



Year 1

London Calling: From A to Z



History Unit Overview



National Curriculum History Objectives

- To find out about significant historical events, people and places in their own locality
- To identify similarities and differences between ways of life in different periods



In History we will be learning about:

- The history of our school and the local area
- How people travelled around London in the past

Disciplinary Knowledge, Concepts and Skills



Chronology

- Be more confident in use of terms 'old' and 'new'.
- Use terms 'then' and 'now' correctly and is comfortable with the term 'the past'.
- Understand that the world was different in the olden days.
- Understand the concept then and now.



Characteristic Features

- Spot significant differences, eg: what classrooms and lessons were like in a different period in the past, different methods of transport
- Confidently identify old and new objects e.g. toys, classroom items, transport and can match pictures of people they think would have used them in the past using old photographs.



Similarities and Differences

- Identify some things that are the same and different between the three school buildings.



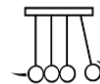
Historical Interpretation

- Understand that grandparents' or older people's recollections of their school days might vary



Change and Continuity

- Identify similarities / differences between ways of life at different times



Cause and Consequence

n/a



Historical Significance

n/a



Handling Evidence and Historical Enquiry

- Identify within the grounds the site of the three school buildings using aerial pictures/ old maps.
- Make deductions about artefacts, spotting clues to function and use and can talk about, for example: how obvious school items connected with the past would have been used.
- Consult and use information from two simple sources to find information e.g. how can we find out what the school was like in the past – look at old photographs, talk to someone who went to the school in the past.

Historical Themes



People and Places

Geography Unit Overview



National Curriculum Geography Objectives

- To use simple fieldwork and observational skills to study the geography of their school, its grounds and the key human and physical features of its surrounding environment
- To 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.



In Geography we will be learning about:

- The human and physical geography of our school and the local area
- How to read and make maps of our school and local area including the places that are important to us
- Famous landmarks in London and how to find them on a map
- How our local area can be improved

Disciplinary Knowledge, Concepts and Skills



Locational Knowledge

- Locate places in the school building and grounds and the local area on a map.
- Name and locate famous landmarks in London and know how to find them on a map



Place Knowledge

- Identify the human and physical features of the geography of our school and the local area.



Physical and Human Geography

- Identify some features that improve their immediate and local environment



Environmental Sustainability

- Identify ways in pollution can be reduced in the area around our school.



Field Work

- Complete Field Sketches of the playground
- Investigate our school activity – our school from above.
- Local area walk – map work of local area.
- Walk along South Bank to look at and map landmarks – use maps to identify location of famous landmarks and record information e.g. photographs/ drawings to create maps of the walk.
- Walk to identify and record the changes to Moreland Street to reduce pollution and make the street safer. Find out about the Bunhill Heat Exchange.



Map Skills

- Create hand drawn maps of the school grounds and landmarks along the Thames
- Introduction to aerial imagery and plans of school and its grounds and the local area
- Identify within the grounds the site of the three school buildings using aerial pictures/ old maps.
- Use and create maps of the local area
- Use maps to identify location of famous landmarks

Geography Skills:

Contextual World Knowledge

- Have simple locational knowledge about places and environments in the local area including the school.

Understanding

- Describe places and features in the local area using simple geographical vocabulary.
- Identify famous landmarks in London and describe their location.

Geographical Enquiry

- Investigate places and environments in the local area and wider London area using field work, making observations and asking and answering questions.
- Use and create maps of the local area and London showing significant features/ locations.



