

# Year 1&2: Contrasting Locality – Carnforth & The Capital



## Essential Learning:

By the end of this topic, you will have learned:

### Enquiry Drivers:

What makes London so important?  
How is London similar & different to our local area?

- Where you live and how they get to school
- The names, locations and characteristics of the capital cities of the UK countries
- To locate Carnforth and London on a map and describe the locations
- The key human features of Carnforth and London and use geographical vocabulary to describe them - landmarks, transport, housing, city, town, offices etc.
- The key physical features of Carnforth and London and use geographical vocabulary to describe them – beach, cliff, hills, rivers etc.
- To use aerial photographs and online resources to identify human and physical features and describe similarities and differences
- To start to think about how Carnforth and London have changed over time

### Process & Changes

Know that places change over time and that there is often a range of evidence to show this

### Human Geography

Know some basic human geographical features in the focus area and describe them

### Physical Geography

Know some basic physical geographical features in the focus area and describe them

### Geographical Vocabulary

Know and understand simple vocabulary related to place

### Locations and Environments

Name and locate some key places in their own country and countries in the wider world

### Similarities and Differences

Identify basic similarities and differences between a range of locations and environments

## Prior Learning:

In EYFS children will have looked at where they live, our school and its place in Carnforth. They will have talked about their families and where they live; they will have talked about where they have visited on holiday.

## Curriculum enrichment:

Locality walks  
Orienteering – focus on directions  
Link with a school in London

**Key Vocabulary:** beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, rural, city, town, village, factory, farm, house, office, port, harbour, shop

## Unit Focus: Geography

**NC:** 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.

### Children should:

- Make simple comparisons between features of different places and say how these features influence life there
- Use aerial photographs and plan perspectives to identify landmarks and features
- Explore and discover the interesting features of the local environment
- Express their own views about features of the environment
- Ask and respond to geographical questions about people, places and environments
- Recognise and observe main human and physical features
- Communicate in different ways using simple geographical information and vocabulary
- Use simple field work skills
- Use globes, maps and plans
- Make simple maps and plans

### Key Questions:

What is the name of the places that we are looking at? Where are they? Is it a village, town, suburb or part of a city? What types of buildings can we find and what are they used for? What different types of land-use can we find? Are there any green spaces and what are they used for?

Who lives in the places and what do they do? How do people use this landscape in different ways? Are there any local 'landmarks'? Which are the main landmarks in London? What types of transport links can we find – are they the same or different? What are the similarities and differences between Carnforth and London?

### Sources of evidence

What different sources of evidence and resources can you use to answer these questions?

Evidence may include: the use of direct observation, maps, photographs, asking people who live in the local area, digital resources and other materials. Google Earth also provides visualisation of areas and its street view application will take you right down to street level within a locality.

Think about both the human and the physical features in the local landscape. Physical geography can be overlooked when studying a relatively 'built-up' area, with the presumption sometimes being that there isn't any physical geography in towns. However, most urban localities in the UK will have physical features underlying their human landscape, be it local streams, rivers or lakes, hills or valleys or areas of woodland and forest.

### Resources:

[Geography KS1: Transport, travel and landmarks of London - BBC Teach](#)

## Skills/National Curriculum Links

### History

**NC:** changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.

Links to Royal family, Government, buildings etc providing context for learning next half term – Great Fire of London

### Science

[PLAN primary science assessment resources \(planassessment.com\)](http://planassessment.com)

#### Materials

##### Everyday materials

Pupils should be taught to:

- distinguish between an object and the material from which it is made
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- describe the simple physical properties of a variety of everyday materials
- compare and group together a variety of everyday materials on the basis of their simple physical properties

##### Uses of everyday materials

Pupils should be taught to:

- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

### Art

**NC:** Drawing – including observational drawings our houses, local and London landmarks

- Explore the use of line, shape and colour
- Work out ideas for drawings in a sketchbook
- Observe the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

Artist - Stephen Wiltshire?



One line art – skyline of London. Take a dot for a walk?

<p><a href="http://planassessment.com">PLAN primary science assessment resources (planassessment.com)</a></p> <p><b><u>Download this from Shared Drive for your unit</u></b></p>	
<p style="text-align: center;"><b>DT</b></p>	<p style="text-align: center;"><b>Music</b></p>
	<p>Music Specialist  BBC Ten Pieces 'No Place Like Home'  <a href="https://teach.files.bbci.co.uk/tenpieces/No+Place+Like+EYFS+and+KS1.pdf">https://teach.files.bbci.co.uk/tenpieces/No+Place+Like+EYFS+and+KS1.pdf</a>  <a href="https://www.bbc.co.uk/teach/ten-pieces/classical-music-kerry-andrew-no-place-like/z7k4f4j">https://www.bbc.co.uk/teach/ten-pieces/classical-music-kerry-andrew-no-place-like/z7k4f4j</a>  Link to topic: collect sounds from local area</p>
<p style="text-align: center;"><b>Computing/ICT</b></p>	<p style="text-align: center;"><b>PSHE</b></p>
<p><b><u>Self-image and identity</u></b>  <b>NC:</b> use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p><b><u>Pupils should be taught to: -</u></b></p> <ul style="list-style-type: none"> <li>▪ Use technology safely.</li> <li>▪ Keep personal information safe.</li> <li>▪ Use technology respectfully.</li> <li>▪ Recognise situations involving content and contact that are not safe, (e.g., In emails, text messages, videos) and know where to go for help.</li> <li>▪ Minimise screen, turn off the monitor, or use back buttons to return to the home page if anything inappropriate appears on the screen.</li> </ul> <p>Use following website, login and use resources:-  <a href="https://projectevolve.co.uk/about/?gclid=EAIaIQobChMIk83Noa3L-AIVVIFQBh0YZAfSEAAAYASAAEgJwxFD_BwE">https://projectevolve.co.uk/about/?gclid=EAIaIQobChMIk83Noa3L-AIVVIFQBh0YZAfSEAAAYASAAEgJwxFD_BwE</a></p> <p><b><u>Health, wellbeing and lifestyle</u></b></p>	<p><b><u>Settling In – 7 lessons</u></b>  <b><u>Value - Respect</u></b>  English Link (Y2 National Curriculum) <i>Develop positive attitudes towards and stamina for writing by writing for different purposes;</i> (Y1 National Curriculum) <i>Write sentences by saying out loud what they are going to write about; composing a sentence orally before writing it; sequencing sentences to form short narratives; re-reading what they have written to check that it makes sense.</i>  Geography Link (KS1 National Curriculum) <i>Use basic geographical vocabulary to refer to key physical and human features; Use simple fieldwork and observational skills to study the geography of their school and the key human and physical features of its surrounding environment.</i>  Art and Design (KS1 National Curriculum) <i>Use a range of materials creatively to design and make products; Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</i></p> <p><a href="#">Why we have classroom rules</a> (Y1)  LO: Understand that classroom rules help everyone to learn and be safe; Explain their classroom rules and be able to contribute to making these. (Statutory)</p> <p><a href="#">How are you listening?</a> (Y1)</p>

