



**YEAR 5 INDUSTRY DETECTIVES EN FRANCE
UNIT PLAN (Draft Version)**



SPRING TERM 1 & 2 (12 WEEKS)

<u>Session</u>	<u>Key Questions</u>	<u>Learning Objectives</u>	<u>Activities (Learning Pathway)</u>	<u>Outcomes/ Assessment Opportunities</u>
1	<p>Where on earth is France?</p> <p>Resources Suitcase (from shared resource area) containing: Camembert Wine/grapes Ski goggles...</p> <p>Continents/Oceans quiz</p> <p>Oxford Primary Atlas Nelson Atlas Collins Keystart World Atlas</p> <p>Key questions on f/chart</p>	<p>LO: To locate Europe and France and answer key questions.</p> <ul style="list-style-type: none"> - Name and locate the main continents and oceans of the world. - Know the location of France, its capital city and its proximity to the UK. - Use atlases and globes to identify France within Europe and answer key geographical questions. - Measure simple straight line distances on maps using scale bars. - Use the 8 compass points in describing direction. - Recognise and describe similarities and differences in own country and focus country. 	<p>Before writing LO: The hook Present children with a suitcase full of 'clues' as to our new geography topic. Talk, share, reveal. Photograph for display starting point for tropic display physically display in classroom. Discuss existing knowledge/stereotypes about France.</p> <p><u>Revise</u> (through a quiz or similar?) main continents and oceans of the world.</p> <p>Using a range of atlases, ask chn to use the index/contents to locate Europe (continent) and France (country). Stick map of Europe (with countries defined) in their topic books. Have them answer key questions using the info in the atlases - these must address all the LOs! (There are lots of interesting pages that can be referred to in these atlases e.g. land use, climate...):</p> <ol style="list-style-type: none"> 1) About Europe e.g. how many countries? Approx. population, biggest country, which countries are landlocked, what is the main environment...(Chn must be aware of the location of Russia according to the new Orders!). 2) About France e.g. which countries border France? What seas surround it? Capital of France? Approx distance from North to South (using scale), ferry ports from England, main rivers, directions from and to... <p>AFL – may need to stop and teach how to use</p>	<p>Discussion outcomes</p> <p>Atlas work/information retrieval</p>



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			<p>scales for distances, how to interpret climate graphs etc. What similarities/differences have you spotted between the UK and France? Complete a Venn diagram on IWB.</p> <p>Have any chn visited France on holiday? Ask them to find out where exactly, ready for next lesson.</p>	
2	<p>What is meant by a 'region' in France?</p> <p>What do we already know about France?</p> <p><u>Resources</u> Netbooks/suite Airport codes Maps of France Wall map of France</p>	<p>LO: To map regions of France and answer key questions.</p> <ul style="list-style-type: none"> - Identify geographical regions in France and their distinguishing human and physical characteristics. - Appreciate the diversity of a country/region. - Use digital/computer mapping to locate focus regions and identify physical/man-made features. - Locate features using low level satellite. - Use the 8 compass points in describing direction. 	<p>In small groups, issue children with airport codes from several regions throughout France (see www.world-airport-codes.com/france - e.g. Nice is NCE). Chn to use netbooks to Google code and discover airport. Then use map of France and search tool on http://www.map-france.com/regions/ to discover region. Using regional maps: how might they describe their region using geographical language? Teach mapping skills needed e.g. interpreting map symbols.</p> <p>Encourage chn to identify physical and man-made features (also see other LO's for directed questioning). On paper regional map of France, in books, chn to identify their region by colouring it and record in sentences what they have discovered about the Geography of the region.</p> <p>Which regions have been visited by class members? Add to class display map (using coloured paper overlays with the region name and chn/CT's names and the specific place visited?).</p> <p>Chn and teachers to share knowledge about the places they have visited. (other chn encouraged to carefully consider questions to ask e.g. weather, scenery, buildings, landscape...). Have HA</p>	<p>Map work evidence</p> <p>Fact cards</p>



