



Springwood School Medium Term Planning

Topic: Cities in the UK

Term: Spring Term

	Sensory Level P1-P3	Access Level P4-P8	National Curriculum Level 1-2
	<p>For this topic, it may be useful to concentrate on a couple of key cities and explore a different one each week in the contexts below.</p> <p>Some examples of cities to use – London, Edinburgh, Cardiff, Belfast, York, Chester, Birmingham, Glasgow, Aberdeen, Newcastle, Carlisle, Manchester, Salford.</p> <p>NC1-2 pupils could create a fact file about the cities in the UK -building on it each week –adding new information, pictures, internet data etc.</p>		
	Suggested Activities	Suggested Activities	Suggested Activities
Location	<p><i>Experience sensory activities and role play relating to the location of key cities in the UK – eg role play how to get there, do we walk, by car, fly, by train. Use immersive space in the sensory room to project the cityscape in the room – pupils to be immersed in the sights, sounds, colours from the cities.</i></p> <p>Project cityscapes on the wall of class or in light room, on sensory floor.</p> <p>Use I pad to project film images of the cities for pupils to explore the sights and sounds of them.</p> <p>Role play different modes of transport to travel to the cities (might be done as a starter for each session)</p> <p>Use switches to control video/sounds from the cities, eg car horns, traffic, people, voices etc.</p>	<p><i>Explore the location of each city – which country is it in? Is it on the coast or inland? What is it near? How would we get there from Salford?</i></p> <p>Create an interactive wall map (may form the heart of a display) so pupils can plot the main cities looked at on the map – surrounded by their work on that city.</p> <p>Find out how to travel to each city from Salford – what is the distance, what is the best way to travel? What would be the pupils preferred mode of travel? Role play different methods of travelling.</p> <p>If able – visit local transport - trams, trains, buses to experience real life travel in various ways.</p> <p>Compare some of the coastal cities (e.g Aberdeen, with those that are landlocked,</p>	<p><i>Investigate where each city is in the UK – which country is it in? Plot it on a map of the UK. What is it near? Is it on the coast, inland, surrounded by towns or countryside? How would we get there from Salford?</i></p> <p>Create own interactive map of Britain – plotting different major cities – where are they in relation to each other, what are they near?</p> <p>Explore how we would get to each city from Salford – what method of travel would be best? Does each of the cities have a train station? Do we need to go by car – which motorway would we use? Can we go by bus? Is it too far to walk?</p> <p>Compare some of the major cities – e.g. coastal city with a landlocked</p>

		e.g. Birmingham, London). How are they the same/different?	city – what types of facilities to each have, how are they the same/different?
<p>F a m o u s j a n d m a r k s</p> <p><u>London</u> – Big Ben, Houses of Parliament, London Eye, famous statues, Buckingham Palace, Thames <u>Edinburgh</u> – Castle, Waverley station, Holyrood Palace, HMY Britannia. <u>Cardiff</u> – Cardiff Castle, Millennium Stadium <u>Belfast</u> – Parliament building, botanic gardens, SS Nomadic <u>York</u> – Minister, Walls <u>Chester</u> – Walls, Eastgate Clock, Roman amphitheatre. <u>Birmingham</u> – Canals, Cadbury world <u>Glasgow</u> – Docks, Clyde, School of Art (Rennie Mackintosh), Kelpies. <u>Aberdeen</u> – Beach (including Codonas amusement park), Duthie Park, Granite buildings (Granite city). <u>Newcastle</u> – Tyne Bridge, Quayside, Angel of the North. <u>Manchester</u> – Trafford Centre, Town Hall, Football Museum <u>Salford</u> – Quays, Cathedral, Lowry museum, Ordsall hall.</p>	<p><i>Experience sensory recreation of some of the famous landmarks from each city. Use a wide range of building materials, construction materials, clay, playdough etc. to build own representations.</i></p> <p>Choose a range of cities and explore the landmarks - look at photos, find on google map, project images onto big screen.</p> <p>Use different construction materials (large and small) to build with. Pupils choosing, communicating and interacting with the range of materials.</p> <p>If exploring the famous waterway landmarks, e.g. Rivers – construct a large boat out of materials, experience being in a ‘boat’, use water play etc.</p> <p>Use playdough to construct own versions of some of the landmarks, e.g. Angel of the North.</p> <p>Recreate some of the things that happen in the buildings/places, e.g. Millennium Stadium, Football Museum, Codonas – amusement rides.</p> <p>Visit some local landmarks.</p>	<p><i>Explore famous landmarks found in each of the cities – what are they, what are they for, what are they made out of, what do people do in/on/at them?</i></p> <p>Explore a range of different landmarks from some of the different cities- use books, internet, iPad to find out information or to find pictures.</p> <p>Use Google maps to locate the landmarks within the cities.</p> <p>Use a range of drawing tools, including computer based to ‘draw’ own versions of the landmark.</p> <p>Use a range of construction materials – choose which one is best to use and try to recreate own versions of the landmarks.</p> <p>Role play some of the things that happen in the buildings, e.g. role play going to the park, painting (school of art), being on a boat (SS Nomadic), living in a palace/castle, etc.</p> <p>Visit some local landmarks.</p>	<p><i>Investigate some of the famous landmarks found in each city – when were the built/created, what are they used for, why are they important?</i></p> <p>Investigate a range of landmarks – why are they famous, why do people class them as ‘landmarks’?</p> <p>Use a range of information gathering sources to research the different landmarks, how long have they been there, who built them, what have they been used for, what are they used for now?</p> <p>Use google maps to locate and plot the landmarks within the city – what surrounds them?</p> <p>Investigate which construction materials and tools they would use to recreate their own versions.</p> <p>Visit some local landmarks.</p>

