

California Dreaming

Rationale: real-life context learning about a region of North America (California) in order to compare it to a region of the UK. Engage the children by developing an educational game (using Scratch) to teach others the facts about California that they have learned. Write a description of a journey in California, exploring some of the its key tourist features.

Hook: Why is California a good destination for tourism?

Watch virtual tours of Death Valley and extracts from David Attenborough documentaries.

Outcome: Children to reflect on the success of their educational software. Was it a successful way of teaching and learning?

Writing: non-fiction texts, specifically travel writing.

CLA (Core Learning Area)

Computing

Design an educational game;

Which features engage an audience? E.g. competitive elements; bonus scores etc

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Literacy

Travel writing (information/description): describing key features of California and a marketing leaflet about the national parks.

- plan their writing by:
 - identifying the audience for and purpose of the writing
- draft and write by:
 - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
 - using a wide range of devices to build cohesion within and across paragraphs
 - using further organisational and presentational devices to structure non-fiction texts and to guide the reader [for example, headings, bullet points, underlining]

- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing
 - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
 - ensuring the consistent and correct use of tense throughout a piece of writing
 - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proofread for spelling and punctuation errors
- Encourage pupils to read "Kidnap on the Californian Comet" by MG Leonard and Sam Sedgman, and/or "Holes" by Louis Sachar.

Geography

The region of California and its key features

Locational Knowledge

- Locate the world's countries, using maps to focus on North America, concentrating on California's environmental regions, key physical and human characteristics and major cities;
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place Knowledge

- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in North or South America

Human and physical Geography

Describe and understand key aspects of:

- Physical geography, including climate zones, rivers, mountains, volcanoes and earthquakes
- Human geography, including types of settlement and land use, economic activity including the impact of the Gold Rush, and the distribution of natural resources including energy, food, minerals and water.

Learning Value Focus	
Value: Belonging (to a global community)	Skill: Presenting information for others to learn, using a clear design and layout, communicating with clarity and detail.
How Long? 4 weeks	When? Term 3: weeks 1, 2, 3 and 4
Continuous Learning: SPAG, Maths, Music, PSHE, French, PE	

<p>Visit: Virtual tours</p>	<p>Y5/6 assembly: Experiences and information provided by a contact who has lived or worked in California.</p>
<p>Parental Involvement: Share travel guides, brochures and travel programmes. Educational games designed by the children to be shared with parents.</p> <p>Homework: Children will have 4 homework activities to complete during the experience, linked to the learning being done in school.</p>	