

# High Bickington Church of England Primary Academy Geography: London Calling!

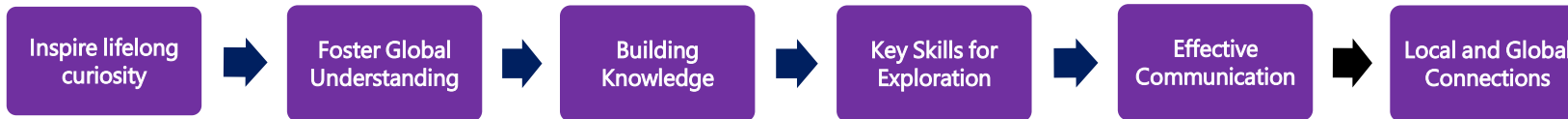


# Geography

## Vision

- **Inspire Lifelong Curiosity:** Our geography curriculum is designed to spark a deep curiosity about the world, encouraging pupils to explore and question the diverse landscapes, cultures, and phenomena they encounter.
- **Foster Global Understanding:** By immersing students in the study of different places and peoples, we aim to cultivate a profound understanding and appreciation of the interconnectedness of the world, fostering empathy and global awareness.
- **Build Lasting Knowledge and Skills:** Through engaging and dynamic lessons, we ensure that students not only acquire essential geographical knowledge but also develop critical thinking and analytical skills that will serve them throughout their lives.

## Intent



## Implementation



## Impact



## Substantive Knowledge and Disciplinary Knowledge

From the Early Years Foundation Stage up to the end of Key Stage 2, the substantive knowledge progresses through conceptual development. Meanwhile, disciplinary knowledge is developed through historical enquiry and interpretation. To ensure pupils can learn more and know more over time, we believe it is crucial that our Geography curriculum develops both categories of knowledge as well as Geographical skill.

## Reviewing Prior Learning: Speak Like an Expert

**Purpose:** Sessions that ensure effective retention & recall of information.

**Regular sessions** at the start of every lesson to review prior learning.

**Dedicated sessions** Reviewing the week's learning helping to make connections.

**Format** Activities include recap quizzes, group discussions, visual aids, role playing, teacher feedback.

**Benefits** Students develop strong retention skills, articulate historical knowledge & concepts.

## Intent

|  |   |
|--|---|
| <b>Inspire Curiosity</b>                     | Spark deep curiosity about the world, encouraging pupils to explore and question diverse landscapes, cultures, and phenomena.                                     |
| <b>Foster Global Understanding</b>           | Cultivate empathy and global awareness by helping children understand the interconnectedness of the world and their role as global citizens.                      |
| <b>Building Knowledge</b>                    | Enhance learning through educational visits that provide practical experiences and real-world contexts for geographical concepts.                                 |
| <b>Developing Key Skills for Exploration</b> | Develop essential geographical skills such as map reading, data collection, analysis, and fieldwork techniques to enable pupils to explore the world effectively. |
| <b>Effective Communication</b>               | Teach various ways to communicate geographical information, including through maps, numerical data, written expression, and presentations                         |
| <b>Local and Global Connections</b>          | Teach various ways to communicate geographical information, including through maps, numerical data, written expression, and presentations                         |

## Implementation

|  |   |
|--|---|
| <b>Passion for Exploring the World</b>     | Our two-year programme ensures complete coverage of the KS2 National Curriculum, enabling children to name and locate significant places around the globe.  |
| <b>Name and Locate Places of the World</b> | We develop pupils' geographical skills through hands-on fieldwork, where they collect, analyse, and communicate data. Leaders and governors rigorously monitor this aspect to maintain high standards.                                |
| <b>Geographical Skills and Fieldwork</b>   | We inspire a passion for exploring the world by incorporating real-life contexts and educational visits, making learning relevant and engaging. External experts, trips, and visitors bring geography to life for our students.       |
| <b>Human and Physical Geography</b>        | Our curriculum covers both human and physical geography, ensuring that children understand the interaction between people and their environments. We continually enhance resources and integrate technology to support this learning. |
| <b>Geographical Vocabulary</b>             | We assess and build upon pupils' understanding of geographical vocabulary before and after each unit, ensuring they can effectively communicate their knowledge.  |
| <b>Global and Local Connections</b>        | Through partnerships, such as our link with a school in India, and our focus on local geography, we deepen pupils' understanding of their locality and the wider world, fostering a sense of global citizenship.                      |

## Impact

|   |   |
|---|---|
| <b>Assessing Vocabulary and Understanding</b> | We assess and revisit key geographical vocabulary before and after each unit, ensuring children can articulate their knowledge clearly and confidently.   |
| <b>Demonstrating Progress Through Work</b>    | Pupils demonstrate their understanding through a range of outcomes, including map work, diagrams, models, fieldwork records, and written explanations, which are regularly reviewed to monitor progression. |
| <b>Pupil Voice and Discussion</b>             | Through discussions and pupil voice activities, children reflect on their learning, explain concepts using accurate geographical language, and talk confidently about the places and processes they study.  |
| <b>Application in Real-World Contexts</b>     | Children show they can apply their geographical learning beyond the classroom by discussing current events, comparing places, and recognising their role as local and global citizens.                      |
| <b>Feedback and Moderation</b>                | Ongoing feedback from pupils, alongside book looks and moderation across the Trust, helps ensure consistency and high expectations in geographical learning   |

# London Calling

Subject: Geography

Year: 1 and 2

Term: Summer 1 & 2

## National Curriculum Aims

### Key Objectives:

- Lesson 1 - WALT:** I can share what I already know about London and begin to learn new vocabulary to help me be a geographer.
- Lesson 2 - WALT:** I can describe the sights and sounds of London and understand different modes of transport.
- Lesson 3 - WALT:** I can understand the key events of the Great Fire of London and its impact.
- Lesson 4 - WALT:** I can investigate how the fire spread and understand its effects on London.
- Lesson 5 - WALT:** I can compare and contrast historical and modern modes of transport in London.
- Lesson 6 - WALT:** I can plan a journey around London using my knowledge of landmarks and transport.
- Lesson 7 - WALT:** I can learn about the significance of the Royal Family and Buckingham Palace.
- Lesson 8 - WALT:** I can explore the cultural diversity of London and understand how it impacts communities.
- Lesson 9 - WALT:** I can discover the history and significance of the Tower of London.
- Lesson 10 - WALT:** I can learn about London Zoo and understand the importance of conservation.
- Lesson 11 - WALT:** I can compare historical and modern London and imagine what it might be like in the future.
- Lesson 12 - WALT:** I can present my knowledge of London through creative expression.

