

Year 6 – Scheme of Work

This scheme of work is designed around the theme *Cities and Landmarks*. It shows the sequence of lessons for the first week of this unit, during which learners should learn how to plan, draft and design a persuasive poster about a city of their choice. Teachers may wish to continue expanding on the work done during the first week by extending the unit to two or three weeks, with the first week focused on designing a poster and the next two weeks on the writing of an email (e.g. Write an email about your recent visit to a famous city.) or a non-chronological report on a chosen city.

Year 6		Topic: Cities and Landmarks			
	Learning Outcome	Assessment	Activity/Procedure	Resources (incl. digital)	Language Structure/Vocabulary/ Language Function
READING	<p>RV 6.5 I can use a range of strategies to aid comprehension and find the required information in the text.</p> <p>RV 6.9 I can read more complex texts across genres for different purposes.</p> <p>RV 6.10 I can understand text organisation and how a text develops.</p>	<ul style="list-style-type: none"> · Ongoing questions and participation · Pair work · Worksheet 	<p>Pre-Task:</p> <ul style="list-style-type: none"> · Put the students in pairs. Ask them to look at the map on slide 2 and tell you what they can see. Elicit map and landmarks. Do learners know any landmarks around the world? Show photos on slides 3-14 to gain an understanding of what learners know already. · Play the video file. Can the learners name the cities in the film? (1. New York 2. Rome 3. Prague 4. London 5. Sydney). Ask: <i>Have you visited any of these cities? Which of them would you prefer to visit / live in? Why?</i> · Go through the terms on Slide 15 and check understanding. Have learners watch the video again and write down in which clip they saw that feature. <p>Main Task:</p> <ul style="list-style-type: none"> · Give out the text and have the learners look at it for some time. Have them come up with their own predictions of what the text is about. Write down the word 'survey' on the board. Do they know what this is? Elicit meaning and discuss. · Have learners read the text to themselves. Encourage them to highlight any words they are not sure about. Allow some time for individual reading, then discuss difficult words. · Have learners answer the first two questions on their worksheet. Discuss in pairs, then feedback as a whole class. · Ask questions to check understanding: <i>How many cities were rated? Who participated in this survey? Two of the best cities are in Europe. Which are they? Which city is in Australia? Which city was rated the best? Why?</i> · Learners continue with questions 3 and 4 on the worksheet. Circulate and assist as necessary. Discuss answers in pairs first, then as a whole class. <p>Post-Task</p> <ul style="list-style-type: none"> · Have learners come up with one question they have about each city they read about. Write down these questions and encourage the learners to research the answers. <p>Extension: Ask the learners to collect information about a capital city of their choice. They can use the worksheet My Amazing City to help them organise their research notes. By the end of the unit, learners can carry out a short presentation about their city. They can also use these notes during the writing lessons.</p>	<ul style="list-style-type: none"> · Power Point Presentation – Lesson 1 · Reading Text and questions 	<p>Language Structures:</p> <ul style="list-style-type: none"> · Past Simple <p>Vocabulary: destination, inhabitants, survey, climate, standard of living, extremely, cultural centre</p> <p>Language Function: To inform</p>

