

Curriculum enrichment (linked to Enquiry Question)	High quality maps and videos; Field trip into York
Literacy Rich Curriculum	Disciplinary Reading and Writing

Our Curriculum Key Drivers - Flourishing for All, Diversity and Challenge

L	Enquiry questions	Knowledge Review Questions	Key Teacher subject knowledge	Knowledge	Apply (lesson - planned in phases)	Key Vocabulary	Outcome of Lesson
1	What is tourism?	<u>Last Lesson (DR):</u> <u>Last Term:</u> Y3: Coastal Towns Y4: Mountains <u>Last Year:</u> Y3: London: Our Capital City Coastline Y4: Rivers Renewable Energy	Tourism is always related to one of the following: natural resources, culture or entertainment. See definitions .	SK - Y3 - HP.C - Know how to describe key aspects of human geography. Y4 - HP.C - Know and understand key aspects of human geography. DK - Y3 - SF.B - Know how to use a range of resources to identify physical and human features of locations. Y4 - SF.B - Know how to use a wide range of resources to identify the key physical and human features of a location.	<u>Disciplinary Reading:</u> <i>Why do people visit York?</i> Use text from kiddle Introduce tourism and define it. Use information from 'episode 2' of tourism.pdf to introduce pupils to the 3 reasons for tourism (refer back to the vocabulary introduced at the beginning of the lesson). Discuss which label York would come under. Is there more than one?	Tourism Natural resource Culture Entertainment	Use images from tourism-lesson for pupils to label - are they related to natural resources, culture or entertainment? Y4 to also include a more detailed description, particularly for places with more than one label.
2	Why do people visit York?	<u>Last Lesson:</u> <u>Last Term:</u> Y3: Coastal Towns Y4: Mountains <u>Last Year:</u> Y3: London: Our Capital City Coastline Y4: Rivers Renewable Energy	https://kids.kiddle.co/York	SK - Y3 - LK.A - Know physical characteristics of the countries and cities in the UK, including where they live. Y4 - LK.A - Know physical and human characteristics of the countries and cities in the UK, including where they live. DK - Y3 - SF.D - Know how to use fieldwork to observe and record the human and physical features in the local area using a range of methods. Y3 SF.E - Know how to create maps of different locations, identifying some features using a key. Y4 - SF.D - Know how to use field work to observe and record the human and physical features in the local area using a range of methods. Y4 SF.E - Know how to create maps of locations studied, using a key.	<u>Disciplinary Reading:</u> <i>Why do people visit York?</i> Use text from <i>Top Ten Reasons to visit York</i> , from either culturetrip or kingfisher . Field trip to York. Refer back to disciplinary reading - why do people visit York? What type(s) of tourism does it offer? Field Trip: Use York Street Map or slide 1 of York Maps (key locations edited out) to locate key places involving all 3 types of tourism as you walk around York. If you are walking the walls route pupils could identify the Minster, Theatre Royal, River Ouse and City Cruises, bars/restaurants, York Railway Station, Clifford's Tower and the Museum Gardens. After the trip, can pupils add any reasons why people visit York? Would they recommend it as a tourist destination and why?	Attraction Destination Location	Mark key locations on own map as you walk around York. Y4 to also colour code or label to show what type of tourism it is.
3	How can we find significant places in York?	<u>Last Lesson:</u> <u>Last Term:</u> Y3: Coastal Towns Y4: Mountains <u>Last Year:</u> Y3: London: Our Capital City Coastline Y4: Rivers Renewable Energy	Points of the compass: How to find 4-figure grid references	SK - Y3 - LK.A - Know physical characteristics of the countries and cities in the UK, including where they live. Y4 - LK.A - Know physical and human characteristics of the countries and cities in the UK, including where they live. DK - Y3 - SF.C - Know how to use the 8 points of a compass, simple grid references, symbols, and keys to communicate knowledge of the UK and the wider world. Y4 - SF.C - Know how to use the eight points on a compass, four figure grid references, symbols, and keys to communicate knowledge of the UK and the wider world.	<u>Disciplinary Reading:</u> <i>What are maps and how do we use them?</i> Video (transcript also available) Hand out compasses for children to handle and explore. Use the Compass poster to revise the four cardinal compass points and explain how to use the four intercardinal points to find a location on a map. Show children the York Street Map . Explain that all maps have a north arrow, which usually points to the top of the map. Ask questions to help the children become familiar with the map using the cardinal and intercardinal compass points to locate features. For example, 'Which feature is north of Clifford's Tower?'; 'Which feature is south-west of the Minster?' Using an OS map of York (will need enlarging, focusing on York city centre), introduce 4 figure grid references and use them to find some on the map for key locations. Discuss - why do we need them?	Compass Cardinal Intercardinal Grid reference	For the key locations marked on maps during the field trip, note the direction from the city wall using compass points and note the 4 figure grid reference. Y4 to also note which location is at given 4-figure grid references (teacher to prepare in advance).