## Key Elements

### Key Aspects/Elements of National Curriculum:

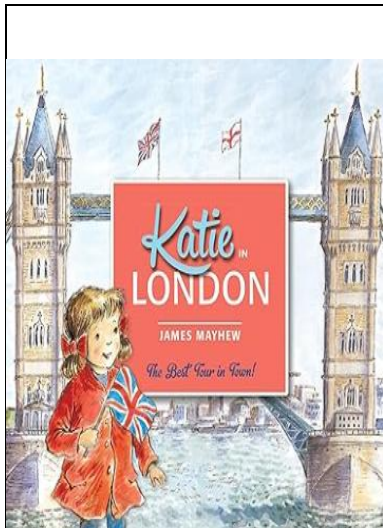
- Lesson 1 – Place and Space - NC Focus:** Locational knowledge; human geography - **Example:** Children identify London on a UK map and discuss what makes a place a “city” vs. a village.
- Lesson 2 – Observation and Description - NC Focus:** Human geography; geographical vocabulary - **Example:** Children describe what they can see and hear in London through soundscapes and role-play travel experiences.
- Lesson 3 – Location and Historical Geography Link - NC Focus:** Locational knowledge; map skills - **Example:** Children use a historical map of London to locate Pudding Lane and trace the spread of the Great Fire.
- Lesson 4 – Human Geography and Change Over Time - NC Focus:** Understanding physical and human features; settlement and land use - **Example:** Children build model houses to explore why London’s buildings made the fire spread quickly, then compare to modern buildings.
- Lesson 5 – Transport and Connectivity - NC Focus:** Human geography – transport; change over time - **Example:** Children compare past and present transport in London using timelines and design future transport systems.
- Lesson 6 – Route Mapping and Landmarks - NC Focus:** Geographical skills and fieldwork - **Example:** Children plan a journey around London using a simplified map and label key landmarks and routes.
- Lesson 7 – National Significance and Human Geography - NC Focus:** Place knowledge; human geography (settlements and institutions) - **Example:** Children explore Buckingham Palace’s role and the Royal Family’s connection to London as a national institution.
- Lesson 8 – Cultural Geography and Diversity - NC Focus:** Human geography – communities, culture and diversity - **Example:** Children explore the different cultural groups that live in London through food, music, and festivals.
- Lesson 9 – Settlement History and Place Change - NC Focus:** Place knowledge; human and historical geography - **Example:** Children explore how the Tower of London has changed its use over time – from palace to prison to tourist site.
- Lesson 10 – Environmental Geography and Conservation - NC Focus:** Physical geography – habitats; human geography – conservation - **Example:** Children investigate how London Zoo protects endangered animals and create habitat models for meerkats.
- Lesson 11 – Urban Geography and the Future - NC Focus:** Understanding how cities develop; sustainable living - **Example:** Children compare old and new London, then design a “Future London” using knowledge of sustainable transport and living.
- Lesson 12 – Communicating Geographical Understanding - NC Focus:** Communication; fieldwork-style presentation - **Example:** Children reflect on their learning through maps, performance, and written work to share what they now know about London.

|                             |   |
|-----------------------------|---|
| <p>Key Questions</p>        | <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• What do we already know about London?</li> <li>• What are the sights and sounds of London?</li> <li>• What happened during the Great Fire of London?</li> <li>• How did the Great Fire of London spread and what changed after?</li> <li>• How has transport in London changed over time?</li> <li>• Can we help Marley the Meerkat explore London?</li> <li>• What is the role of the Royal Family and why is Buckingham Palace important?</li> <li>• What makes London a culturally diverse city?</li> <li>• What is the history of the Tower of London?</li> <li>• Why is London Zoo important and how do zoos help animals?</li> <li>• What has changed in London—and what might it be like in the future?</li> <li>• What have we learned about London?</li> </ul>   |
| <p>Curriculum coherence</p> | <p><b>Building Learning Power – Prior Learning:</b><br/>         In their earlier years, children built a strong foundation in geographical and historical understanding through immersive and comparative learning experiences. In Key Stage 1, they explored local geography and the wider world in topics such as <i>Coastlines</i>, developing early map skills and learning about contrasting localities like Whitby and Westward Ho! They also encountered the capital city in the <i>Bright Lights, Big City</i> unit, learning to name and locate the UK's countries and capitals, and beginning to understand the features of urban environments. This prior knowledge is revisited and deepened in <i>London's Calling</i>, where children draw on their understanding of physical and human features, maps, and historical change to study London in rich detail.</p> <p>Throughout the unit, learners build their geographical thinking by using and creating maps, planning routes, and comparing different forms of transport. They engage with historical enquiry, evaluating the causes and consequences of the Great Fire of London and exploring the evolving role of landmarks like the Tower of London and Buckingham Palace. The topic nurtures independence, critical thinking, and creativity—key components of lifelong learning—through tasks such as travel brochure writing, city design, and immersive role play.</p> <p><b>Building Futures – Future Learning through the Project:</b><br/>         This topic acts as a springboard into more complex geographical and historical study in upper KS2. In topics such as <i>Urban Pioneers, Misty Mountain, Winding River, and Frozen Kingdoms</i>, students will revisit and expand their understanding of human and physical geography. Their knowledge of London as a living, changing city will support future learning about sustainability, land use, and global responsibility. Similarly, their exploration of historical sources, sequencing events, and reflecting on the legacy of the Great Fire prepares them for later study of topics like <i>Revolution, World War II, and Ancient Civilisations</i>. By imagining how London might evolve in the future, children also begin to think like planners, designers, and change-makers—developing aspirations for the world they will help to shape.</p> <p><b>Building Community – Local, National, and International Connections:</b><br/>         This unit is rooted in developing a sense of belonging—to their <b>local</b> village or town, to the <b>nation</b> as citizens of the UK, and to a <b>global community</b> through international comparison and collaboration. Children reflect on what makes their home community unique, comparing it with London's busy, diverse urban life. They explore British traditions such as the monarchy and the Changing of the Guard, building pride in national identity. Through the Global Schools Partnership, pupils connect with children in India, comparing capital cities and discussing shared global concerns such as conservation and transport. These cross-cultural exchanges promote empathy, respect, and curiosity, helping children see themselves as citizens of the wider world.</p> <p><b>Building Self-Esteem and Positive Mental Wellbeing:</b><br/>         Children's confidence grows as they adopt the roles of Junior Geographers, Museum Curators, Royal Event Planners, and Zoo Conservationists. These immersive learning experiences provide safe, structured opportunities for children to take on responsibility, collaborate, and express themselves. Whether through drama, art, mapwork, or model-making, learners are encouraged to celebrate their efforts and share their learning in a final showcase. Regular opportunities for reflection—such as revisiting the 'Ticket to London' elicitation task—help children recognise how far they've come, reinforcing their sense of achievement. The focus on cultural diversity, kindness, and belonging further supports positive identity development and emotional wellbeing, ensuring every child sees a place for themselves in the world.</p> |