LISTENING	<p>LV 6.1 I can listen attentively to text read aloud (audio/audio-visual) and demonstrate understanding by making inferences as well as justifying and explaining statements.</p> <p>LV 6.2 I can understand audio/audio-visual text across a range of genres, identifying main idea, specific information and key words.</p>	<ul style="list-style-type: none"> · Ongoing questions · Tasks on worksheet 	<p>Pre-Task:</p> <ul style="list-style-type: none"> · Write 'London' on the board. Ask learners to tell you what they know about this city. Have they been to London? Do they know any famous landmarks in London? · Explain that you are going to say the first part of a famous place in London and that they have to guess the rest of the name. Use PowerPoint presentation. · Ask learners to tell you how tourists usually get to these famous places. <i>Do they go by train, taxi, or tourist bus?</i> Point out the open-top bus on slide 9. Ask: <i>Who usually talks to the tourists about the famous places during a tour on a bus?</i> (A tour guide.) Display the image of a London bus tour. Can learners describe what they see in pairs? <p>Main Task:</p> <ul style="list-style-type: none"> · 1st listening: Tell the learners that they are going to listen to a guided tour on a bus in London. They need to listen carefully and put the places in the order that the tour bus visits them. Play the audio, then learners compare answers in pairs before class correction. Play again if necessary. · 2nd listening: Learners now look at Task 2 on the worksheet. Play the audio again while they select the correct answers. Learners compare answers in pairs before checking as a whole class. · 3rd listening: Ask learners what the weather was like on the tour. (It was raining heavily.) Write the following on the board – history, umbrellas, famous people, the queen, shopping, money. Learners copy the list in the space provided in Task 3. Tell them that now they are going to listen carefully to the tourists rather than the tour guide. Play the audio a final time and have them underline the topics that the tourists mention. (umbrellas, the queen, money). Can they remember the actual questions that the tourists asked? <p>Post-Task:</p> <p>Create a Padlet and have learners write down which landmark or attraction they would like to visit in London and why.</p>	<ul style="list-style-type: none"> · PowerPoint Presentation – Lesson 2 · Worksheet · Audio clip 	<p>Language Structures: Present Tense</p> <p>Vocabulary: attractions, sites, museum, celebrities, famous, shopping, clock, popular, scenery, sightseeing etc.</p> <p>Language Function: To describe</p>
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LITERATURE	<p>LIT 6.6 I can show my personal response to the literary text I encounter.</p> <p>LIT 6.10 I can express my ideas about a story, poem or playscript read aloud, backing up my comments with evidence concerning the characters and events.</p>	<ul style="list-style-type: none"> · Ongoing questions and participation · Group Task · Rehearsing poem 	<p>Pre-Task:</p> <ul style="list-style-type: none"> · Have learners think of a big city. Next, they write down ten words or phrases to describe it. · Put learners in pairs and they share their ideas. Feedback as a whole group. Discuss words and phrases using the following questions: <ul style="list-style-type: none"> · Are your ideas mostly positive or negative? · Did you mostly use nouns, adjectives or verbs? Why? · Did you write down any words or phrases that describe views, sounds or smells? <p>Main Task:</p> <ul style="list-style-type: none"> · Have learners look at the pictures of a city. They pick one that depicts their vision of a big city. Discuss how the image matches their choice of words or phrases from the pre-task. · Read the poem aloud or have learners listen to the audio clip (https://childrens.poetryarchive.org/poem/last-night-i-saw-the-city-breathing/) · Read the poem again, slowly and annotate. Use the slides to guide you along. · Discuss poetic devices used in this poem such as personification, alliteration, rhyme, repetition, simile and imagery. Can learners find examples of each from the poem? · Allow some time for groups of learners to work on this task. Feedback as a whole class. <p>Post Task:</p> <ul style="list-style-type: none"> · In pairs, learners discuss the answers to the questions on the last slide. Discuss as whole class and encourage learners to cite evidence from the poem to support their answers. · Discuss favourite parts of the poem. <p>Extension idea: Over the course of the unit, learners can practise the poem at home or at school and learn to recite it in front of an audience. You may wish to use the Reciting a Poem checklist to guide the learners and encourage self and peer assessment.</p>	<p>PowerPoint presentation</p> <p>Poem handout and task</p> <p>Reciting a Poem checklist</p> <p>Link to video clip: https://www.youtube.com/watch?v=tq3Q85aA_0k</p>	<p>Language Structures:</p> <ul style="list-style-type: none"> · Past Simple <p>Vocabulary: gust, rushing, puffing, wiggle, paved, smack your lips, starving, audience, creased</p> <p>Language Function: To entertain</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg); text-align: center;">SPEAKING</p>	<p>SR 6.8 I can participate in role-play by articulating clearly and demonstrating fluency.