

<b>Question:</b> <b>Why would Mr Tumble want to visit Liverpool?</b>		
<b><u>National Curriculum Link</u></b> Name, locate and identify characterises of the four countries and capital cities of the United Kingdom and its surrounding seas. Use basic geographical vocabulary to refer to key physical and key human features. Use world maps, atlases and globes to identify the United Kingdom and its counties, as well as the countries within UK. Use Ariel photographs and plan perspectives to recognise local landmarks and places of interest. Use and construct basic symbols in a key. Use fieldwork.		
<b><u>International Baccalaureate Learner Profile Link</u></b> <b>Communicator: express ideas and information confidently</b> <b><i>Inquiry: Develop natural curiosity</i></b>		
<b>Previous Learning: EYFS</b>  -Notices detailed features of objects in their environment.  -Looks closely at similarities, differences, patterns and change.	<b><u>New Learning: Year 1</u></b>  -Name the four countries of the UK, capital cities and surrounding seas.  -Use a range of maps (world, country, street maps, aerial views and plans) to locate places and landmarks in the UK.  -Begin to know simple features of the countries of the UK.  -Use aerial photographs to	<b><u>Future Learning Year 2</u></b>  -Recognise and describe the features of hot and cold places.  -Identify the animals that live in hot and cold places and recognise how they adapt.  -Use the terms: deserts, rainforests and polar regions.  - Understand the location of hot and

	<p>recognise and describe the basic human and physical features of Liverpool</p> <p>-Use a range of maps (country, street maps, aerial views and online maps) to locate places and landmarks.</p>	<p>cold areas of the world is related to their location and the location of the Equator and the North and South Poles</p> <p>- Begin to classify key features of places into 'natural' and 'man-made'</p> <p>- Identify the physical features of a continent. including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>-Identify the human features of a continent, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>
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<p>-Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>-Children know about similarities and differences in relation to places. They talk about features of their own immediate environment and how environments might vary from one another.</p>	<p>Use world maps, atlases and globes to locate the United Kingdom and its countries.</p> <p>-Use simple fieldwork and observational skills to study the geography of their school and its grounds;</p> <p>-Observe and identify the key human and physical features of its surrounding environment.</p> <p>Know and use the terminology of left, right, above, below, next to.</p> <p>-Plan a simple route around the local area using a map and key vocabulary.</p>	<p>-Recognise and describe the features of hot and cold places.</p> <p>-Identify the animals that live in hot and cold places and recognise how they adapt.</p> <p>-Use the terms: deserts, rainforests and polar regions.</p> <p>- Understand the location of hot and cold areas of the world is related to their location and the location of the Equator and the North and South Poles</p> <p>- Begin to classify key features of places into 'natural' and 'man-made'</p> <p>- Identify the physical features of a continent. including: beach, cliff, coast, forest,</p>
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		<p>hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>-Identify the human features of a continent, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>
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### **Knowledge, Skills and Understanding**

- G1: Use an atlas/map to name, locate and identify characteristic of the four countries and capital cities of the United Kingdom and its surrounding seas.  
G2: Use fieldwork and observational skills to study the geography of local area  
Explain what makes Liverpool special? Unique?  
Explain if they think that people ever spoil the area, how?  
G3: Describe physical and human features of Liverpool  
What makes a town/village, using appropriate vocabulary. (Key Human Vocabulary, eg, city, town, factory, house, offices, shops)  
Label a photograph using geographical words /symbols. Label map of Liverpool outlining physical and human features.

### **Challenge**

- Can they plan a route, using a map of the local area, to their favourite Liverpool tourist attractions from Kensington Primary school?

### **Resources**

Pictures of Liverpool.

Examples of persuasive texts,

Bouchnures of Liverpool (from Liverpool tourist centre)

### **Website/Apps**

<http://www.bbc.co.uk/iplayer/episode/b01nv8vs/something-special-were-all-friends-12-ferry>  
**(Mr Tumble visits Liverpool)**

### **Extended Writing Opportunities**

	To create a persuasive text. Children to create a brochure to persuade people to visit Liverpool.
<b>Suggested Quality Texts</b>	<b>Numeracy Skills</b>
<b>Sant comes to Liverpool ( a text to show the children the buildings of Liverpool)</b>	<b>WOW Experience</b> Visit Liverpool. Children will experience an “open top” bus tour. A bus will take the children to different locations of interest in Liverpool, the children will get of the bus visit the tourist attraction, take pictures/sketch. Places of interest, cathedrals, L1, St Georges Hall, Museum, Albert Docks and Arena. (Ch to walk around docks)
<b>Cross Curricular Links</b> <b>Art:</b> To draw the city skyline. <b>Photography:</b> taking pictures of famous land marks. <b>Computing:</b> Create a pic collage of Liverpool Music: Famous musical artists from Liverpool. Use BSL to sign Yellow Submarine	