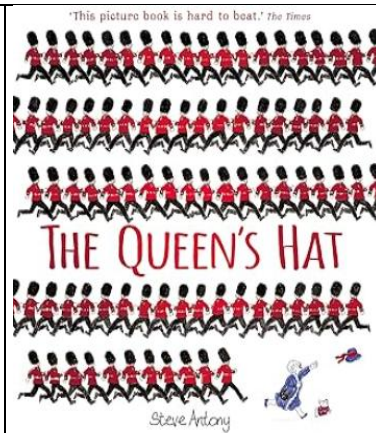
**Vocabulary:**

- **Capital** – the city where a country’s government is based (e.g. London is the capital of the UK).
- **Landmark** – a well-known or important building or place (e.g. Big Ben, Tower Bridge).
- **Transport** – ways of travelling from one place to another (e.g. bus, Tube, taxi).
- **Map** – a drawing or image that shows what a place looks like from above.
- **Route** – the way or path taken to get from one place to another.
- **City** – a large town where lots of people live and work.
- **River** – a large natural stream of water (e.g. the River Thames).
- **Monarch** – a king or queen (e.g. King Charles III).
- **Diversity** – a mix of different people, cultures, and traditions in one place.
- **History** – things that happened in the past.
- **Conservation** – protecting animals, nature, or places to keep them safe.
- **Community** – a group of people living in the same place or sharing something in common.

**Key Text**



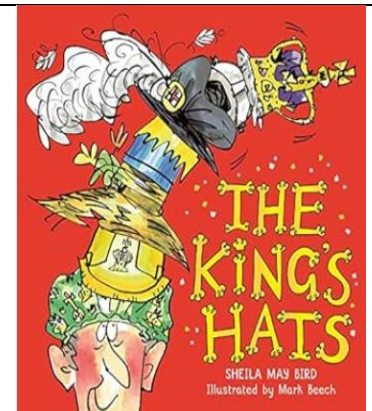
When Katie and her brother Jack visit London with Grandma, something very unexpected happens . . . One of the Trafalgar Square lions comes to life and takes them on a wonderful tour of all the best sights! Including Buckingham Palace, the Tower of London, Big Ben and the London Eye.



determined, dare-devil queen through London Zoo, over Tower Bridge and up Big Ben ... just where will that hat land?

A sudden gust of wind sets of a marvellous London adventure for the Queen, the Queen's men and one very special hat. So let's follow one

King Charles the of the United the and he is finding just a little manage. But his Tom the hand to show must wear all and that he and allow the king he was



**Development of Knowledge**

| Lesson          | Lesson Content  | Substantive Knowledge  | Disciplinary Knowledge  |
|-----------------|---|--|---|
| <b>Lesson 1</b> | <p><i>Stick the widgit symbol sheets in the children's books</i></p> <p><b>Who is our King and how do we behave in his presence?</b></p> <hr/> <p><i>WALT</i></p> <p><i>I can listen to others and work cooperatively as part of a group.</i></p> | <p><i>Substantive Knowledge</i></p> <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>• Know that <b>His Majesty King Charles III</b> is our current monarch.</li> </ul> | <p><i>Disciplinary Knowledge</i></p> <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>• Practice speaking and listening in a group.</li> </ul> |

|  |   |   |  |
|--|---|---|--|
|  | <p><i>Disciplinary Focus</i><br/>Being a good citizen and communicator – learning how to listen respectfully, share ideas, and cooperate with others through role-play and discussion.</p> <hr/> <p><i>Mantle of the Expert Setup (Optional)</i><br/>The children are royal guests preparing to attend an official tea party at <b>Buckingham Palace</b>. Their job is to <b>learn royal etiquette</b> and <b>practice good manners and cooperation</b> so they are ready to meet His Majesty, the King.</p> <hr/> <p><i>Review of Prior Learning</i></p> <ul style="list-style-type: none"> <li>• What do we already know about <b>Buckingham Palace</b>?</li> <li>• Watch or recap the <b>virtual tour</b> from a previous lesson (CM Engage Lesson 2).</li> <li>• Revisit what we’ve learned about <b>London</b> and royal buildings.</li> <li>• Watch a short <b>royal etiquette video</b> (CM Engage Lesson 1).</li> <li>• Ask: “How do you behave if you meet the King?”</li> </ul> <hr/> <p><i>Elicitation Task</i><br/><b>Prompt:</b> “Have you ever been to a special party or celebration? What did you wear and how did you behave?”</p> <ul style="list-style-type: none"> <li>• Children turn and talk with a partner, then share ideas with the class.</li> <li>• Introduce the special <b>invitation from the King</b> and read it aloud.</li> </ul> <hr/> <p><i>Main Activity (45–60 mins)</i><br/><b>Part 1 – Preparing for the Royal Tea Party (20–25 mins)</b></p> <ul style="list-style-type: none"> <li>• Discuss <b>how we behave</b> when meeting someone important – listening, not interrupting, taking turns, showing respect.</li> <li>• Teach children how to <b>bow or curtsey</b> and <b>practice polite greetings</b>.</li> <li>• Explore <b>royal etiquette</b> through drama and role-play – e.g., “How do we sit at the table?” “What do we say if we don’t like the tea?”</li> </ul> <p><b>Part 2 – The Royal Tea Party! (20–30 mins)</b></p> <ul style="list-style-type: none"> <li>• Set up a classroom <b>afternoon tea experience</b> with tablecloths, cups, and treats.</li> <li>• Either have a staff member act as the King or project a <b>life-size image</b> onto the IWB.</li> <li>• Children role-play meeting the King and practise speaking and listening politely in a <b>group setting</b>.</li> </ul> <hr/> <p><i>Year Group Guidance</i></p> <ul style="list-style-type: none"> <li>• <b>Year 1:</b> Focus on listening, taking turns, and understanding basic etiquette. Support with sentence starters like “Please may I...” or “Thank you for...”</li> <li>• <b>Year 2:</b> Begin to discuss <b>why</b> manners and cooperation are important in social situations. Use full sentences and encourage reflection.</li> </ul> | <ul style="list-style-type: none"> <li>• Know that <b>Buckingham Palace</b> is his main residence in London.</li> <li>• Know that we use <b>polite behaviour and listening skills</b> in important places.</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>• Know the <b>purpose of royal etiquette</b> and why we use it to show respect.</li> <li>• Know that the King is part of our <b>constitutional monarchy</b> and represents our country.</li> <li>• Know the difference between <b>formal and informal behaviour</b>.</li> </ul> | <ul style="list-style-type: none"> <li>• Recognise appropriate social behaviours in role-play.</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>• Participate in structured discussion and role-play.</li> <li>• Reflect on cooperation and explain why respectful behaviour is important</li> </ul> |
|--|---|---|--|

