

Our Intent is: To support our children to engage in enquiry about , "How the Earth's features are shaped and changed over time?" and understand their place in Forton and connection to the wider world.



Forton Primary School

Clougha Class Summer 2 Year A

Etymology - London - chief city and capital of England, Latin *Londinium* (Tacitus, c. 115), according to the "Cambridge Dictionary of English Place-Names," "unexplained." It is often said to be "place belonging to a man named **Londinos*," a supposed Celtic personal name meaning "the wild one"

Key Concept: What's it like in London?

Key Question: How is London different compared to Lancaster?

Why do so many people visit London?



The Buildings That Made London Hardcover
by David Long

N.C. LINKS: Place knowledge

Pupils should be taught to:

- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.

Unit Overview:

Subject Vocabulary:

Geographical Enquiry:

Our Intent is: To support our children to engage in enquiry about , "How the Earth's features are shaped and changed over time?" and understand their place in Forton and connection to the wider world.

<p>Location of London</p> <p>Features of London</p> <p>Land Use</p> <p>What is London Famous for?</p> <p>Compare to Lancaster.</p>	<p>London, city, capital, England, population, ethnicity, Industrial Revolution, government, tourism, recreation, parliament, resources, settlement, River Thames, estuary, climate, temperature.</p>	<p>Atlas, map, aerial photograph, birds eye view, scale, key, symbols, equator, northern hemisphere, southern hemisphere, location, compass, direction, bearing, north, south, east, west, northeast (NE), southeast (SE), southwest (SW), northwest (NW), thermometers, temperature, degrees, rain gauge, rain fall, centimetres (cm), millimetres (mm) lowest, highest, average</p>
<p>. New Knowledge Progression:</p> <ul style="list-style-type: none"> • Identify topographical features of London and Lancaster. • To understand geographical similarities and differences between London and Lancaster. 	<p>Building on Prior learning KS1:</p> <ul style="list-style-type: none"> • Name features of the local area. • Observe features of local area. • Describe where the features are on a local map. • Identify different housing in the local area. • Identify the different jobs that people do in the local area. • Identify things that they might like to change in the local area. <p>• To be able to find china on a map in relation to the UK.</p>	<p>Building on Prior learning when B follow A:</p> <ul style="list-style-type: none"> • To name and locate the countries and cities of the UK. • To use the eight compass points to locate countries and cities. • To name and locate counties. • To name and locate areas of high ground. • Identify how London has changed over time. • To identify how the UK has changed over time.

Our Intent is: To support our children to engage in enquiry about , "How the Earth's features are shaped and changed over time?" and understand their place in Forton and connection to the wider world.

- To understand what the main cities and land marks are in China.
- To compare life in China and the UK.
- To compare the difference in food and culture in China.
- To Compare a day in school.

Key Skills (Disciplinary)

- Name and locate a wider range of places in their locality, the UK and wider world.
- Name and locate a wider range of places in their locality, the UK and wider world including some globally significant features.
- Use geographical language to describe some aspects of human and physical features and patterns.
- Make observations about places and features that change over time.
- Ask and respond to more searching geographical questions including 'how?' and 'why?'

Sequence of Lessons:

1. **Where is London?** – To identify London and its major features.
2. **What is the landscape like?** – To compare the physical geography of London with that of Lancaster.
3. **How is land used?** – To compare land use in London with Lancaster.
4. **What goes on in London?** – To compare human geography of London with Lancaster.
5. **A Travel Guide** – To create a travel guide to London.
6. **Comparing Places** – To compare the physical and human features of London and Lancaster.

Our Intent is: To support our children to engage in enquiry about , "How the Earth's features are shaped and changed over time?" and understand their place in Forton and connection to the wider world.

Enhancements:

Interview with Pendle about their visit to London.

End of Unit Outcome: London Travel Guide

Children will create a travel guide about London. They will include about the location of London, land use and famous landmarks.

Oral Assessment:

How is London different compared to Lancaster?

Why do so many people visit London?

What are London's major landmarks?

What is similar and different about the physical geography of London and Lancaster?

How is land used differently in London and Lancaster?

How is human geography different in London and Lancaster?