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			children taking notes to make fact cards to add to class display map.	
3	<p>What do we mean by 'industry'?</p> <p>Why is agriculture still so important in France?</p> <p>What is it like in agricultural regions of France?</p>	<p>LO: To know what is meant by 'economy' and 'industry'.</p> <ul style="list-style-type: none"> - Understand the terms 'economy' and 'industry' and the links to Geography. - Select appropriate geographical information from a range of secondary sources. - Analyse evidence and draw conclusions. 	<p>Explain what is meant by economy. Explain GDP in simple terms? Look together at economy charts/graphs - most show France in approx. 5th position in the world, just above GB. Compare France's position with other European countries. Note position of the BRIC nations (ties in with India topic from last year).</p> <p>Industry in a country has the biggest impact on economy. Look up 'industry' in dictionary. Some of France's industries (including service industries) rely directly on the landscape or have evolved due to the landscape or climate so Geography has a big impact. This is what we will be investigating in the rest of this unit.</p> <p>Why is agriculture still so important in France? What is it like in agricultural regions of France? France is currently the world's second-largest agricultural exporter. Find a resource e.g. short film to introduce this to chn from a Geographic/trade/lifestyle perspective.</p>	Discussion input
4	<p><u>Agriculture</u></p> <p>What is it like in a typical region of France that grows wheat/farms beef/grows apples?</p> <p><u>Resources</u> Mixed clues packs (to include clues</p>	<p>LO: To appreciate some of the physical and human features of typical agricultural regions in France.</p> <ul style="list-style-type: none"> - Identify geographical regions in France and their distinguishing human and physical characteristics. - Appreciate the diversity of a country/region. 	<p>Remind chn of last week's session. Today, they will be working as 'detectives' to find out more about regions where agriculture is important for people's livelihoods. Focus on specific regions ie a region in Northern France for wheat farming, in central France for beef production and in Western France for apple growing. Give each table a clue pack - a mix of pictures/statements/article extracts/maps/farmers' quotes.... Chn to analyse and sort into 3 piles - those relating to wheat farming, beef production and apple production. Discuss - what have they learnt about the regions and the farming in these regions?</p>	<p>Group discussions.</p> <p>Brief written outcome evidencing what chn now know about agriculture in France.</p>



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	<p>about wheat farming, beef production, apple production?)... will need some research! Must cover LOs</p>	<ul style="list-style-type: none"> - Distinguish land-use patterns. - Determine how landscape and climate/weather in a region can influence industry and livelihoods. - Compare jobs and economic activity in the areas of study. - Select appropriate geographical information from a range of secondary sources. - Analyse evidence and draw conclusions. 	<p>How does the physical geography of the region impact on the type of agriculture? What are the similarities and differences in lifestyles in these regions? Chn to choose one region/industry and record in writing what they know about it.</p> <p>Explain that over the next few lessons, chn will be working as 'detectives' to find out more about key industries found in certain regions of France. They will be using a variety of different sources (www, information books, brochures, news clippings, case studies...) to become Geography experts in given specialist areas. Together, come up with a SC for research. Record on flipchart.</p>	
5	<p><u>Food & Wine Production</u></p> <p>Example Q's:</p> <p>Why is Bordeaux famous for its wine?</p> <p>What impact has Camembert cheese production had on Normandy?</p> <p>What is life like for fishing communities in the Bay of Biscay?</p>	<p>LO: To investigate a region in France famous for its food/wine production.</p> <ul style="list-style-type: none"> - Discover the exact location of focus regions and significant micro-regions within. - Distinguish land-use patterns. - Determine how landscape and climate/weather in a region can influence industry and livelihoods. - Compare jobs and economic activity in the areas of study. - Interpret regional maps - Use digital/computer mapping to locate focus regions and identify 	<p>Refer back to SC from last week - stick a copy into their books.</p> <p>Directed group enquiry – chn to complete question sheets using a wide range of secondary sources</p> <ul style="list-style-type: none"> - see above (enquiry questions must cover all LOs). <p>Chn split into groups: each to research one of the following (exact locations to be determined by teaching staff: nothing is as valuable as first-hand experience!)</p> <ul style="list-style-type: none"> - A wine-producing region (Bordeaux?) - A cheese-producing region (Normandy?) - A fishing region (Brittany – seaweed harvesting & fishing?) <p>Meanwhile, pull out one group at a time to view class clips/similar relating to each area - chn to take relevant notes.</p> <ul style="list-style-type: none"> - Class clip 11569 (seaweed harvesting & fishing in 	Enquiry answers



