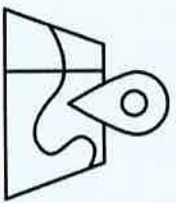


LEARNING JOURNEY  
 Our Local area  
 Autumn 1 Geography



**OUTCOME: To identify the significant landmarks of our local area.**  
**To compare journeys and landscapes and understand near/far, often/rarely.**  
**To learn about maps, map-making and symbols.**

Q: What is our nearest open space?

I am learning to identify the destination of our field trip and remember the journey to get there.

Q: Can I use a map?

I am learning to understand and use a local area map.

Q: Can I read a plan?

I am learning to use and understand a simple plan of the classroom.

Q: What is near me and what is far away?

I am learning to understand what is near school and what is far away from school.

Q: What do I know as a 'local area expert'?

I am learning describe the places that we go to often and rarely, and what we see on the way to school.

I know what is far and what is near. I will talk about the furthest that I have travelled.

I can say where I go often/rarely and what I see on the way home.

**Q: What is it like where we live?**

I can locate the open space on an aerial photo.  
 I can recall the journey and put landmarks in sequence.

**Key vocabulary:**  
 restaurant, high street, supermarket, piece of worship, bus stop, train station, hospital, car park, river, pond, park, playground, wood, hill, block of flats (medium height and tall), bungalow, semi-detached house, stone cottage, school, near, far, Edinburgh, Cardiff, London, Birmingham, Snowdon, Isle of Wight, Fort William, Caernarfon castle, Manchester, East Anglia, map, plan, familiar, hidden navigation, grid, symbols, above, aerial, bird's-eye, open space, green space, field park, forest, woodland, landmark, park, golf club, allotments, beach, cliffs, promenade

## OUTCOME: To understand changes in our local area of Shadwell.

### LEARNING JOURNEY

#### Shadwell Over time

#### Autumn 2 History



Q: Can you give examples of things that are different?

I am learning to find out more about Shadwell in the past.

I can use words and phrases like, old, new, and a long time ago.  
I can ask and answer questions about the past and now.

Q: Can you find examples of things that are different/same?

I am using photographs from the past and a field trip in the present to see how Shadwell Basin has changed.

I can recognise why some events happened. I can ask and answer questions about the past and now.

Q: Can you find examples of things that are different/same? ?

I am using photographs from the past and a field trip in the present to see how the River Thames has changed.

I can place significant events on a timeline.

Q: Can you tell us what Watney Market was like in the past?

I am learning to compare Watney market from the past to the present.

I can identify in what ways people are remembered.

Q: How do we find out about the past? What sources do we use?

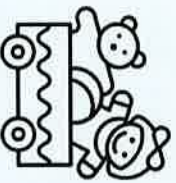
I am learning to compare Shadwell Fire Station/fire engines from the past to the present.

I can understand what we can use to help us find out about the past.

**Key vocabulary:**  
old, new, long ago, past, now, map, Greater London, East London, Wapping, Whitechapel, Shadwell, area, district, Shadwell Basin, King Edward Memorial Park, fire station, changes, Tower Hamlets, Tower of London, Shadwell Basin Bridge, River Thames, London Docks, transport, Watney Market, Watney Street, settle, now, bandstand, pavilion, promenade, rotunda, River Thames, trees, plants and grassed areas.

### Q: What was Shadwell like in the past?

## LEARNING JOURNEY Toys-Past and Present Spring 1 History



**OUTCOME: To know that toys from the past were different from toys today.**

Q: Which decade do you think had the best toys?

I am learning about popular toys in the last five decades.

I can investigate which toys were popular in the last 5 decades.

Q: How is your toy different to your grandparents favourite toy?

I am learning to discuss the differences and similarities between toys from the past and today's of today

I can talk about how things have changed since my parents/grandparents were children.

Q: What do you like about the teddies of today?

I am learning to explore teddies from the past and compare them to teddies in the present.

I can talk about why teddies are important, then and now.

Q: Can you describe the toys from the past?

I am learning about toys from the past.

I can answer the simple questions I had about toys from the past.

Q: Can you describe the toys from today?

I am learning about toys of today.

I can ask simple questions.

**Q: What toys were most popular in the last five decades?**

**Key vocabulary:**  
past, present, toy, decade, century, chronological, before, after, a long time ago, timeline, similarities, differences.

## LEARNING JOURNEY

### People and their Communities Spring 2 Geography



## OUTCOME: To compare my local area to distant locations.

Q: What is our local area like?

I am learning to describe the location and place that we live in as part of the UK.

I can name the country of the UK I live in. I can describe the main characteristics of the part of the UK I live in.