</p> <p>SR 6.12 I can ask questions and make contributions in a discussion to clearly make my point and respond to the ideas of others</p>	<p>Role-play</p> <p>Research notes</p>	<p>Pre-Task:</p> <ul style="list-style-type: none"> · Remind the learners of the open bus tour from the listening lesson. Do the learners remember which city the tourists were visiting? Have learners listen to the recording once more, paying close attention to how the tour guide welcomes the tourists and what questions the tourists ask. <p>Main Task:</p> <ul style="list-style-type: none"> · Tell the class to imagine that they are on a guided tour visiting one of the cities they have been researching. Explain that some children will be tour guides and others, tourists. Decide on a city (or two) the children would like to visit. · Set up the classroom into small groups so that you have an even number of tour guides. One child from each group will be the tour guide and the others, tourists. · The rest of the class are tourists. Give the appropriate part of the role-play worksheet to the students. · Tour guides prepare their speeches in pairs. They can use the tablet to look up more information (if needed) about the city they will be visiting. Tourists prepare their questions in small groups. Encourage tourists to prepare lots of questions because they want to practise their English! · If the tour guides finish their preparation quickly, ask them to memorise their speech. Monitor the groups and help where necessary. Set a time limit for the preparation. · Put students in small groups (with one tour guide and several tourists) to act out the role play, following instructions on their handout. Arrange chairs in rows like bus seats if possible. <p>Post Task:</p> <ul style="list-style-type: none"> · Invite groups to perform their role play to the class. · Make notes of any common errors, good language use or mispronunciations for class feedback at the end of the lesson. <p>Roles can be switched in the next lesson.</p>	<ul style="list-style-type: none"> · PowerPoint – Lesson 4 · Audio clip from Lesson 2 (Listening) · Role-play Cue cards 	<p>Language Structures:</p> <ul style="list-style-type: none"> · Prepositions · Present and past tenses <p>Vocabulary:</p> <p>tour guide, touristst, landmarks, sites, attractions, historical, buildings, monuments, etc</p> <p>Language Function:</p> <p>To describe and to inform</p>
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WRITING	<p>WR 6.10 I can write a text organised in a series of paragraphs.</p> <p>WR 6.11 I can write appropriately for an audience and with a purpose. (GAP)</p> <p>WR 6.12 I can write to convey emotions and thoughts effectively.</p>	<p>Ongoing questions/participation / first draft</p>	<p>Pre-Task:</p> <ul style="list-style-type: none"> · Ask learners about some popular local landmarks that tourists enjoy visiting. Write down ideas on the board. If learners need help coming up with ideas, you can feed in some ideas - some suggestions could be: Mdina, Valletta, Mosta Dome, St John's Co-Cathedral, Hagar Qim Temples, Hal Saflieni Hypogeum, the Three Cities, Ggantija Temples, Ta' Pinu National Shrine, etc.. Make sure you have 7-8 ideas on the board. Ask them to rank each attraction/landmark in order from 1 (most interesting for them) to 7/8 (least interesting) individually. Put students in pairs to compare answers, and get some feedback - which local landmarks are the most popular? <p>Main Task</p> <ul style="list-style-type: none"> · Have learners look at the model text available (slide 3). Have them read it individually and then fill in the missing words. Allow some time and discuss answers in pairs. Explain that students will be creating a poster to persuade the reader to visit their city of choice. · Discuss the main communicative purpose of advertising, whether in newspapers, or on radio, television or the Internet. Elicit the idea that advertisements try to persuade people to do something, e.g. buy a specific brand of car, convince people not to drink and drive, or persuade people to donate money to a cause. Indicate that the class is going to learn about persuasive techniques and to examine the qualities of effective visual forms of advertising. · Discuss features of posters. Work in pairs/ small groups to come up with as many features as possible. For further practice, use slide 11 to come up with more features of a persuasive poster. Invite students to comment on the effectiveness of the persuasive techniques. Together develop success criteria for effective posters (slide 13 can help you identify qualities and techniques for designing a poster). <p>Post-Task:</p> <p>Using the planning sheet, learners must now make their own plan for the design of their poster. They can use their research notes as well as the tablet in order to find out more about their city. Circulate around the learners, assisting as necessary. Following planning and drafting, learners can give feedback based on the success criteria created together and move on to the publishing stage.</p> <p>Extension Ideas:</p> <ul style="list-style-type: none"> · Finalised posters can be displayed around the classroom. Learners can walk around and decide which cities they would like to visit. · Another alternative is to ask learners to present their poster to the rest of the class or to another pair/group. Ask the students listening to make notes as they listen. At the end, each student can vote on which poster they like the best. · In the next couple of weeks, teachers may continue working on this theme, focusing now on the writing of an email or the writing of a non-chronological report. 	<ul style="list-style-type: none"> · PowerPoint – Lesson 5 · Model text – Explore Rome · Planning Sheet 	<p>Language Structures:</p> <ul style="list-style-type: none"> · Imperative · Prepositions to show where and when <p>Vocabulary:</p> <p>landmark, masterpiece, roam around, glorious, pleasant, informative, authentic, traditional, etc.</p> <p>Language Function:</p> <p>To persuade</p>
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Further links

Can you guess the landmarks – Quiz: <https://www.youtube.com/watch?v=Bs3Wvb3cE9c>

Poem: <https://childrens.poetryarchive.org/poem/last-night-i-saw-the-city-breathing/>

World Landmarks: <https://www.youtube.com/watch?v=7L2RSJ5gLv4&t=45s>

Interactive maps:

<https://whc.unesco.org/en/interactive-map/>

<https://mnrussbaum.com/world-landmarks-interactive-map>

Interesting videos to share:

<https://www.youtube.com/watch?v=16oFmeTxIGc>

<https://www.youtube.com/watch?v=ZM7TBKD3a5U>

Online games:

<https://learnenglishkids.britishcouncil.org/grammar-vocabulary/word-games/landmarks-1>

<https://learnenglishkids.britishcouncil.org/grammar-vocabulary/word-games/landmarks-2>