li>• No-Churn Ice Cream recipe sheet</li> <li>• Coleslaw recipe sheet</li> <li>• Potato Salad recipe sheet</li> <li>• Teacher's Notes</li> <li>• Party Planner 5 sheet (FSD...? activity only)</li> </ul>

# The Wild West : History : Year 3/4

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To find out about the European settlement of America and to find out how pioneers crossed the Western frontier.	Children will start by finding out about Columbus's 'discovery' of America in 1492 and how the United States was born in 1783 after war with the British. They will then go on to look at what is meant by the term 'wild west' and explore what the journey across the Western frontier was like for families journeying across the Appalachian mountains and into the Great Plains.	<ul style="list-style-type: none"> <li>Do children know what the Western frontier is?</li> <li>Do children understand the meaning of the term 'pioneer'?</li> <li>Can children suggest what life might have been like for pioneering families?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A/1B/1C</li> <li>Picture Cards</li> <li>Large sheets of paper (FSD? activity only)</li> <li>Sticky notes (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To find out about the Native American way of life.	Children will find out about the people who lived in America before Europeans settled there. They will learn about the native American way of life, exploring how they depended on the buffalo to survive and how the Plains Indians were split into different tribes. They will find out about elements of everyday life for native Americans, including homes, beliefs and family roles.	<ul style="list-style-type: none"> <li>Can children explain who the Native Americans were?</li> <li>Can children describe aspects of the way of life of the indigenous Americans?</li> <li>Can children use a variety of sources to find out about the way of life of Native Americans?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Question Cards</li> <li>Information Sheet</li> <li>Worksheet 2A/2B</li> <li>Picture Cards</li> <li>Worksheet 2C (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To find out what happened to Native Americans when European settlers arrived in America.	Children will consider how the arrival of the European settlers affected the native Americans. They will look at how and why the Indian reservations became smaller and smaller, and made it impossible for the native Americans to sustain their way of life. They will also find out about some of the famous battles between the Indians and the US army before looking at the situation from different points of view.	<ul style="list-style-type: none"> <li>Do children know some of the ways in which American Indians were treated by the US government?</li> <li>Can children describe the opinions of different groups of people about the same historical events?</li> <li>Can children give their own opinions using facts to back up their choices?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 3A/3B/3C</li> <li>Character Cards (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To find out who the homesteaders were and how they lived their lives on the Great Plains.	Children will find out about the Homesteader Act of 1862 and consider why the US government was willing to give land to settlers for free. They will go on to explore what life was like for homesteaders, including what materials and services were and weren't available, how children were educated and how homesteaders entertained themselves. They will consider the both the benefits and hardships of being a homesteader.	<ul style="list-style-type: none"> <li>Can children suggest reasons why people settled on the Plains?</li> <li>Can children describe what life was like for homesteaders?</li> <li>Can children identify the difficulties of settling on the Plains?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 4A</li> <li>Question Cards A/B</li> <li>Picture Cards</li> <li>Story Planner sheet (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To investigate the life of cowboys in the American west.	Children will start by thinking about what images come to mind when they think of cowboys before going on to explore the reality of what life was like for real cowboys. They will learn about some of the jobs a cowboy had to perform and some of the hardships they faced on the 'long drive' up the trail.	<ul style="list-style-type: none"> <li>Do children know some of the jobs and responsibilities of a cowboy?</li> <li>Can children suggest what the life of a cowboy was like?</li> <li>Can children name the purposes of different parts of a cowboy's outfit?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 5A/5B/5C</li> <li>Information Sheet</li> <li>Access to books, internet and other sources of information about cowboys</li> </ul>