4	Why do people visit different places in Europe?	<u>Last Lesson:</u> <u>Last Term:</u> Y3: Coastal Towns Y4: Mountains <u>Last Year:</u> Y3: London: Our Capital City Coastline Y4: Rivers Renewable Energy	See European Countries information sheets ; ensure you have researched info about other chosen European countries/capital cities and their tourist attractions.	SK - Y3 - LK.B - Know and locate some countries in Europe, including France, Germany, Spain, and Italy and their capital cities. Y4 - LK.B - Know how to use a world map to locate the world's countries with a focus on Europe, concentrating on their major cities and physical/human characteristics. DK - Y3 - SF.A - Know how to use maps, atlases, globes, and digital/computer mapping (Google Earth) to locate countries & describe features studied. Y4 - SF.A - Know how to use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied.	<u>Disciplinary Reading:</u> <i>Why do people visit different places in Europe?</i> Select countries from the European Countries information sheets (Russia and Greece must be included). Display the Europe map on a whiteboard. Ask the children to identify as many countries as they can on the first map before revealing the answers on the second. Ask questions about the European continent and invite the children to describe any European countries that they have visited, being sensitive to those children who may not have travelled. Focus on key countries (incl. those included in DR) such as Russia, Greece and others to provide contrast (in weather, location etc) and discuss why people visit there on holiday. Provide some examples of tourist attractions in their capital cities.	Atlas Continent Country Capital city Landmark	Provide children with the European capital cities drag and drop template . Use atlases to find and locate capital cities of selected European countries (incl. those included in DR). Y3 Label with the key tourist attractions. Y4 Explain in sentences why people visit each place, referring to the tourist attractions.
5	Why do people visit Lapland?	<u>Last Lesson:</u> <u>Last Term:</u> Y3: Coastal Towns Y4: Mountains <u>Last Year:</u> Y3: London: Our Capital City Coastline Y4: Rivers Renewable Energy	Our focus is Finnish Lapland (not Swedish), which is the largest and northernmost region of Finland. The Arctic Circle crosses Lapland, so polar phenomena such as the midnight sun and polar night can be viewed in Lapland. Also see https://en.wikipedia.org/wiki/Lapland_(Finland) and https://www.visitfinland.com/en/places-to-go/lapland/	SK - Y3 - HP.C - Know how to describe key aspects of human geography. Y4 - HP.C - Know and understand key aspects of human geography. DK - Y3 - SF.D - Know how to use fieldwork to observe and record the human and physical features in the local area using a range of methods. Y4 - SF.D - Know how to use field work to observe and record the human and physical features in the local area using a range of methods.	<u>Disciplinary Reading:</u> <i>Why do people visit Lapland?</i> Use text from an online advert for Lapland (Santa experience) https://portal.laplanduk.co.uk/ Use the tourism website visitfinland.com/lapland/ to explore the many tourist attractions of Lapland. Zoom out of the map to see the location of Lapland and Finland in relation to the UK. As you look at the attractions, decide which of the 3 types of tourism they fall under. Which of the attractions appeals most to the pupils? Why? What does the tourism tell us about Lapland as a place? What might it be like to live there? Discuss: How does it compare to York? Note types of tourism offered, city vs region, climate, landscape.	Arctic Region Wilderness Sami Indigenous	Answer the enquiry question using photographs representing the different tourist attractions of Lapland (taken from the website) to prompt. Y3 This could be in the form of a writing frame with a photo for each section/ sentence. Y4 This should be a series of short written paragraphs (photos not to be stuck in).
6	What are the consequences of tourism?	<u>Last Lesson:</u> <u>Last Term:</u> Y3: Coastal Towns Y4: Mountains <u>Last Year:</u> Y3: London: Our Capital City Coastline Y4: Rivers Renewable Energy	Tourism has a variety of positive and negative consequences, mainly falling under social, economic and environmental. See: BBC Bitesize Impact of Tourism and impacts	SK - Y3 HP.D - Know how to compare and contrast the human and physical features of areas across the world. Y4 - HP.D - Know how to compare and contrast the physical features of areas across the world, exploring their impact on human activity. DK - Y3 - SF.B - Know how to use a range of resources to identify physical and human features of locations Y4 - SF.B - Know how to use a wide range of resources to identify the key physical and human features of a location.	<u>Disciplinary Reading:</u> <i>What is ecotourism?</i> Take text from the ecotourism slides . Recap the main tourist attractions of York and Lapland. Discuss the enjoyment for visitors and ask: are there positives for local people/places too? Jot ideas on the flip chart and add any others they didn't mention. Next show pictures of negative effects of tourism (overcrowding, litter/damage etc) and discuss negatives. Which of these affect York/Lapland? Explain some possible solutions and how places are managing tourism (refer back to ecotourism from DR). When the pupils have completed their independent tasks, finish by debating whether tourism should continue or not in York/Lapland based on what they have learnt.	Consequence Positive Negative Social Economic Environmental	Complete a Carroll diagram sorting the positive and negative consequences of tourism in the two locations studied. Y4 Finish by writing whether they think tourism is more beneficial than harmful to York and/or Lapland.