|  |                     |  |   |  |
|--|---------------------|--|---|--|
|  |                     | <hr/> <p><i>SEND Adaptation</i></p> <ul style="list-style-type: none"> <li>• Use visual cue cards to support listening and turn-taking.</li> <li>• Model role-play steps in small groups.</li> <li>• Provide simplified sentence starters and gestures for non-verbal communication.</li> <li>• Use Widgit-supported vocabulary sheet for party, bow, tea, King, listen, share.</li> </ul> <hr/> <p><i>Diving Deeper Challenge</i></p> <p><b>Challenge Question:</b> <i>Why is it important to listen and cooperate when we are with others?</i></p> <ul style="list-style-type: none"> <li>• Children respond by writing or drawing a short reflection about <b>why manners matter</b> and <b>what they did well today</b>.</li> </ul> <hr/> <p><i>United Nations Sustainable Development Goals (SDGs)</i></p> <ul style="list-style-type: none"> <li>• <b>Goal 16: Peace, Justice and Strong Institutions</b> – Learning how to respect others, follow rules, and contribute to a peaceful community.</li> <li>• <b>Goal 4: Quality Education</b> – Developing communication, cooperation, and interpersonal skills.</li> </ul> <hr/> <p><i>Global Schools Link Activity</i></p> <ul style="list-style-type: none"> <li>• Ask your <b>partner school in India</b>:<br/> <i>“Do you have special celebrations or visits from important people? How do you behave at those events?”</i></li> <li>• Exchange photos or drawings of celebrations and respectful greetings in each culture.</li> </ul> <hr/> <p><i>Conclusion</i></p> <ul style="list-style-type: none"> <li>• Reflect as a class: <ul style="list-style-type: none"> <li>• “What went well at our royal tea party?”</li> <li>• “How did we show good manners and teamwork?” <ul style="list-style-type: none"> <li>• Write or draw one thing they did that showed <b>respect</b> or <b>cooperation</b>.</li> </ul> </li> </ul> </li> </ul> <hr/> <p><i>Practical Resources</i></p> <ul style="list-style-type: none"> <li>• Royal invitation (real or printed)</li> <li>• Cups, saucers, tablecloths, dainty treats</li> <li>• Costume props or accessories</li> <li>• Projected image or video of the King</li> <li>• Widgit vocabulary cards</li> <li>• SDG poster visuals</li> <li>• Etiquette video and Buckingham Palace virtual tour (CM links)</li> </ul> |   |  |
|  | <b>Lesson<br/>2</b> | <b>Who is King Charles and what do we know about his life and family?</b>  | <i>Substantive Knowledge<br/>Year 1</i> | <i>Disciplinary Knowledge<br/>Year 1</i> |

|  |  |   |   |
|--|--|---|---|
|  | <p><i>WALT</i><br/>I can find out facts about King Charles and talk about his life and family.</p> <hr/> <p><i>Disciplinary Focus</i><br/>Being a historian – using photographs, timelines, and non-fiction texts to gather and share information about a significant individual from the present.</p> <hr/> <p><i>Mantle of the Expert Setup (Optional)</i><br/>The children are working as <b>Royal Biographers</b> for a publishing company that’s writing a new children’s book about <b>King Charles III</b>. Their job is to research the King’s life, family, and work, and gather interesting facts that will help readers understand who he is and what he does.</p> <hr/> <p><i>Review of Prior Learning</i></p> <ul style="list-style-type: none"> <li>Recap the royal tea party from Lesson 1: <ul style="list-style-type: none"> <li>“What do you remember about the King?”</li> <li>“Where does he live?”</li> <li>Revisit key vocabulary: monarch, palace, crown, royal.</li> </ul> </li> </ul> <hr/> <p><i>Elicitation Task</i></p> <p><b>Prompt:</b> “What do we already know about King Charles?”</p> <ul style="list-style-type: none"> <li>Children share ideas in talk partners and build a <b>class mind map</b>.</li> <li>Ask: “What do we want to find out about him today?” and list questions on the board (e.g. <i>Does he have children? What does he like? Where was he born?</i>)</li> </ul> <hr/> <p><i>Main Activity (45–60 mins)</i></p> <p><b>Part 1 – Picture Timeline and Family Tree (25 mins)</b></p> <ul style="list-style-type: none"> <li>Show pictures of <b>King Charles</b>, his parents (Queen Elizabeth II and Prince Philip), and his children.</li> <li>Discuss what children notice in each image – formal vs informal, animals, events.</li> <li>Create a simple <b>royal family tree</b> together using names and photos.</li> <li>Use a <b>basic timeline</b> to show key events in King Charles’ life (e.g. birth, marriage, becoming King).</li> </ul> <p><b>Part 2 – Research and Fact-Finding (20–30 mins)</b></p> <ul style="list-style-type: none"> <li>Share <b>non-fiction books</b> and use tablets or the whiteboard to explore the <b>Royal Family website</b> together.</li> <li>Model reading and summarising facts aloud to the class.</li> <li>In pairs or small groups, children complete a <b>King Charles Fact Sheet</b> by writing or drawing 3–5 facts about him.</li> <li>Support with vocabulary prompts or simplified text where needed.</li> </ul> <hr/> | <ul style="list-style-type: none"> <li>Know that <b>King Charles III</b> is our current monarch.</li> <li>Know that he is the <b>son of Queen Elizabeth II</b>.</li> <li>Know some key facts about his life (e.g. family, homes, hobbies).</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>Know that King Charles has been part of the <b>royal family timeline</b> and became monarch in 2022.</li> <li>Know who is in his immediate family and how they are related.</li> <li>Know that the monarch has an important role in British public life.</li> </ul> | <ul style="list-style-type: none"> <li>Use pictures and words to find out about someone from the present.</li> <li>Share ideas clearly in discussion.</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>Use timelines, family trees and non-fiction sources to gather information.</li> <li>Begin to summarise and record findings using their own words.</li> </ul> |
|--|--|---|---|

