

The Grand Canyon : Geography : Year 5/6

| | Learning Objective | Overview | Assessment Questions | Resources |
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| Lesson 1 | To locate the Grand Canyon and identify key features. | Children will locate the Grand Canyon on a map, identifying its location within the state of Arizona, USA. They will identify other locations on the same latitude and longitude lines before exploring some key information about the canyon, such as size, width and depth. | <ul style="list-style-type: none"> Can children locate the Grand Canyon on a map? Can identify other locations along the same latitude/longitude lines? Can children describe key features of the Grand Canyon? | <ul style="list-style-type: none"> Slides Worksheets 1A/1B/1C/1D Handout 1A Grand Canyon Writing/ Picture Frames |
| Lesson 2 | To understand how the Grand Canyon was formed. | Children will find out some further facts about the Grand Canyon before exploring how it was formed. They will look at the processes of water erosion, including rain, ice and rivers, and discover how these shaped the Grand Canyon over millions of years. | <ul style="list-style-type: none"> Do children understand that the Grand Canyon was formed over millions of years? Do children know what erosion means? Can children explain some ways in which water erosion has helped form the Grand Canyon? | <ul style="list-style-type: none"> Slides Worksheet 2A/2B/2C/2D Old notebooks/sticky note pads OR mini-whiteboards, digital cameras and video software (FSD? activity only) |
| Lesson 3 | To learn about the environment at the bottom of the Grand Canyon. | Children will learn that the Grand Canyon has several different biomes and climate conditions. They will use pictures to explore what the bottom of the Grand Canyon is like and compare climates in the gorge and North Rim of the canyon. | <ul style="list-style-type: none"> Do children have a basic understanding of what biomes are? Do children know that there are different biomes and climate conditions at different altitudes within and around the Grand Canyon? Can children describe the conditions at the bottom of the Grand Canyon? | <ul style="list-style-type: none"> Slides Worksheet 3A Activity Sheets: Silent Sentences 3; Roll the Dice 3; Temperature Graph 3; Rainfall Statements 3. Cue Cards 3 (FSD? activity only) |
| Lesson 4 | To find out about different biomes in the Grand Canyon. | Children will identify that the conditions at the bottom of the Grand Canyon change at different points thanks to the presence or lack of the Colorado River. Children will explore what the desert scrub biome is like and find out about some of the animals and plants that live there. | <ul style="list-style-type: none"> Do children understand that there are different biomes found at different points within the Grand Canyon? Can children explain some reasons why there are different biomes? Can children describe some plants and animals living in a desert scrub biome? | <ul style="list-style-type: none"> Slides Worksheets 4A/4B/4C/4D Desert Scrub Life sheet 4A Cardboard boxes, scissors, glue (FSD? activity only) |
| Lesson 5 | To consider ways in which the Grand Canyon is used by humans, and how human behaviour has changed it. | Children will consider some of the ways in which the Grand Canyon is used by humans, both for local people and for those visiting. They will weigh up the benefits of tourism to the area and counter this with the negative impact tourism can have on the environment. | <ul style="list-style-type: none"> Can children think about ways in which land is used by humans? Can children consider some of the benefits of tourism? Do children know some ways in which tourism can harm an environment? | <ul style="list-style-type: none"> Slides Worksheets 5A/5B/5C/5D Writing/Drawing Frames |
| Lesson 6 | To consider the types of settlement and land use in and around the Grand Canyon. | Children will be introduced to the Havasupai tribe and find out how they have lived at the Grand Canyon for hundreds of years. They will find out about the lifestyle of the Havasupai and consider how they use the land around the Grand Canyon, both historically and today. | <ul style="list-style-type: none"> Do children know some ways in which the land at the Grand Canyon sustained the Havasupai's way of life? Do children know some ways in which the use of the land by American Indians has changed over time? Can children explain how American Indians benefit from tourism? | <ul style="list-style-type: none"> Slides Activity Card 6 Information books, internet access Challenge Card 6 (FSD? activity only) Writing Frames |
| Lesson 7 | To describe the human and physical geographic features of the Grand Canyon. | Children will start by considering why it is important for natural parks to be protected by the government. They will then go on to consolidate everything they have learnt about the Grand Canyon and present their understanding in a variety of ways. | <ul style="list-style-type: none"> Can children think of reasons why it is important to preserve and protect special places like the Grand Canyon? Can children explain what they have learned about the geography of the Grand Canyon? Can children evaluate their own learning? | <ul style="list-style-type: none"> Slides Worksheet 7A/7B/7C Evaluation Card 7 Access to slides and work from previous lessons (optional) End of Unit Quiz! (FSD? activity only) |