

Objective and Milestone 1 Indicators	Teaching input	Basic Activities	Advanced Activities	Deep Activities	Resources
<p><u>To be able to locate London on a map and describe its location.</u></p> <p><u>To investigate places</u></p> <p>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</p> <p>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</p>	<p>Before you tell children that they will be studying London, tell children that you have hidden some clues around the classroom (cut out the Clue Cards and hide them before the lesson). Give children a few minutes to find these clues then bring them all to the carpet. Can you use these clues to work out what we will be looking at over the next few lessons? Which clues were most helpful?</p> <p>Confirm that we will be looking at London. What is London? Do you know where it is? Show children the world map. Invite children to come and point to where they think London might be.</p> <p>Go through the information on the slides explaining where London is in the world and within the UK.</p> <p>Explain that London is a capital city and that the UK has three other capital cities. Do you know what any of these other cities are? Children to think, pair, share their ideas, then reveal the answers.</p> <p>Go through the recap questions on the slides to confirm where London is in the world.</p>	<p>I can match the facts of London.</p> <p>Provide children with Fact Cards 1A or 1B which have jumbled-up sentences giving facts about London.</p> <p>Challenge children to cut out the cards, then match up the sentences and stick on a large sheet of paper.</p> <p>They can also annotate their sheets with any other facts they know about London, or any questions they have.</p>	<p>I can identify London on the map and answer questions</p> <p>Provide children with the UK Map, World Map and Picture Cards. Children to use the information to answer the questions on worksheet 1A.</p>	<p>I can decide which part of London I want to know more about</p>	<p>Slides</p> <p>Clue Cards (teaching input)</p> <p>Fact Cards 1A/1B</p> <p>Worksheet 1A</p> <p>World Map</p> <p>UK Map</p> <p>Picture Cards</p> <p>London Board Game (FSD? activity only)</p> <p>Game Cards (FSD? activity only)</p> <p>Dice and counters (FSD? activity only)</p>
	<p>Did you know that there are lots of different places called London around the world? Explain where some of these places are, then challenge children to identify where they are on a map. If possible, use the street view function on Google Maps or similar to drop in on some of these to see what they are like. Challenge children to describe what they can see.</p>	<p>FS - Provide children with the UK Map, World Map and Picture Cards. Give them five minutes to look through them, discussing what they can learn about London - write in Floorbook .</p>			
<p><u>To be able to identify and describe landmarks of London.</u></p>	<p>When you think of London, what things come to your mind? Children to think, pair, share their ideas.</p> <p>Explain that London is one of the most famous cities in the world and that there are lots of</p>	<p>I can match the landmark to its name</p> <p>Provide children with worksheet 2A/2B.</p> <p>Challenge children to</p>	<p>I can identify the London landmarks and answer the questions</p> <p>Provide children with worksheet 2C.</p>	<p>I can choose which London landmark I would like to visit and give a reason why</p>	<p>Slides</p> <p>London Landmark Cards</p> <p>Worksheet 2A/2B/2C</p>