#### *Year Group Guidance*

- **Year 1:** Focus on identifying and talking about 2–3 key facts. Encourage use of sentence starters like “*He has...*” or “*He lives in...*”
  - **Year 2:** Support children to write full sentences and use key vocabulary such as *monarch, coronation, family tree, palace*. Extend by encouraging use of conjunctions (e.g. *because, so*).
- 

#### *SEND Adaptation*

- Use simplified fact sheets with Widge symbols and large images.
  - Provide fact cards to match and sort instead of writing.
  - Offer 1:1 or small group support for reading and discussion.
  - Use pre-labelled family photos and a partially completed timeline.
- 

#### *Diving Deeper Challenge*

**Challenge Question:** *Why do people want to learn about the King’s life and work?*

- Children discuss and/or write a short reflection:
    - “I think it is important to learn about King Charles because...”
- 

#### *United Nations Sustainable Development Goals (SDGs)*

- **Goal 4: Quality Education** – Developing knowledge of significant individuals and building research skills.
  - **Goal 16: Peace, Justice and Strong Institutions** – Learning about the role of the monarchy in British life and society.
- 

#### *Global Schools Link Activity*

- Send a **class fact sheet about King Charles** to your **partner school in India**.
  - Ask: “*Who is an important person in your country, and what do they do?*”
  - Exchange information about leaders or respected figures.
- 

#### *Conclusion*

- Children share one fact they found out about King Charles.
  - Add facts to a **class display** or timeline titled “*Our Royal Research*.”
  - Ask: “*What else would you like to know about the King?*” – record these for future learning.
- 

#### *Practical Resources*

- Images of King Charles and his family (print and digital)
- Royal family tree template
- Simple timeline template
- King Charles Fact Sheet (differentiated)
- Non-fiction books and access to The Royal Family website
- Widge vocabulary cards

|  |                        |   |  |   |
|--|------------------------|---|--|---|
|  | <p><b>Lesson 3</b></p> | <p><b>What are the significant landmarks in London?</b></p> <hr/> <p><i>WALT</i><br/>I can recognise and name important landmarks in London and explain why they are special.</p> <hr/> <p><i>Disciplinary Focus</i><br/>Being a geographer and historian – identifying significant places, understanding their purpose or history, and recognising them on maps and images.</p> <hr/> <p><i>Mantle of the Expert Setup (Optional)</i><br/>The children are working as <b>London Tour Guides</b>. Their mission is to prepare a presentation and guidebook for tourists visiting London for the first time. They must learn about the most important landmarks and be able to describe them clearly so visitors know what to look out for and why these places are special.</p> <hr/> <p><i>Review of Prior Learning</i></p> <ul style="list-style-type: none"> <li>• Revisit what children already know about <b>London</b> from earlier lessons.</li> <li>• Discuss: “What buildings or places do you remember seeing in London?”</li> <li>• Show a map of London and identify <b>Buckingham Palace</b> again from Lesson 1.</li> <li>• Talk about what a <b>landmark</b> is and why some places are famous.</li> </ul> <hr/> <p><i>Elicitation Task</i><br/><b>Prompt:</b> “Have you ever been to London? What do you think you would see there?”</p> <ul style="list-style-type: none"> <li>• Children share their ideas in talk partners.</li> <li>• Show a set of <b>mystery landmark images</b> (no names) and ask children to guess what they might be and what happens there.</li> </ul> <hr/> <p><i>Main Activity (45–60 mins)</i><br/><b>Part 1 – Landmark Discovery (20–25 mins)</b></p> <ul style="list-style-type: none"> <li>• Show and discuss images and short video clips of the following landmarks: <ul style="list-style-type: none"> <li>• <b>Buckingham Palace</b></li> <li>• <b>Big Ben</b></li> <li>• <b>St Paul’s Cathedral</b></li> <li>• <b>The River Thames</b></li> <li>• <b>The Monument</b></li> <li>• <b>The Tower of London</b></li> <li>• <b>The Globe Theatre</b></li> <li>• <b>The Houses of Parliament</b> <ul style="list-style-type: none"> <li>• Explain each one simply: What is it? What is it used for? Why is it special?</li> </ul> </li> </ul> </li> </ul> | <p><i>Substantive Knowledge</i></p> <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>• Know the names of several important landmarks in London.</li> <li>• Know that a <b>landmark</b> is a well-known or important building or place.</li> <li>• Know that these places are found in the <b>capital city of the UK</b>.</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>• Know why each landmark is significant (e.g. royal residence, place of worship, historic building).</li> <li>• Know that landmarks help us learn about the history and identity of a place.</li> <li>• Know the role of London as the political and royal centre of the UK.</li> </ul> | <p><i>Disciplinary Knowledge</i></p> <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>• Use pictures and models to recognise and describe famous buildings.</li> <li>• Begin to understand what makes a place special.</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>• Use non-fiction sources and visuals to gather information about places.</li> <li>• Compare landmarks and explain their importance using simple reasoning.</li> </ul> |
|  |                        |   |  |   |

## Part 2 – Landmark Fact Poster or Passport (25–30 mins)

- Give children a **Landmarks of London passport** or mini fact book.
- Children choose 3–4 landmarks to draw and write about.
- They can add a fun fact, such as “The Tower of London has ravens” or “Big Ben is a clock tower, not the bell!”
- Display posters around the classroom or in a class tour guide display.