Inspirational Geographers

Harry Beck
Designer of the London Underground Map



Sequence of Learning

	Focus Learning	Planned Experiences	Assessment	Key Vocabulary
<p>Week 1 (2 sessions)</p>     	<p>History The History of Moreland</p> <p><i>How has our school changed over time?</i></p> <p>The History of Moreland School. Create a timeline of the three buildings.</p> <p>Introduce terms <i>now, then, old, new, the past.</i></p> <p>Compare what school life and the local area was like at different times and identify differences. Use sources of evidence to compare e.g. old photographs, artefacts, oral history.</p> <p>Give children the opportunity to try and work out what artefacts were used for.</p>	<p><u>In school workshop:</u> Visit from people who attended Moreland in the past</p>	<p>Can they describe what our school like in Victorian times, the 1970's and now?</p> <p>Can they identify what is the same and what is different?</p>	<p><u>Tier 1:</u> school, old, new</p> <p><u>Tier 2:</u> now, then, the past, present, differences, sources, building , compare, evidence</p> <p><u>Tier 3:</u> artefact, Victorian, 1970's</p>
<p>Planning Links</p>	<p>Digi map resource Old School https://digimapforschools.edina.ac.uk/learning-resources/resource/quick-primary-geography-ideas-historic-twist.html</p> <p>Other Resources: https://www.archiuk.com/cgi-bin/build_nls_historic_map.pl?search_location=EC1V%208AY,%20EC1V8AY%20in%20LONDON,%20London,%20England&os_series=1&latitude=51.528780&longitude=-0.096918&postcode=EC1V%208AY (128) AFTER THE WAR: FINSBURY STORIES - YouTube https://finsburywalk.wordpress.com/moreland-street-school-in-2012/ https://www.londonpicturearchive.org.uk/quick-search?q=moreland%20street%20school&WINID=1624123908316</p>			
<p>Week 2 (2 sessions)</p> 	<p>Geography Exploring the School and it's Grounds</p> <p><i>How represent visually the geography of our school?</i></p>	<p><u>Field Work / Map Skills:</u> Field Sketches (pg. 89 <i>Educating Outside</i>).</p> <p>Investigating</p>	<p>Can you identify the human and physical features in the school grounds?</p> <p>Can you create an ariel map of the playground?</p>	<p><u>Tier 1:</u> School, playground,</p> <p><u>Tier 2:</u> Locate, map, bird's eye, ariel , represent, feature, building</p>



The School and it's grounds: Walk around the school grounds and identify the different human and physical features (pre teach what these are). Model how to draw a field sketch and then create a field sketch of a view in the playground.

Go upstairs and look down on the play ground from above from different locations to introduce a birds eye view. In class look at satellite images of the school and identify features they can see. Provide pairs/ groups with plan of the school grounds to locate some of the features they identified. Identify any missing features and add them.

our school activity – our school from above. (*Every day guide to Primary Geography pg.13*)

Link to history week 1 Identify within the grounds the site of the three school buildings using aerial pictures/ old maps.

Tier 3:
human features, physical features, satellite image

Planning Links

https://www.geography.org.uk/LayoutTemplates/Publications/downloads/local-fieldwork/EGPG_LF_1_Investigating_our_school.pdf

**Week 3
(2 sessions)**



**Geography
The Local Area**

How can we help someone find places in our local area?

Local Area: Explore and make maps of the local area.

Look at maps of the local area and identify where the school is.

Pose questions:

- How do you know which building/ symbol the school is?
- Can you recognise any other key

**Field Work /
Map Skills:**

Local area walk – map work of local area. (*Mapping Sense of place Activities*)

Link to maths:
Collect data on the walk e.g. different types of buildings on a road, vehicle survey and present result as a bar graph or pictogram.

Draw and label a map of the local area showing places that are important to you including the use of simple symbols.

Tier 1:
Shop, park, school, road, house, flats, café, church

Tier 2:
direction, key, route, city, building, location, distance, near, far, local area, symbol

Tier 3:
Landmark, human features, physical features,



landmarks or special places like your own street or the park?

Go for a walk in the local area and record what you see (photos/drawings). After, show the children pictures of the locality, ask them to group them into sets, eg. far and near, buildings and features, human and physical.

Then arrange them in the right place asking:

- Which photo locations are close to each other?
- Where is location A in relation to Location B?

Create a simple map using the photographs.

Help the children to identify what individual buildings and locations are used for and ask them to annotate correctly the map they have made. Think about the distance between each location and the direction of travel from one to another.

Extension: Revisit maps of the local area and identify where the locations are on these maps.

Draw a representation of their photo map and label.