<p><u>To investigate places</u></p> <p>Use aerial images and plan perspectives to recognise landmarks and basic physical features.</p>	<p>landmarks and features that people all around the world recognise as being located in London.</p> <p>Go through the hide-and-reveal pictures on the slides showing some different London landmarks. Children to see if they can identify the landmark from the part of the picture they can see. Once each has been identified, go through the information about it.</p> <p>Have you ever been to any of these landmarks? What did you think of them? Why? Invite children to share their responses.</p> <p>There are lots and lots of other famous London landmarks. Can you name any of them?</p>	<p>walk around the classroom, looking at the London Landmark Cards to match up the landmark with its correct name.</p>	<p>Challenge children to walk around the classroom, looking at the London Landmark Cards to answer the questions.</p>		<p>Riddle Cards 2A/2B Picture Cards 2A/2B London Skyline sheet (plenary)</p>
<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p>Show children the aerial photo of London on the slides or provide the London Skyline sheet. Which London landmarks can you see in this photograph? Give children some time to find some different landmarks then point some out on the slides.</p>	<p>FS - Give children some time to look at the London Landmarks Cards in small groups. Talk about them. Put in floorbook and then read the riddles on Riddle Cards 2A or 2B (depending on ability) and corresponding Picture Cards - match up the riddles to the correct pictures to identify the London landmarks.</p>			
<p><u>To be able to use compass points and positional direction to navigate between London landmarks.</u></p> <p><u>To communicate geographically</u></p> <p>Use compass directions</p>	<p>How many London landmarks can you remember? Give children a few minutes to list as many as they can with a partner, then invite each pair to give one landmark they can remember.</p> <p>Show children the map of London on the slides with the key showing where some key London landmarks are. Which landmarks can you recognise?</p> <p>Next, show the same map but that uses a key instead of labelled illustrations. Go through the questions on the slides asking children to identify each landmark.</p> <p>Go through the information on the slides about the compass points and directions.</p> <p>How could we get from the Tower of London to</p>	<p>I can describe how to get from one landmark to another</p> <p>Provide children with London Map 3A and a set of the Direction Cards. In pairs, children to choose one Direction Card at a time to ask their partner. Using a counter (if required), children then move from one location to the other, describing</p>	<p>I can Organise a journey through the London landmarks</p>	<p>I can discuss why I would go certain ways to get to a London landmark</p>	<p>Slides London Map 3A/3B/3C Direction Cards Worksheet 3A/3B/3C/3D/3E Counters (optional) Challenge Cards 3A/3B/3C/3D/3E/3F (FSD?) Activity only)</p>

<p>(north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</p> <p>Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</p>	<p>Buckingham Palace? Which direction would we need to travel in? How many squares would we need to move? Children to think, pair, share their ideas.</p> <p>Repeat this with the similar questions on the slides.</p>	<p>their movement using directional language.</p>			
	<p>Use the street view on Google Maps or similar to 'drop in' on some different London landmarks. For each one, encourage children to describe what they can see and what they think of each landmark.</p>				
<p><u>To be able to identify and describe a variety of geographical features in London.</u></p> <p><u>To communicate geographically</u></p> <p>Use basic geographical vocabulary to refer to: key physical features, including: beach, coast,</p>	<p>Tell children that today they will be London detectives! They will be shown a variety of photos and they need to decide if it is a photo of London or not. Stick the Yes Card and the No Card on either side of the classroom.</p> <p>Show children the photos on the slide. For each one, they go and stand next to the Yes Card or No Card to show whether they think the photo shows London or not. Before revealing the answer, encourage children to discuss their reasoning. What clues are there? What does this tell you? How did you use what you already know about London to decide?</p> <p>Repeat this for all the photos on the slides. Show children the vocabulary on the slides. Can you read each of these words? What are they? Give children some time to discuss with a partner then ask them to decide whether or not they would find each of these in London. Go through the explanations for each on the slides.</p>	<p>I can recognise which pictures of London have different geographical features.</p> <p>Provide children with the Picture Cards and the Question Cards. In pairs or small groups, children to go through the questions one at a time to identify which of the pictures of London have e.g. a river, a hill, etc.</p>	<p>I can identify which picture is described by the different geographical features.</p> <p>Provide children with the Picture Cards and two or three of the What can you see? Cards. Children to choose one picture at a time to describe on the card. They can use the Word Mat to help them. Once they have done a few, they can give their card to a partner. Can they identify which picture was being described?</p>	<p>I can select which picture matches the geographical features description given</p> <p>Provide children with the Picture Cards and eight What can you see? Cards each. Children to describe what they can see for each of the pictures. They can use the Word Mat to help them. Once they have completed all eight, they swap with a partner who uses the descriptions to match each picture to the description.</p>	<p>Slides Yes and No Cards (teaching input) Question Cards Picture Cards Word Mat Feature Photos (FSD? activity only) Features Question Sheet (FSD? activity only)</p>