---

### *Year Group Guidance*

- **Year 1:** Focus on naming and describing landmarks using key vocabulary. Encourage phrases like “*It is big,*” or “*The Queen lives there.*”
- **Year 2:** Extend with writing a sentence or two about each landmark using conjunctions (e.g. “*It is important because...*”). Support use of time adverbials and descriptive vocabulary.

---

### *SEND Adaptation*

- Use Wigit-supported cards for landmarks and matching descriptions.
- Allow drawing and labelling instead of full sentences.
- Offer templates with sentence starters or pre-filled facts.
- Use a simplified version of the London map with landmarks marked visually.

---

### *Diving Deeper Challenge*

**Challenge Question:** *Which London landmark would you most like to visit and why?*

- Children write or draw a response and explain their choice in a short sentence.

---

### *United Nations Sustainable Development Goals (SDGs)*

- **Goal 11: Sustainable Cities and Communities** – Understanding and appreciating how cities are organised and the importance of preserving historical landmarks.
- **Goal 4: Quality Education** – Expanding geographical and historical knowledge.

---

### *Global Schools Link Activity*

- Children create a **fact sheet or postcard** for one London landmark to send to their **partner school in India**.
- Ask: “*Do you have any famous buildings in your city or country?*”
- Invite responses and pictures from the partner school about their own important places.

---

### *Conclusion*

- Review each landmark and play a **Landmark Quiz** or “Guess the Building” game.
  - Ask: “Which landmark did you find most interesting and why?”
  - Build a **class London map display** with children’s drawings and facts added to each site.
-

|                        |   |  |   |
|------------------------|---|--|---|
|                        | <p><i>Practical Resources</i></p> <ul style="list-style-type: none"> <li>• Pictures or flashcards of London landmarks</li> <li>• Short video clips (e.g. BBC Bitesize, Google Earth tours)</li> <li>• Landmark fact sheet or passport booklet templates</li> <li>• Map of London (simplified for children)</li> <li>• Pencils, colouring pens, glue, scissors</li> <li>• Widgeit-supported vocabulary and image set</li> </ul>  |  |   |
| <p><b>Lesson 4</b></p> | <p><b>Where are the significant landmarks in London?</b></p> <hr/> <p><i>WALT</i><br/>I can locate and describe the position of famous London landmarks using a map.</p> <hr/> <p><i>Disciplinary Focus</i><br/>Being a geographer – using aerial maps and spatial reasoning to identify landmark locations and describe their position in relation to features like the River Thames.</p> <hr/> <p><i>Mantle of the Expert Setup (Optional)</i><br/>The children are now <b>city planners</b> helping to design an interactive visitor map for tourists in London. Their task is to <b>create a large-scale model</b> of London, showing where key landmarks are and how they relate to each other and the River Thames.</p> <hr/> <p><i>Review of Prior Learning</i></p> <ul style="list-style-type: none"> <li>• Revisit the <b>landmarks</b> studied in Lesson 3 using flashcards or photos.</li> <li>• Ask: “Can you remember what each place is used for?”</li> <li>• Show a <b>simplified aerial map of London</b>, pointing out the River Thames.</li> </ul> <hr/> <p><i>Elicitation Task</i><br/><b>Prompt:</b> “If someone was standing at Buckingham Palace, what other famous places might be nearby?”</p> <ul style="list-style-type: none"> <li>• Children work in pairs to <b>look at a London landmarks map</b> and start to spot patterns or clusters.</li> <li>• Introduce compass language: <i>next to, near, across, beside, opposite, along</i>.</li> </ul> <hr/> <p><i>Main Activity (45–60 mins)</i><br/><b>Option A – Outdoor Playground Map</b></p> <ul style="list-style-type: none"> <li>• Mark out a <b>large-scale map of central London</b> using chalk.</li> <li>• Children use images, small props, or labelled cards to place landmarks in the correct positions.</li> <li>• Talk as a class about where each landmark goes in relation to the <b>River Thames</b>.</li> </ul> <p><b>Option B – Classroom 3D Map</b></p> <ul style="list-style-type: none"> <li>• Use recycled boxes, cardboard, blocks, and craft materials to <b>build a walk-through 3D model</b> of London.</li> </ul> | <p><i>Substantive Knowledge</i></p> <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>• Know that London landmarks are located near the <b>River Thames</b>.</li> <li>• Know that maps show us <b>where things are</b> and help us understand <b>places and spaces</b>.</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>• Know the relative position of major landmarks (e.g. Big Ben is near the Houses of Parliament).</li> <li>• Know that many important buildings are located <b>along the River Thames</b> for historical and practical reasons.</li> </ul> | <p><i>Disciplinary Knowledge</i></p> <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>• Use pictures and maps to place objects in the correct location.</li> <li>• Begin to describe locations using basic spatial language.</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>• Use simple maps to identify and describe the layout of a city.</li> <li>• Use <b>positional and directional language</b> to explain spatial relationships</li> </ul> |

- Children work in small groups to create specific landmarks and add them to the class map.
- Use masking tape or string to represent the River Thames on the floor.

---

#### *Year Group Guidance*

- **Year 1:** Focus on locating landmarks using visual cues and simple direction language (*next to, near*).
- **Year 2:** Use positional and compass language (*north, south, along the river*) and describe landmark groupings (*e.g. Parliament and Big Ben are next to each other*).

---

#### *SEND Adaptation*

- Use visual landmark cards with matching symbols for map placement.
- Offer a simplified floor plan or mat version of the map.
- Use small group adult-led discussions to guide placement and reasoning.

---

#### *Diving Deeper Challenge*

**Challenge Question:** *Why do you think many important places in London are near the River Thames?*

- Encourage children to think historically or practically (e.g. transport, trade, power, beauty).

---

#### *United Nations Sustainable Development Goals (SDGs)*

- **Goal 11: Sustainable Cities and Communities** – Learning how cities are organised and how we represent spaces.
- **Goal 4: Quality Education** – Developing geographical reasoning and teamwork.