<p><b>NC: Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</b></p> <p><b><u>Pupils should be taught to:</u></b> -</p> <ul style="list-style-type: none"> <li>▪ Use technology safely.</li> <li>▪ Keep personal information safe.</li> <li>▪ Use technology respectfully.</li> <li>▪ Recognise situations involving content and contact that are not safe, (e.g. In emails, text messages, videos) and know where to go for help.</li> <li>▪ Minimise screen, turn off the monitor, or use back buttons to return to the home page if anything inappropriate appears on the screen.</li> </ul> <p><b>Information Technology</b></p> <p><b>NC:</b> use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <ul style="list-style-type: none"> <li>– Using an iPad inc. taking and manipulating photos and videos</li> <li>– Presentation skills – link to non-chronological report</li> </ul> <p><b>Computer Science</b></p> <p><b>NC:</b> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <ul style="list-style-type: none"> <li>– Unplugged activity – giving directions/instructions to a friend</li> <li>– Using BeeBots or iPad app to program a route around a map using directional language</li> </ul>	<p>LO: Demonstrate attentive listening skills; Suggest simple strategies for resolving conflict situations; Give and receive positive feedback, and experience how this makes them feel. (Statutory)</p> <p><a href="#">Who are our special people?</a> (Y1) LO: Identify some of the people who are special to them; Recognise and name some of the qualities that make a person special to them. (Statutory)</p> <p><a href="#">Our special people balloons</a> (Y1) LO: Recognise that they belong to various groups and communities such as their family; Explain how these people help us and we can also help them to help us. (Statutory)</p> <p><a href="#">Who can help? (1)</a> (Y1) LO: Recognise emotions and physical feelings associated with feeling unsafe; Identify people who can help them when they feel unsafe. (Statutory)</p> <p><a href="#">What makes us who we are?</a> (Y2) (Value Link) LO: Identify some of the physical and non-physical differences and similarities between people; Know and use words and phrases that show respect for other people. (Statutory)</p> <p><a href="#">How can we look after our environment?</a> (Y2) LO: Identify what they like about the school environment; Identify any problems with the school environment (e.g. things needing repair); Make suggestions for improving the school environment; Recognise that they all have a responsibility for helping to look after the school environment.</p>
<p><b>R.E.</b></p>	<p><b>Cross-curricular Maths:</b></p>
<p><b>Christianity (God)</b></p> <p>Why do Christians say that God is a Father?</p> <p><b>Coverage:</b></p> <ul style="list-style-type: none"> <li>• God the Father</li> </ul>	<p><b>New learning:</b> Statistics – how do you travel to school?</p> <p>Interpret simple tables, block graphs, pictograms and answer questions.</p> <p>Use tally charts</p>

- Prayer

## English

**Guided Reading:** from Literacy Shed+: Stage 1 - London

**Possible Texts:** Katie in London by James Mayhew; Coming to England by Floella Benjamin; non-fiction books about London

**Grammar links:** noun phrases, past & present tense

### Writing task 1

#### **Reading Phase:**

Read a recount of your trip to... (made up for modelling)

Using pictures ask children to sequence a day and re-tell orally

Discuss chronological order

Identify time words

Using Rosie's Walk by Pat Hutchins ask the children to add detail to the recount using adjectives and details of likes/dislikes.

#### **Gathering Content:**

Walk to the station/park

Take photos along the way to create a photo story

In groups order the photos and create a map of the walk; add label and descriptions

#### **Writing:**

Recount - Our walk to...

Writing recount using the photos and vocabulary to prompt – remember 1<sup>st</sup> person, past tense, time words and descriptions

### Writing Task 2:

#### **Reading Phase:**

Using a model text identify the features of a non-chronological report (non-fiction book, leaflet, fact file)

Identify the features – headings, sub-headings, introduction, facts, pictures, captions, vocabulary, present tense

#### **Gathering Content:**

Facts about Carnforth

Pictures from our walk with facts and captions

#### **Writing:**

Introductions

Sections of the report

Present as non-chron report about Carnforth

#### **Independent Writes:**

Recount – e.g. Our visit to the museum

Non-chron report about London – contrasting locality

#### **Global Links:**

#### **Local links:**

Railway – train links from Carnforth to London