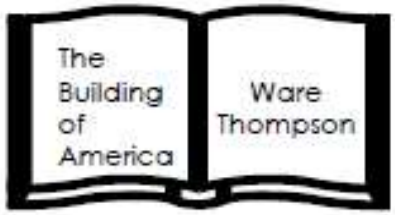
Year 4: Where would you choose to build a city?

KS2 Geography: Settlements, land use, economic activity, including natural resources, especially energy and water supplies	
WOW: *Watch a film about the building of skyscrapers in New York or Dubai and discuss why buildings need to be tall in a city.*	
LC1	What are the common features you notice when locating all of Europe's/Britain's biggest cities?
LC2	Why do you think rivers were important to the location of major cities?
LC3	Can you choose a major European city and create a brochure to encourage someone to visit?
LC4	Why is the transport system very important in major cities?
LC5	Using paper, how can you create a skyscraper that is at least 2 metres high?
LC6	Can you locate many of the important features on a map of a city?
LC7	What are the major differences between a major city and a small town or village?
LC8	Reflection: Children will use photographs from the internet and become a tourist guide in a well known European country.

Literacy Link: LC1 provides opportunities for children to research some of Europe's famous cities and the relationship they have with rivers. LC3 requires children to use the internet to find out about a European city.

Numeracy Link: LC2: There could be opportunities taken to find out about the length of many of Europe's rivers and then create data packages, etc.
LC4: Looking at how the London underground works could provide some interesting work around geometry.

Creative Art Link: LC5 is designed to get children to design and make a tall building so that they appreciate the issues surrounding building some of the skyscrapers in our cities.



Year 4 Design Technology Knowledge, Skills and Understanding

Developing, planning and communicating ideas	Working with tools, equipment, materials and components to make quality products	Evaluating processes and products
• Can they come up with at least one idea about how to create their product? • Do they take account of the ideas of others when designing? • Can they produce a plan and explain it to others? • Can they suggest some improvements and say what was good and not so good about their original design?	• Can they tell if their finished product is going to be good quality? • Are they conscious of the need to produce something that will be liked by others? • Can they show a good level of expertise when using a range of tools and equipment?	• Have they thought of how they will check if their design is successful? • Can they begin to explain how they can improve their original design? • Can they evaluate their product, thinking of both its appearance and the way it works?

Breadth of study

Stiff and flexible sheet materials

- Can they measure carefully so as to make sure they have not made mistakes?
- How have they attempted to make their product strong?

Mouldable materials

- Do they take time to consider how they could have made their idea better?
- Do they work at their product even though their original idea might not have worked?