---

#### *Global Schools Link Activity*

- Share a photo or video of your class's map with your **partner school in India**.
- Ask: *"Can you create a map of your town or city showing your most important places?"*
- Invite them to compare the position of their important landmarks with yours.

---

#### *Conclusion*

- Walk through the completed map and ask children to **explain the position of different landmarks**.
- Play a game of *"I'm standing at... can you guess where I'm going next?"* using directions and landmarks.
- Reflect: *"What have we learned about where places are in London?"*

---

#### *Practical Resources*

- Simplified aerial map of London with the River Thames marked
- Photos/flashcards of key landmarks
- Chalk, masking tape, string (for river)
- Craft and junk modelling materials (for 3D map)

|          |   |  |   |
|----------|---|--|---|
|          | <ul style="list-style-type: none"> <li>• Widgeo-supported vocabulary for locations and directions</li> <li>• Camera/tablet for capturing the map work</li> </ul>  |  |   |
| Lesson 5 | <p><b>Who was King Charles II and what key event happened during his reign?</b></p> <hr/> <p><i>WALT</i><br/>I can find out about King Charles II and explain what happened during the Great Fire of London.</p> <hr/> <p><i>Disciplinary Focus</i><br/>Being a historian – using sources such as timelines, videos, and pictures to explore the past and understand significant events.</p> <hr/> <p><i>Mantle of the Expert Setup (Optional)</i><br/>The children are <b>reporters from 1666</b>, working for the <i>Royal London Gazette</i>. Their job is to investigate the <b>Great Fire of London</b>, find out who was king at the time, and write up important facts to help people remember what happened and how the city changed.</p> <hr/> <p><i>Review of Prior Learning</i></p> <ul style="list-style-type: none"> <li>• Revisit what we’ve learned about our current monarch, <b>King Charles III</b>.</li> <li>• Ask: “What do we remember about Buckingham Palace or Parliament?”</li> <li>• Explain that long ago, another King Charles ruled – <b>King Charles II</b>, and something very big happened during his reign.</li> </ul> <hr/> <p><i>Elicitation Task</i><br/><b>Prompt:</b> “What do you already know about the Great Fire of London?”</p> <ul style="list-style-type: none"> <li>• Use talk partners or whiteboards to gather ideas.</li> <li>• Show a timeline and place <b>1666</b> on it to build historical context.</li> </ul> <hr/> <p><i>Main Activity (45–60 mins)</i><br/><b>Part 1 – Timeline and Horrible Histories (20–25 mins)</b></p> <ul style="list-style-type: none"> <li>• Show a <b>simple timeline</b> with Queen Elizabeth II, King Charles III, and King Charles II.</li> <li>• Introduce <b>King Charles II</b> and explain who he was and when he ruled.</li> <li>• Watch a <b>Horrible Histories clip</b> or similar child-friendly video about the <b>Great Fire of London</b>.</li> <li>• Discuss key facts: When, where, how it started, how it spread, and how people reacted.</li> </ul> <p><b>Part 2 – Fact Page in Sketchbooks (20–30 mins)</b></p> <ul style="list-style-type: none"> <li>• Children create a <b>fact page</b> titled <i>The Great Fire of London – 1666</i>.</li> <li>• They draw and label key parts: fire, houses, Pudding Lane, St Paul’s, King Charles II.</li> <li>• Add key facts: “The fire started in a bakery.” / “Houses were made of wood.” / “It lasted four days.”</li> </ul> <hr/> | <p><i>Substantive Knowledge</i><br/><b>Year 1</b></p> <ul style="list-style-type: none"> <li>• Know that <b>King Charles II</b> was King in 1666.</li> <li>• Know that the <b>Great Fire of London</b> was a big event that changed the city.</li> <li>• Know that it started in a bakery on <b>Pudding Lane</b>.</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>• Know how the fire spread and why it was hard to stop.</li> <li>• Know what changed in London after the fire (e.g. brick buildings, fire service).</li> <li>• Know that historical events can be remembered through <b>timelines and sources</b>.</li> </ul> | <p><i>Disciplinary Knowledge</i><br/><b>Year 1</b></p> <ul style="list-style-type: none"> <li>• Recognise and sequence past events.</li> <li>• Use stories, pictures and videos to learn about history.</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>• Use sources (video, timeline, image) to find out about a significant event.</li> <li>• Begin to explain <b>cause and consequence</b> in simple terms.</li> </ul> |

#### *Year Group Guidance*

- **Year 1:** Focus on recognising that **this happened a long time ago**, and identify simple facts. Use labelled drawings with sentence starters.
  - **Year 2:** Write sentences and explain **why** the fire spread and how London changed after it. Encourage use of past tense and historical vocabulary.
- 

#### *SEND Adaptation*

- Use simplified fact sheets with visuals or symbols.
  - Provide sentence starters: *"The fire started in..." / "The King was called..."*
  - Offer adult-supported scribing or use matching picture facts.
- 

#### *Diving Deeper Challenge*

**Challenge Question:** *How do we know what happened during the Great Fire of London?*

- Discuss the use of **diaries, drawings, and reports** from the time.
  - Children respond with a sentence or drawing: *"We know because..."*
- 

#### *United Nations Sustainable Development Goals (SDGs)*

- **Goal 4: Quality Education** – Learning about a key historical event using evidence.
  - **Goal 11: Sustainable Cities and Communities** – Understanding how cities respond to disaster and change over time.
- 

#### *Global Schools Link Activity*

- Send your fact pages to your **partner school in India** with a short message:  
*"This was a very big event in London. Have you learned about any disasters or big changes in your city or country?"*
  - Invite responses to begin a discussion about how cities respond to challenges.
- 

#### *Conclusion*

- Look back at the timeline. Ask:
    - *"Who was King when the Great Fire happened?"*
    - *"What did London look like then compared to now?"*
      - Display children's fact pages as part of your classroom's "History in London" wall.
- 