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	<p><u>Resources</u> SC from last week's f/chart Enquiry question sheets ... will need some research! Must cover LOs Computing suite? Secondary resources TBC Inc Maps Class clips/short films</p>	<p>physical/man-made features.</p> <ul style="list-style-type: none"> - Select appropriate geographical information from a range of secondary sources. - Ask and respond to geographical questions. - Collect and record evidence. 	<p>Brittany)</p> <ul style="list-style-type: none"> - Class clip 11573 - shows cheese-making process (albeit in the Alps) 	
6	<p><u>Food & Wine Production</u></p> <p><u>Resources</u> Computing suite? Secondary resources TBC</p>	<p>LO: To investigate a region in France famous for its food/wine production (ctd)</p> <p>As above.</p> <ul style="list-style-type: none"> - Analyse evidence and draw conclusions. - Communicate in ways appropriate to the task and audience. 	<p>Time to complete enquiry?</p> <p>Chn to create information posters relating to their specialist area (for display). Pictures could be illustrated or could be printed from research sources. Posters could be created collaboratively with each child in a group producing a section of text in a text box.</p>	Information poster
HALF TERM				
7.	<p>Who benefits from French exports?</p> <p>What do we export to France?</p> <p><u>Resources</u> TBC</p>	<p>LO: To understand trade links from and to France.</p> <ul style="list-style-type: none"> - Understand how countries are connected and depend on each other for trade. - Measure simple straight line distances on maps using scale 	<p>Recap learning from last half term.</p> <p>'Produce of France' investigation? Finding 'Made in France' labels etc...</p> <p>?</p> <p>Plotting the 'journey of a xxx' using maps – England to France??</p>	



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		<p>bars.</p> <ul style="list-style-type: none"> - Use the 8 compass points in describing direction. - Use 4-6 figure grid references to locate given features. 		
8	<p><u>Tourism</u></p> <p>Why is France the world's most popular tourist destination?</p> <p>Why do tourists visit xxx?</p> <p><u>Resources</u> Images on f/chart Webquests x 4... <i>will need some research! Must cover LOs</i> Class clips/short films Computing suite/netbooks</p>	<p>LO: To investigate a popular tourist destination in France.</p> <ul style="list-style-type: none"> - Recognise and describe similarities and differences in own country and focus country. - Discover the exact location of focus regions and significant micro-regions within. - Distinguish land-use patterns. - Determine how landscape and climate/weather in a region can influence industry and livelihoods. - Compare jobs and economic activity in the areas of study. - Interpret regional maps - Use digital/computer mapping to locate focus regions and identify physical/man-made features. - Select appropriate geographical information from a range of secondary sources. - Ask and respond to geographical 	<p>Teacher input. Show f/chart with several appealing images from the focus destinations. Quote some facts about the importance of tourism to France's economy. Where do tourists travel to France from and why? How many people travel from the UK to France for a holiday each year? Is the weather better in France than the UK? Demonstrate how we would look up this information using the www. Chn to note main info in their topic books for reference.</p> <p>Start directed group enquires – webquest format ie. targeted questions using pre-determined SAFE websites? (Must include maps). Chn split into groups: each to research one of the following (exact locations to be determined by teaching staff: nothing is as valuable as first-hand experience!) <ul style="list-style-type: none"> - A major ski resort (Les Deux Alpes?) - A major Mediterranean beach destination - A cultural centre (strongly suggest Paris!) - A rural destination popular for cycling/climbing (<i>ask me if you want to go down the climbing route - my brother may be able to help - Jo</i>). <p>Meanwhile, pull out one group at a time to view class clips/similar relating to each area - chn to take relevant notes.</p> <ul style="list-style-type: none"> - Class clip 11575 (Tourism in the Alps) - Class clip 11566 (Living in Paris) </p>	Webquest answers



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		questions. - Collect and record evidence.		
9.	<u>Tourism</u> <u>Resources</u> As above E-safety poster?	LO: To investigate a popular tourist destination in France (ctd) As above.	Continue with webquest enquiry. Once complete, encourage chn to come up with their own Geographical questions on the same specialist area: what do they still want to know? Independent web research (after a reminder about e-safety).	Completed webquests Geographical questions
10.	<u>Tourism</u> <u>Resources</u>	LO: To communicate new understanding about a popular tourist destination in France. - Analyse evidence and draw conclusions. - Communicate in ways appropriate to the task and audience.	Group feedback/presentations based on research - share the knowledge! In their enquiry groups, task chn to write up 'did you know..?' style information cards for display board? Print out relevant pictures from web/photocopy from books so that they have ownership of the display?	Verbal presentations Did you know? cards
11 & 12	'Site of Application' writing opportunity	LO: To write a - Analyse evidence and draw conclusions. - Communicate in ways appropriate to the task and audience.	Chn to choose either an area of agriculture or their specialist food/wine or tourism region to focus on for this final piece of work. Could take the form of: - A NCR (e.g. info leaflet) - A diary entry (from point of view of someone working in the industry or a tourist) - A newspaper report... Plan & write, then evaluate written outcomes as a class (scan in and show on f/chart). Must include as much of their GEOGRAPHICAL understanding as possible in order to serve as an assessment for Geography as well as Literacy.	Long written outcome To be assessed for English level too.