


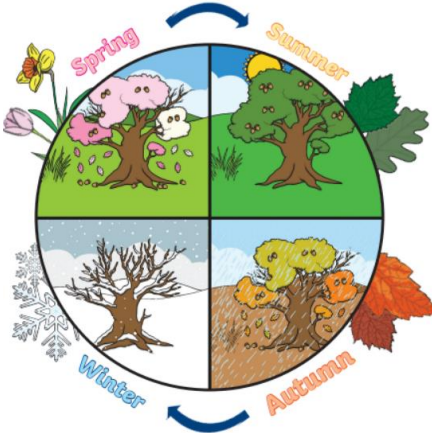
Springdale First School
















Imagine, Believe, Achieve

Year 1 Geography.

Poole Harbour: Why is Poole harbour a great place to visit?

★ Children's prior learning in this area	★ Cultural Capital Opportunities	★ Key vocabulary and glossary
<p><u>Autumn 1 Prior Learning</u></p> <p>Children will recognise that where they live is their settlement</p> <p>Children will know how to compare features of different environments</p> <p>Children will know how to use a simple map & understand different features.</p> <p><u>Cross-curricular Knowledge – Science</u></p> <p>Children will know that there are 4 seasons</p> <p>Children will know how the seasons impact weather, plants and temperature</p>	<p>Opportunity for children to visit Poole Harbour and discuss the local area.</p>  <p>Cross Curricular links – Science</p> 	<p>Harbour</p> <p>River</p> <p>Canal</p> <p>Lake</p> <p>Similarities</p> <p>Differences</p> <p>Transport</p> <p>Evaluate</p> <p>Effective</p> <p>Route</p> <p>Tourism</p>

<p>Enquiry Question: What is a harbour?</p> <p>Concept: Human and Physical</p> 	<p>Enquiry Question: Where is Poole Harbour?</p> <p>Concept: Settlement and Land Use Directional skills</p> 
<p> Children will know that a harbour is a place on the coast where ships are sheltered and protected from rough water. They will know that some harbours are natural (Poole Harbour/Sydney Harbour) and some are man-made (Jebel Ali Port). Children will recognise the difference between a harbour and other bodies of water (e.g. a river, a lake and a canal)</p> <p>Task:</p> <p>Practice: Children sort through different pictures of various bodies of water, discussing and clarifying which ones are harbours and which are not.</p> <p>Apply: Children to recall the definition of a harbour, using geographical vocabulary to explain how they have sorted the pictures. Label a picture of a harbour with the key features (shelter, land, boats, water)</p> <p>Deepen: Whole class discussion looking at Poole Harbour and identifying the human and physical features. Compare this to Sydney Harbour and discuss the human and physical features. Encourage children to draw conclusion that although the harbour might be natural, there can also be lots of human features there too.</p>	<p> Recall and Retrieve: Year 1 Autumn. Children will know that their settlement is Broadstone. They will know that Broadstone is located in the South of England. They will know that England is in the United Kingdom.</p> <p>Children will know that we are on the South Coast of England. They will know that the harbour will always be found near the coast because it is a large body of water. Children will know that Poole Harbour is on the South Coast of England.</p> <p>Task</p> <p>Practice: Children to identify Poole Harbour on a map of the UK. To describe its location using language 'south, coastal, England, United Kingdom'. Use large floor/wall map and compass BeeBots to describe location of Poole Harbour.</p> <p>Apply: Children to explain the features of Poole Harbour and discuss the similarities and differences in settlement and land use between Poole Harbour and Broadstone.</p> <p>Deepen: Look at the big harbours across the world. Why are they located there? What makes them similar? What makes them different?</p>

<p>Enquiry Question: What can I find at Poole Harbour?</p>	<p>Enquiry Question: What do people do at Poole Harbour?</p>	<p>Enquiry Question: How is Poole Harbour different from Broadstone?</p>
<p>Concept: Fieldwork</p> 	<p>Concept: Weather, Human & Physical Theme: Cause and Effect</p>  	<p>Concept: Human and Physical</p>  
<p> Children will know that there are lots of different tourist attractions/things to see and do at Poole Harbour (tourist shops, a museum, ferries, statue of Baden Powell, restaurants, people fishing/crabbing, RNLI)</p> <p>Task (If a fieldtrip is not feasible)</p> <p>Practice: Children will look at ‘fact files’ of people that have been to Poole Harbour (e.g. X who works at the local shop, X who comes to visit in the summer time to use their boat)</p> <p>Apply: Children to gather and record data using fact files above, pictures and videos of Poole Harbour as a stimulus. They will present their findings using a pictogram.</p> <p>Deepen: What do your findings show?</p>	<p> Children will know that people go to Poole Harbour for tourism, jobs, fun, museum, fishing. Children will know that the weather/seasons in the UK impacts tourism. They will know the cause and effect that the different seasons have on population and tourism in Poole Harbour.</p> <p>Task</p> <p>Practice: Children to sort pictures between activities that can be done at Poole Harbour and activities from somewhere else (Broadstone – recall and retrieve/London)</p> <p>Apply: Children to compare the weather and population density in Poole Harbour across the 4 seasons (Recall and Retrieve – Science Autumn).</p> <p> Deepen: Children to explain <i>why</i> Poole Harbour is busier in the summer months using the sentence stem “Poole Harbour is busier in ____ because ____” and “Poole Harbour is quieter in ____ because ____”</p>	<p> Recall and Retrieve: The human and physical features of Broadstone Human features: services, shops, library. Physical features: roads, car parks, rivers.</p> <p>Children will compare the human and physical features of Poole Harbour to that of Broadstone.</p> <p>Human features: shops, houses, restaurants, museums, Baden Powell statue, crabbing/fishing, ferries, boats, watersports Physical features: natural formed harbour, fish/crabs habitat, trees</p> <p>Task</p> <p>Practice: Children will complete a Venn Diagram of features/places they would see in Broadstone (Springdale First School, Broadstone High Street, Springdale Park) and places they would see at Poole Harbour (boats, Baden-Powell statue, museum, tourist shops).</p> <p>Apply: Without picture prompts, children will independently add to their diagram places or things they might see at both (shops, roads, tourists, car parks). They will colour code their diagram with human features in one colour and physical features in another.</p> <p>Deepen: If you were visiting the area, which one would you most like to visit? Why?</p>