Q: What is it like living by the sea?

I am learning to understand what the coast is like and see it through the eyes of someone who lives there.

I can describe what life might be like there. I can draw/write what it is like by the seaside.

Q: What is it like to live in a rainforest?

I am learning to understand what a rainforest is like and compare it with my own life.

I can describe an imaginary visit to a rainforest.

Q: What is it like to live in a dry place?

I am learning to understand how and why different buildings are built to suit different places.  
**Case study:** Timbuktu

I can describe the building materials and important buildings in Timbuktu and compare it to how my school was built.

Q: What is life like in large cities?

I am learning to understand what a city is, and to locate world cities on a map.

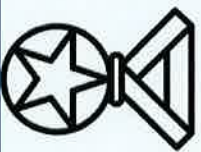
I can describe what is similar about the three cities we explore from different continents.

### Key vocabulary:

world, United Kingdom, England, Wales, Scotland, Northern Ireland, school, car, coach, plane, buildings, high street, landmark, sea, seaside, coast, coastline, sand, water, waves, rocks, pebbles, buoys, windsurf/surfbord, windbreaks, cafe, deckchair, inflatable boat, bucket, spade, lifeboat, rainforest, remote, hot, wet, home, different, tall trees, animals, noisy, sun, Africa, hot, dry, glass, steel, brick, concrete, word, Timbuktu, Mali, mosque, climate, equator, same, different, similar, continent, country, city, capital, landmark, mountains, harbour, sea, coast

**Q: What will I see on our journey around the world? How is this similar and different to where I live?**

LEARNING JOURNEY  
Walter Tull  
Spring 2 History



OUTCOME:  
To explore the childhood and football career of Walter Tull.

Q: Who was Walter Tull and when did he live?

I am learning what is meant by the terms 'famous' and 'significant' and to begin to understand the differences between the two.

I can use photographs to infer and compare.

Q: Did Walter Tull have a happy childhood?

I am learning to explore and sequence the key events in the early life of Walter Tull.

I can order significant events in Tull's life.

Q: Can you compare between Walter's life and the lives of footballers today?

I am learning to use a range of sources to describe how football kits have changed over time.

I can recognise and describe changes over time.

Q: What was it like for Walter when he played football at a match in Bristol?

I am learning to understand Walter Tull's experience of racism and write about how this affected him.

I can discuss how racism in sports affect people and the game.

Q: How did Walter help our country during WWI?

I am learning to describe Walter's achievements in battle and what made him a great army leader.

I can use a bank of words to describe Walter's character.

Q: What's special about Walter Tull?

I am learning to commemorate Walter in memory of his bravery and help with WWI.

I can present the award in memory of WT.

**Key vocabulary:**  
Famous, significant, past, present day, long time ago, timeline, events  
Experiences, today, in the past, changes, racism, hero, heroic, brave, achievement, medal, memorial

Q: What makes Walter Tull a significant person ?

LEARNING JOURNEY  
Animals and their habitats

Summer 2 Geography



OUTCOME: To learn more about animals through exploring the continents and oceans.

Q: What is it like where swallows live?

I am learning to understand that animals travel huge distances in a year and pass many continents and landscapes.

Q: What is it like where the African elephant lives?

I am learning to locate African elephants and describe the African landscape.

I can understand animal migration. I can explain the reasons why they travel huge distances.

Q: What is it like where the whale sharks live?

I am learning to describe specific place knowledge about the location of a significant animal.

I can describe where Oceania is and where the whale shark migrates to.

Q: What is it like where the Asian pandas live?

I am learning to locate and describe the home of the Asian panda.

I can say what landscapes are found in this continent. I can describe the specific landscape of the Asian panda.

Q: What is it like where emperor penguins live?

I am learning to locate and describe the home of emperor penguins.

I understand and locate a continent. I can describe the landscape of the Antarctic penguin.

Q: Where do some of our favourite animals live?

**Key vocabulary:**

world, continent, Europe, Africa, North America, South America, Oceania, Asia, Antarctica, country, Great Britain, Ireland, North Pole, South Pole, Southern Ocean, polar, emperor penguin, Great Britain, China, Indonesia, Pakistan, Bangladesh, Turkey, India, Russia, Japan, hot, cold, wet, dry, windy, calm, snowy, ocean, sea, underwater, Arctic, Atlantic, Indian (South) Pacific and Southern, Australia, harmless, filter feeders, shark, warm, cold water, emperor penguin, red panda, whale shark, savannah, herd, journey, distance, far, near, land, sea or air, warmer, spring, summer, autumn, winter, globe, red panda, giant panda, African elephant, whale shark, swallow, bright, sunny, empty, busy