#### *Practical Resources*

- Timeline images (Kings and Queens, 1666 reference)
- Photos, paintings or re-enactment images of the Great Fire
- Video (e.g. Horrible Histories or BBC Bitesize)
- Fact page template or sketchbooks
- Pencils, coloured pencils, rulers
- Widgit-supported vocabulary cards (fire, baker, King, diary, houses)

|  |                        |  |  |   |
|--|------------------------|--|--|---|
|  | <p><b>Lesson 6</b></p> | <p><b>Locality lesson- possibility</b><br/> <b>London's Calling – Lesson 6?</b></p> <hr/> <p><i>WALT</i><br/> <i>I can find out why King Charles II became King and explain how the English Civil War affected our local area.</i></p> <hr/> <p><i>Disciplinary Focus</i><br/>         Being a historian – understanding change, cause and consequence, and linking national events to local history through sources, maps, and storytelling.</p> <hr/> <p><i>Mantle of the Expert Setup (Optional)</i><br/>         The children are working as <b>local historians</b> helping the <b>Torrington Museum</b> create a display called “<i>From Civil War to Coronation</i>”. Their job is to explain why Charles II became King and how the <b>Battle of Torrington</b> was an important moment in the story.</p> <hr/> <p><i>Review of Prior Learning</i></p> <ul style="list-style-type: none"> <li>Recap from Lesson 5:             <ul style="list-style-type: none"> <li>“Who was King during the Great Fire of London?”</li> <li>“What do you remember about King Charles II?”</li> <li>Revisit the <b>Royal Family Tree</b> and ask: “Who was his father?”</li> </ul> </li> </ul> <hr/> <p><i>Elicitation Task</i><br/> <b>Prompt:</b> “Why do you think someone might become King or Queen later in life – not just because their parent died?”</p> <ul style="list-style-type: none"> <li>Introduce the idea that sometimes there are <b>big problems</b> in a country that stop someone from becoming King straight away.</li> </ul> <hr/> <p><i>Main Activity (45–60 mins)</i><br/> <b>Part 1 – What was the English Civil War? (20 mins)</b></p> <ul style="list-style-type: none"> <li>Tell the story in simple terms:             <ul style="list-style-type: none"> <li>King Charles I wanted to rule alone.</li> <li>Parliament wanted more power.</li> <li>War broke out – people had to <b>choose sides</b>: Royalists or Parliamentarians.</li> <li>Charles I lost and was <b>executed</b>.</li> <li>The country had no King for 11 years.</li> <li>Charles II came back in 1660 in a time called the <b>Restoration</b>.</li> </ul> </li> <li>Use a <b>simple storyboard or comic strip</b> to explain the sequence.</li> </ul> <p><b>Part 2 – What happened in Torrington? (20–25 mins)</b></p> <ul style="list-style-type: none"> <li>Tell the story of the <b>Battle of Torrington</b> (1646):</li> </ul> | <p><i>Substantive Knowledge</i><br/> <b>Year 1</b></p> <ul style="list-style-type: none"> <li>Know that <b>Torrington</b> was involved in a battle during the <b>English Civil War</b>.</li> <li>Know that <b>Charles II became King</b> after a time with no monarch.</li> <li>Know that wars can change who rules a country.</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>Know that the Civil War was between the King and Parliament.</li> <li>Know that <b>King Charles I was executed</b>, and <b>Charles II returned later</b>.</li> <li>Know the <b>Battle of Torrington</b> was one of the last battles in the West Country and part of a national story.</li> </ul> | <p><i>Disciplinary Knowledge</i><br/> <b>Year 1</b></p> <ul style="list-style-type: none"> <li>Use simple timelines and stories to understand the past.</li> <li>Recognise local places with historical importance.</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>Sequence events and begin to explain why things happened.</li> <li>Link national events with local places and people.</li> </ul> |
|  |                        |  |  |   |

- One of the **last big battles** of the Civil War.
- It happened in **our town**.
- Gunpowder stored in the **church** exploded and many people died.
  - Show pictures of **Torrington Church**, old paintings or a local map.
  - Mark it on a **timeline** and show where it fits in the Charles I–Charles II story.

### Part 3 – Create a Local History Fact Page (15 mins)

- Children complete a simple worksheet or sketchbook page titled: *“What happened in Torrington during the Civil War?”*
- Include:
  - A drawing of the church or battlefield.
  - One or two sentences about what happened.
  - A link to Charles II (e.g., “After the Civil War, Charles II became King.”)

---

#### *Year Group Guidance*

- **Year 1:** Focus on simple storytelling and visuals. Use drawings and adult-scribed captions.
- **Year 2:** Retell the key sequence of events and explain why the Battle of Torrington is important. Use sentence starters and past tense.

---

#### *SEND Adaptation*

- Use picture-supported timeline cards.
- Provide a scaffolded storyboard or comic strip.
- Use symbols or matching tasks to support the story of the Civil War.
- Allow children to work with an adult to retell the story orally and record their ideas.

---

#### *Diving Deeper Challenge*

**Challenge Question:** *Why is it important to remember what happened in our local area during the Civil War?*

- Children write or discuss how learning local history helps us understand the past more clearly.

---

#### *United Nations Sustainable Development Goals (SDGs)*

- **Goal 16: Peace, Justice and Strong Institutions** – Exploring the impact of conflict and why fair governance matters.
- **Goal 4: Quality Education** – Learning about national and local history and its impact.

---

#### *Global Schools Link Activity*

- Share your class display or fact page about the **Battle of Torrington** with your **partner school in India**.
  - Ask: *“Have you ever learned about a big event that happened in your town?”*
  - Compare how both schools remember local history and explore ideas of heritage and identity.
-

|  |  |  |  |
|--|--|--|--|
|  | <p><i>Conclusion</i></p> <ul style="list-style-type: none"><li>• Use a <b>large class timeline</b> to show:<ul style="list-style-type: none"><li>• Charles I → Civil War → Battle of Torrington → Charles II → Great Fire of London</li><li>• Ask: “How does our town’s story fit into the big history of our country?”</li><li>• Add children’s work to a “Local History and London” wall display.</li></ul></li></ul> <hr/> <p><i>Practical Resources</i></p> <ul style="list-style-type: none"><li>• Simple story cards or comic strip of the Civil War</li><li>• Map and images of Torrington</li><li>• Timeline strips</li><li>• Local history fact page template</li><li>• Pencils, crayons, rulers</li><li>• Widgit-supported vocabulary (King, war, battle, fire, crown, Parliament)</li></ul> |  |  |
|--|--|--|--|



Great Fire of London



King Charles III



King Charles II



Samuel Pepys

1666

1666



The Monument



# Bright Lights Big City



landmark



River Thames



urban



Thomas Farynor



embers



Tudor



etiquette



Pudding Lane