Planning Links

<https://www.getmapping.com/>
<https://earth.google.com/web/>
<https://digimapforschools.edina.ac.uk/>









Week 4






Geography

Field Work /

Draw and label a map

Tier 1:

<p>(2 sessions)</p>     	<p>London Landmarks</p> <p><i>How can we find the location of some famous London landmarks?</i></p> <p>London Landmarks – Identify and locate London landmarks using photographs and maps.</p> <p>Use maps of Central London to plan a walk on the South Bank.</p> <p>Go for a walk on the South Bank and use maps to locate famous landmarks.</p> <p>Create a maps of their walk showing the landmarks.</p> <p>Provide opportunities to make different kinds of maps e.g. 3D maps.</p>	<p><u>Map Skills:</u> Walk along South Bank to look at and map landmarks – use maps to identify location of famous landmarks and record information e.g. photographs/ drawings to create maps of the walk.</p> <p><u>DT Link:</u> Look at structures of different bridges on walk</p> <p><u>Educational Visit:</u> Tower Bridge – Links to DT Bridges topic</p> <p><u>Art Link:</u> Skyline crowns, pop up maps</p>	<p>showing the famous London landmarks including a key. Why do you think people want to see these landmarks when they visit London?</p>	<p>Bridge, walk, road, tower, river, ship, museum</p> <p><u>Tier 2:</u> direction, key, route, city, building, location, distance, near, far, local area, symbol</p> <p><u>Tier 3:</u> tourist, landmarks, Tower of London, Tower Bridge, London Eye, St Pauls Cathedral. Tate Modern, Big Ben</p>
<p>Planning Links</p>	<p>https://www.planbee.com/lets-explore-london-ks1 (lesson 2 and 3 are useful)</p> <p>https://www.bbc.co.uk/teach/class-clips-video/geography-ks1-ks2-transport-travel-and-landmarks-of-london/zhttsqw</p> <p>https://www.teachingideas.co.uk/library/books/katie-in-london (geography activities that link to the core text Katie in London)</p> <p>http://littlearchitect.aaschool.ac.uk/ (ideas for creative mapping skyline crowns/ pop up cities)</p>			
<p>Week 5 (2 sessions)</p>   	<p>History Transport</p> <p><i>How did people travel around London in the past?</i></p> <p>Find out about how people travelled around London in the past.</p> <p>Look at a photo of a London street in the past and now. Label/</p>	<p><u>Educational Visit:</u> Visit to the Transport Museum.</p>	<p>Sequence a timeline of transport in London.</p>	<p>Tier 1: Street, car, train, boat</p> <p>Tier 2: travel, place, past, present, then, now, transport</p> <p>Tier 3: Tram, steam train, omnibus, Hackney Carriage, timeline</p>

 	<p>annotate the photo identifying differences.</p> <p>Sequence a timeline of transport in London</p>			
<p>Planning Links</p>	<p>Transport Through Time.pdf https://www.ltmuseum.co.uk/learning/schools/teachers#primary</p>			
<p>Week 6 (2 sessions)</p>   	<p>Geography Sustainable London</p> <p><i>How might we travel around London in the future?</i></p> <p>Future Cities: 1.Transport in the future. How could we get around in the future? Think about more environmentally friendly ways of travelling.</p> <p><i>How can we improve our local area to make it more environmentally friendly?</i></p> <p>2.How could we improve our local area and our city? How can we make it more sustainable?</p>	<p><u>Field Work:</u> Walk to identify and record the changes to Moreland Street to reduce pollution and make the street safer. Find out about the Bunhill Heat Exchange.</p> <p><u>In School Workshop:</u> Little Architect – Future City Mural</p>	<p>What are the best ways to get around that are kind to the planet?</p> <p>How can we make where we live better?</p>	<p><u>Tier 1:</u> Street, car, clean, dirty, planet</p> <p><u>Tier 2:</u> Improvements, improve, safer, traffic, future, local area, changes</p> <p><u>Tier 3:</u> environmentally friendly, pollution</p>
<p>Planning Links</p>	<p>FUTURE CITY MURAL Little Architect (aaschool.ac.uk) https://www.youtube.com/watch?v=bK6fmRTzAz4 (video about climate friendly building) https://vimeo.com/358056459/d53a6e94f6 (link to Bunhill film)</p>			