<p>forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. Key human features, including: city, town, village, factory, farm, house, office and shop.</p> <p><u>To investigate places</u></p> <p>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</p>	<p>Spot the difference! Show children a picture of London and picture of a rural village, along with the sentences, 'London has ___ but the village does not,' and 'The village has ___ but London does not.' How many different ways can you complete these sentences? Children to think, pair, share their ideas.</p>	<p>Similarities and differences between Hornsea and London activity with FS</p>				
<p><u>To explore seasonal weather patterns in London</u></p> <p><u>To investigate patterns</u></p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location</p>	<p>What is the weather like today? Show children the vocabulary on the slides and ask them to describe the weather.</p> <ul style="list-style-type: none"> • What is a season? Children to think, pair, share their ideas, then go through the information on the slides about the four seasons and how the weather changes in each one. • What might London be like in summer? What different activities might people do in London in summer? Children to think, pair, share their ideas, then go through the information on the slides. • Repeat this for each of the other seasons. • Which season do you think would be best for visiting London? Why? Invite children to share their responses. 	<p>I can illustrate London to show the four seasons</p> <p>Provide children with the London Seasons sheet which has the outline of Big Ben and the Houses of Parliament repeated four times. Tell children that their challenge today is to complete the scene so that each one shows one of the four</p>	<p>I can predict what I may feel and hear in London in each season.</p> <p>On worksheet 5B/5C, children to complete the sentences to show what they can see, feel and hear in London in each of the four seasons. You may wish to provide children with the Picture Cards as a stimulus.</p>	<p>I can recommend which season to visit London</p>	<p>Slides Worksheet 5A/5B/5C Picture Cards London Seasons sheet (FSD? activity only) Seasons Cards (plenary)</p>	

<p>of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>		<p>seasons. Children can add trees, weather, etc. to complete their pictures. You may wish to enlarge the sheet to A3 so children have more room to draw.</p> <ul style="list-style-type: none"> • When children have finished, ask them to share their work with a partner. Can you tell which season is which? What clues are there? 			
	<p>Invite one child at a time to pick one of the Seasons Cards out of a hat. Children to mime the season that is shown so that the other children can guess which season it is. For each one, encourage children to discuss how they knew which season it was.</p>				
<p><u>To be able to plan a trip to London.</u></p> <p><u>To investigate places</u></p> <p>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</p> <p>Identify the key features of a</p>	<p>Tell children that today they will be going on a pretend trip to London. Show children the map of the UK on the slides. Where are we on this map? How do you think we could get into the centre of London to see all the sights? Establish where you are on the map and discuss methods of getting to London, e.g. by train, car, plane, etc. depending on your location.</p> <ul style="list-style-type: none"> • Go through the questions on the slides and discuss as a class: What three things would you most like to do in London? What kind of clothes will you need to wear for the season we are in? What do you think you might see in London? What activities can we do in London? 	<p>I can locate and write about where I would go to in London</p> <p>Give children map of London in their books to circle the places they would visit. Children write what they would see and do</p>	<p>I can explain what I would see and do in London</p> <p>On worksheet 6A, children to complete the sentences to plan their trip to London. They then draw a picture of themselves on their trip and write a sentence explaining what they saw on worksheet 6B</p>	<p>I can plan a trip to London</p> <p>On worksheet 6C, children to answer the questions to plan their trip to London. They then write a recount of their trip on worksheet 6D/6E and draw a picture. You may wish to provide children with the Sightseeing Word Bank to support them.</p>	<p>Slides Worksheet 6A/6B/6C/6D/6E/6F</p> <p>Interview Sheet (FSD? activity only)</p> <p>Cameras - optional (FSD? activity only)</p> <p>End of Unit Quiz</p>
	<p>End of Unit QUIZ!</p>				

<p>location in order to say whether it is a city, town, village, coastal or rural area.</p> <p>Use aerial images and plan perspectives to recognise landmarks and basic physical features.</p>			
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