



## Tour Guides Wanted

5 Weeks



### Rationale

America is an amazing tourist destination and every year more holidaymakers from the UK cross the Atlantic to visit it. The growth in this industry has created a market for accredited and aspirational tour guides. A recruitment campaign is underway to train tour guides who will become experts in leading specialised tours of America.

In this project the children, inspired by Johnny Cash singing 'I've been everywhere', travel the North and South American continents, and distinguish between the terms 'continent', 'region', 'country', 'state' and 'city' along the journey. As geographical experts they will find and use images and maps on the internet and in atlases, making notes on cities and record their countries and/or states. Building upon the work that they completed in Autumn term, the tour guides will compare the built environments and settings of the cities and, through them, identify some key regions of the American continents. Prospective tourists will be treated to a 'virtual tour' of a great American road trip.

This unit incorporates our school values of aspiration and excellence as the tour guides plan and present their ideas. Throughout the project, our British Values of individual liberty and mutual respect and tolerance will be a focus when comparing our own lives and experiences with those of others.

### Hook

Teachers would like to book a 5-day road trip to America and ask Year 5 children to help them do this. The teacher has lots of brochures and information to help them.

### Outcome

The Tour Guide Training Programme culminates in its first assessment phase where 'Virtual Tours' are conducted for prospective tourists and parents.

### English

#### Link text; Holes by Louis Sachar

Linked texts and extracts are used as 'What a good one looks like' to teach from and are used to enable children in the writing process, using **Talk for Writing**, to successfully achieve the main writing outcomes for the project.

#### Main writing outcomes

##### Narrative-diary;

Use the first person to write a diary entry from the perspective of a character in the class text - Holes. Entries for a personal travel journal, accurately recording details of places visited and bringing it alive with anecdotes and personal views.

##### Non- narrative-explanation;

Explanation text linked to enquiry question.

##### Non- narrative-information;

Produce a step-by-step guide of an intended visit to the Grand Canyon using adverbials to link time and place.

#### Writing skills to cover

Expanded noun phrases

Modal Verbs

Adverbs

Informal tone

## Punctuation and Grammar

Apostrophe use

Rare GPCs (bruise, guarantee, immediately, vehicle, yacht)

Modal verbs

Adverbs

**Weekly free writes;** are used to develop individual targets, re-visit previous learning and offer a range of opportunities and genres to apply previously taught skills.

### Focus Subject - Geography

Create a five-day tour of America, following Route 66. Organise the tour by days; provide a commentary for each day, picking out key physical and human features. Illustrate with maps and diagrams.

Create a 'Virtual Tour' of America's most amazing places.

use a map to identify countries in North and South America

- use eight compass points to locate cities in North and South America
- name some North and South American cities
- use geographical language to describe some North and South American cities from photographs
- name some regions in North and South America
- follow a route (Route 66) on a map.

Most children can:

- use a map to identify states in North America
- relate 'continent', 'country', 'state' and 'city' in the context of the Americas
- describe settlement and road patterns of some North and South American cities from satellite images and photographs
- describe some regions in North and South America.

Some children can:

- describe and compare similarities and differences between some North and South American cities
- describe and explain the characteristics of some regions in North and South America.

### Focus Subject - Science

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals
- Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Use test results to make predictions to set up further comparative and fair tests. Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. Identify scientific evidence that has been used to support or refute ideas or arguments.

### Visits and visitors-

#### Cultural capital; Design Technology

Creating a construction model of the Hoover Dam.

- explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- identify the effects of air resistance, water resistance and friction, that act between moving surfaces

• recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect

**PSHE - Valuing Difference**

Reflect on what it would have been like to have been a Navajo Indian in the 1960's and explore the feelings, prejudices and isolation they must have felt.

**Home Learning-**

Create a 'Wild West' style story in a format of your choice: short story, comic strip style, cartoon style, play-script.