













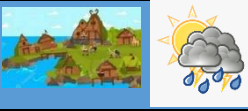







|  Children's prior learning in this area   |  Cultural Capital Opportunities  |  Key vocabulary and glossary   |
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| <p><b><u>Early Years</u></b></p> <p><b>Understanding the world</b></p> <p>The name of where they live - Poole</p> <p>Poole is by the sea</p> <p>What a map is and how it works.</p> <p><b><u>Year 1 (Autumn/Spring knowledge):</u></b></p> <p>Recognise that where they live is their settlement</p> <p>Compare the features of different environments</p> <p>Use a simple plan &amp; understand different features.</p> <p>Capital cities of the UK</p> | <p><b><u>History</u></b></p> <p>Link Geography learning to History unit "The Great Fire of London".</p> <p>Children to compare maps, tourism, population and physical features of London during the Great Fire of London and compare that to now.</p>  An illustration showing a large fire burning in a town with timber-framed houses. People are running and trying to extinguish the fire with buckets. The scene is filled with smoke and bright orange flames. | <p>Population</p> <p>Tourism</p> <p>Capital city</p> <p>United Kingdom</p> <p>Countries: England, Northern Ireland, Scotland, Wales</p> <p>Urban features</p> <p>Rural features</p> |

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| <p><b>Enquiry Question:</b><br/>Where would I find London?</p>  | <p><b>Enquiry Question:</b><br/>What is the difference between urban and rural?</p>  | <p><b>Enquiry Question:</b><br/>What are the human and physical features of London?</p>   |
| <p><b>Concept: Location &amp; Place</b></p>    | <p><b>Concept: Human &amp; Physical</b></p>   | <p><b>Concept: Human &amp; Physical</b></p>    |
| <p> Children will know that London is the capital city of England. They will know that London is urban and recognise the urban features.</p> <p>Urban features: busy, densely populated, roads, people, tourism.</p> <p><b>Task:</b></p> <p><b>Recall &amp; Retrieve:</b> Remember Spring learning on Great Fire of London. What was the capital city like in 1666?</p> <p><b>Practice: (substantive) I know what a Capital City is. I know that London is the Capital City of England</b><br/>Children will complete a closed passage explaining that there is a capital city in every country in the world. They will know that a capital city is a central place where the government meet and is often where lots of people live and work.</p> <p><b>Apply: (disciplinary) I know how to identify features of my capital city</b><br/>Children will explore photographs, maps and videos of London and recognise the key urban features. They will add labels to a photograph to identify and recognise key urban features of London</p> <p><b>Deepen: I know how to compare the similarities and differences between London now and 1666.</b> Children will write a sentence explaining the continuity and change between London in 1666 and London in 2024</p>  | <p> Children will know that urban means a town or city and rural means the countryside. They will compare the human and physical features of urban (London) and rural areas. They will know that typically, urban environments have more human features (buildings, roads) Rural has more physical features (natural, space, animals, fields etc)</p> <p><b>Task:</b></p> <p><b>Recall &amp; Retrieve:</b> What does human and physical features mean? Whole class task sorting pictures of Broadstone/Poole Harbour</p> <p><b>Practice: (substantive) I know the difference between rural and urban environments</b><br/>Sort pictures in a table between rural/urban environments. (Link back to Broadstone, Poole Harbour – Recall and Retrieve)</p> <p><b>Apply: (disciplinary) I know how to evaluate similarities and differences</b><br/>Children will evaluate the similarities and differences between London and Broadstone.</p>  <p><b>Deepen:</b><br/>Misconception using photograph of London – “Sam thinks this is a rural environment because there are no green space in urban environments”</p> | <p> Children will identify the human and physical features of London. The physical features (parks, river Thames) and human features of London (Buckingham Palace, Big Ben, Westminster)</p> <p><b>Task:</b></p> <p><b>Recall &amp; Retrieve</b> – Key attractions of London</p> <p><b>Practice: (disciplinary) I know how to compare human and physical features of London</b><br/>Children will explore and interpret evidence (photos, theatre leaflets, tube maps etc). They will explain and compare the human and physical features found in London.</p>  <p><b>Apply: (disciplinary) I know how to draw conclusions</b><br/>Children will evaluate <b>why</b> there are more human features in London. They will know that there are more human features in London because it is an urban environment.</p> <p><b>Deepen: (link back to History GFoL and Science Materials)</b><br/>Look at all of the buildings in London now. Why are they made out of brick? Why has that changed?</p> |

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| <p><b>Enquiry Question:</b><br/>How does London compare to Broadstone?</p>   | <p><b>Enquiry Question:</b><br/>How does climate affect tourism in London?</p>   |
| <p><b>Concept: Mapping, Settlement</b></p>   | <p><b>Concept: Settlement, Weather &amp; Climate</b></p>    |
| <p> Children will know how to use different types of maps (street, road, tourist) to compare London and Broadstone. Compare the population of London to Broadstone. Children will know that London is more densely populated because the Thames historically transported goods. This made London the Capital City and therefore there are now more opportunities, tourists, jobs, landmarks and transport links.</p> <p><b>Task:</b></p> <p><b>Practice: (disciplinary) I know how to discuss similarities and differences</b><br/>In groups, children will look at and compare various different maps (as listed above). They will discuss the differences between Broadstone and London and draw conclusions based on their findings.</p> <p><b>Apply: (disciplinary) I know the similarities and differences between Broadstone and London</b><br/>After a scaffolded discussion as a whole class, directed by the teacher. Children will add to and annotate their maps what makes Broadstone and London similar and different. They will relate this back to urban/rural features as well as human/physical features</p> | <p> Children will know that tourists visit London all year round. Tourism attractions include: buildings (The Shard, The London Eye, Parliament, Big Ben etc), theatre, shops, jobs. They will compare this to tourism in Poole/Broadstone which is very seasonal.</p> <p><b>Task</b></p> <p><b>Recall &amp; Retrieve:</b> How do the seasons impact tourism in Poole Harbour/Broadstone? Poole Harbour – tourism is busier in summer because it is typically warmer in summer and people are attracted to the beaches</p> <p><b>Practice: (disciplinary) I know how to create a tourist map of London</b><br/>Children will know the key tourist attractions of London. They will create their own tourist map including key attractions and a key explaining the symbols (R&amp;R English – proper nouns)</p>  <p><b>Apply: (disciplinary) I know why tourists are attracted to London</b><br/>Children will annotate/label their map explaining why tourists might visit each location and relate this back to the season.</p> <p><b>Deepen: (substantive) I know how seasons impact tourism in different locations</b><br/>Children will use their Science knowledge on seasons to compare tourism in London, Broadstone and Poole Harbour. They will evaluate and discuss <i>why</i> people choose to visit at different times of the year.</p> |