

Geography – Year 1 – Spring 1: London: What is our capital city like? - MTP

Big Finish

Children are to create a 3D London skyline (landmarks)

Key vocabulary:					
Lesson 1) City, United Kingdom, London, capital city, England Lesson 2) landmark, London, city North, South, East and West Lesson 3) North, South, East and West near and far; left and right map, key, symbol, landmark Lesson 4) London, Wolverhampton, population, City, capital city, countryside, town, UK, landmarks country, human and physical Lesson 5) Key words: London, City, capital city, UK, landmarks Lesson 6) landmarks, city, London, human and physical					
National Curriculum	Week	NC - Coverage	Disciplinary Knowledge	Factual Knowledge	Activity Outline
<p>The national curriculum for Geography aims to ensure that all pupils:</p> <p style="text-align: center;">Subject content Key stage 1</p> <p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Pupils should be taught to:</p> <p style="text-align: center;">Locational knowledge</p> <p>-Name and locate the world's seven continents and five oceans</p> <p>-Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p style="text-align: center;">Place knowledge</p> <p>-Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a</p>	<p>1</p> <p>Where is London?</p>	<p>-Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>Name, locate and identify characteristics of the four countries of the United Kingdom</p>	<p>Use simple maps of the UK.</p> <p>Use locational and directional language (e.g., near and far, left and right) to describe the location of features and routes.</p> <p>Describe the location of London on the map.</p>	<p>I know the names of the four countries which make up the UK (England, Wales, Scotland and Northern Ireland)</p> <p>I know London is the capital city of England.</p> <p>I know where London is on a map of the UK</p> <p>I know what a capital city is (a large town)</p>	<p>To describe the location of London and be able to identify it on a map as part of the UK.</p> <p>Label a simple map with the four countries of the UK and their capital cities.</p> <ul style="list-style-type: none"> -Belfast is the capital city of Northern Ireland. -Cardiff is the capital city of Wales. -Edinburgh is the capital city of Scotland. -London is the capital city of England. <p>Emphasise the fact that London is our capital City and that is where the government sit.</p> <p>Key Vocabulary: City, United Kingdom, London, capital city, England.</p> <p>https://www.google.co.uk/maps https://digimapforschools.edina.ac.uk/</p>

<p>contrasting non-European country Human and physical geography</p> <p>Human and Physical Geography</p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> - key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather -key human features, including city, town, village, factory, farm, house, office, port, harbour and shop. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> -Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage -Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map -Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key -Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 	<p>2</p> <p>What is it like in London?</p>	<ul style="list-style-type: none"> -Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map 	<p>Ask simple questions geographical questions e.g. What is it like to live in this place?</p> <p>Describe what it is like in London</p>	<p>I know where London is on a map of the UK</p> <p>I know the names of some London landmarks. (Big Ben, Bucking Palace and Houses of Parliament)</p>	<p>To understand what London is like and identify key landmarks.</p> <p>Identify London on a map as a class. Use positional language to describe the location of the landmarks on a landmark map. Then look at photos of what London is like.</p> <p>Children are to match pictures to the names of the landmarks. Some children may be able to complete simple sentence about London.</p> <p>Geography KS1: Transport, travel and landmarks of London - BBC Teach</p> <p>Virtual Trip to London - KS1 (office.com)</p> <p>Key words: landmark, London, city North, South, East and West</p>
	<p>3</p> <p>Where are the London landmarks?</p>	<ul style="list-style-type: none"> Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map 	<p>Ask simple questions geographical questions e.g. Is ... North/South of...?</p> <p>Describe the position of landmarks</p> <p>Construct basic symbols in a key</p>	<p>I know what a key on a map is (symbols on a map and their meaning)</p>	<p>To understand the geography of London by using arial maps and photographs to recognise landmarks.</p> <p>Children are to describe the location of landmarks in relation to each other using compass directions and locational and directional language.</p> <p>Children are to create a key for a map of landmarks</p> <p>Key Words: North, South, East and West near and far; left and right map key symbol landmark</p> <p>https://www.google.co.uk/maps</p> <p>https://digimapforschools.edina.ac.uk/</p>

	<p>4</p> <p>How does London Compare to Wolverhampton?</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Human and physical geography</p>	<p>Ask simple questions geographical questions e.g. What is it like to live in this place (London)?</p> <p>Compare the London to where we live (Wolverhampton).</p> <p>Compare what is similar and what is different?</p>	<p>I know how London is different to Wolverhampton (London is where parliament sits, and London has a larger population)</p>	<p>Children are to locate London and Wolverhampton on a map.</p> <p>Children will explore ariel photos and photos of Wolverhampton and London as well as facts. Children are to make comparisons on population, climate, how much green space there is, and how busy it is and landmarks (human and physical).</p> <p>Key words: London, Wolverhampton, population, City, capital city, countryside, town, UK, landmarks country, human and physical</p>
	<p>5</p> <p>Welcome to London our Capital City?</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> - key physical features, including beach, cliff, coast, forest, hill, mountain etc. -key human features, including city, town, village, etc. 	<p>Ask and answer simple questions geographical questions e.g. What is it like to visit this place?</p> <p>Use simple maps</p>	<p>I know what a capital city is. (Where the government sits)</p> <p>I know some of the human and physical features in London (River Thames, Houses of Parliament, Buckingham Palace, Tower Bridge)</p> <p>I know that London is the capital of England</p>	<p>Children are going to role play as a part of the London Tourist Board. Prepare the pupils with facts and videos and explain all of the fun things you can do on a visit to London. Then pupils will work in pairs to convince their partner that London is a great place to visit. You may wish to hot seat at the end with a few pupils. Children can use simple landmark maps to support their ideas. Take photos and create a blurb to record evidence in books of this lessons work.</p> <p>(They'll ask you lots of questions, like: What do you recommend doing in mornings/afternoons/evenings? Where should I eat while I'm here? What activities are good for kids/teenagers/couples/a group of friends? What should I see while I'm here? Where should I stay? Where should I go to take pictures? Where do you recommend shopping? How should I get around?</p> <p>Make answers with: I recommend...How about...Why don't you...You should...</p> <p>Key words: London, City, capital city, UK, landmarks</p>

	<p style="text-align: center;">6</p> <p style="text-align: center;">Can we create the London skyline?</p> <p style="text-align: center;"><u>The Big Finish</u></p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> - key physical features, including: beach, cliff, coast, forest, hill, mountain etc. -key human features, including: city, town, village, etc. 	<p>Explain the reasons for going on a journey to one of the four countries and continents in this unit.</p> <p>Describe the landscape and people in this place.</p>	<p>I know some of the human and physical features of London (Big Ben, Buckingham palace, Houses of Parliament, River Thames)</p>	<p>Children are to create a 3D London skyline (landmarks)</p> <p>Create a large flat river Thames for the pupils their landmarks on once created (before the lesson). Refer to a real map for accuracy. Children work in groups or pairs to create their landmarks (Big Ben, Buckingham palace, Houses of Parliament, Tower Bridge, The London Eye, St Paul Cathedral, The Shard, The Gherkin, Wembley Stadium). Emphasise the fact that these are human features, but the river is a human feature. Once created pupils can plot their landmarks. Ensure landmarks are labelled. Refer to a real map for accuracy. Take photos to record the evidence in their books.</p> <p>Use either clay or junk modelling to create the landmarks.</p> <p>Key words: human, physical, landmark</p>