<p>S p o r t s</p>	<p><u>London</u> – Cricket (Lords), Football (various), Rowing (boat race), Rugby (various) <u>Edinburgh</u> – Rugby, curling. <u>Cardiff</u> – Rugby, Bando (hockey) <u>Belfast</u> – hurling <u>York</u> – Cycling (tour de Yorkshire), Horse racing. <u>Chester</u> – football, horse racing. <u>Birmingham</u> – athletics, football, cricket. <u>Glasgow</u> – athletics, gymnastics. <u>Aberdeen</u> – Shinty, Golf, Curling. <u>Newcastle</u> – Great North Run, Football <u>Manchester</u> – Football <u>Salford</u> – Rugby</p>	<p><i>Experience and recreate some of the sports that are played in each city. Sensory exploration of the equipment needed, the kits worn, different colours, emblems, mascots etc.</i></p> <p>Explore different kits and equipment needed for each game – play simple versions of the games – e.g. kurling set, explore different balls, simple races (athletics).</p> <p>Explore the clothes needed for the games, dress up, take photos, recognise/react to pictures of self.</p> <p>Watch some sports on the screen - record reactions, likes, dislikes, preferences.</p> <p>PE activities with Manchester City coaches.</p> <p>Visit local sporting venues.</p>	<p><i>Explore key sports that are played in different cities or key sports teams from each city. What sport do they represent, what ground do they play at, why do people support them, and what is it like to go and watch/play some of these sports?</i></p> <p>Find out about different key sports that originated or are played in each city.</p> <p>Dress up in kits - try out some of the different games and sports.</p> <p>Watch short clips of different sports – which do we like/dislike.</p> <p>Visit some of the local sporting venues.</p>	<p><i>Investigate the key sports or sports team associated with each of the cities. What are the rules of the sports, which sports do the children like, etc.?</i></p> <p>Investigate the key sport or sports associated with each city.</p> <p>How is it played, what are the rules – try out some of the games and sports.</p> <p>Which sports would the children like to try – what equipment do we need, what are the rules?</p> <p>Visit some local sporting venues.</p> <p>Join up with other classes to play some of the ‘competitive’ games – make own class team.</p>
--	---	--	--	--

<p>F o o d</p>	<p><u>London</u> – pie and mash, jellied eels, Eton mess. <u>Edinburgh</u> – Rock, porridge, short bread, haggis, black pudding. <u>Cardiff</u> – welsh rarebit, lamb <u>Belfast</u> – potato farl, dulse, champ, stew. <u>York</u> – Yorkshire tea, Yorkshire pudding. <u>Chester</u> – <u>Birmingham</u> – Curries <u>Glasgow</u> – deep fried mars bars <u>Aberdeen</u> – Rowies, kippers, mackerel. <u>Newcastle</u> – Chicken Parmo <u>Manchester</u> – Manchester Tart <u>Salford</u> –</p>	<p><i>Experience exploring, smelling, tasting, touching and recreating some key foods from different cities in the UK.</i></p> <p>Taste, feel, smell different foods as listed – record likes, dislikes, use as opportunity for pupils to make choices.</p> <p>Recreate some simple recipes in cookery sessions.</p>	<p><i>Explore the different types of foods that each city is famous for. What is the same/different? Which foods do the children like/dislike?</i></p> <p>Taste a range of foods from across the cities in Britain – which city/country do they come from –which do we like?</p> <p>Make own simple versions of the foods in cookery sessions.</p>	<p><i>Investigate the different types of foods that each city if famous for. What are they, what are they made from, what do they taste like, which do children like/dislike?</i></p> <p>Investigate the foods from different cities – where have they originated from, why are they famous?</p> <p>Taste a range of foods – describe what they are, what they taste like, what we like/dislike.</p> <p>Make own versions of some of the foods – following a simple recipe.</p> <p>Create own menu from around the UK.</p>
<p>C u l t u r e a n d e t h n i c i t y</p>	<p>Various cultures and ethnicities in each city – some examples below</p> <p>Manchester – Chinatown Salford – Jewish community Birmingham – Asian community Aberdeen – American (oil)</p>	<p><i>Experience different sensory aspects of the range of cultures found in the cities across the UK – food, clothing, smells, music, festivals, celebrations, clothes.</i></p> <p>Choose different ethnic or faith communities – explore a range of things connected to them such as their music – recreate own, foods - buy and taste, clothes – dress up or create own through printing work. Celebrations - pick some and recreate/role play the main parts of the celebrations.</p>	<p><i>Explore the range of cultures that can be found in each city. How are the cultures the same/different? What and how do people of different cultures and faiths celebrate, worship, dress etc.</i></p> <p>Choose a range of different ethnic or faith communities and find out/try out different things related to them:</p> <p>Music – listen to and make own versions Food – taste and try Clothes – dress up, design own using range of media. Celebrations – recreate, discuss, role play key celebrations. Worship – what/who do they worship, investigate the different buildings.</p>	<p><i>Investigate different cultures and faiths within the main cities. Investigate different aspects of these cultures – e.g. language, food, clothing, music, religion etc.</i></p> <p>As previous group - however using more investigative/research based tools.</p> <p>Use information found as basis for literacy work - present information found.</p>

<p>F a m o u s p e o p l e</p>	<p>See below for some examples – research own depending on focus.</p> <p><u>London</u> – HRH, David Beckham, Robbie Williams, Adele, <u>Edinburgh</u> – JM Barrie, Alexander Graham Bell, Charles Darwin, <u>Cardiff</u> – Roald Dahl, Ryan Giggs. <u>Belfast</u> – CS Lewis, <u>York</u> – Guy Fawkes, <u>Chester</u> – Daniel Craig, Beth Tweddle <u>Birmingham</u> – Moeen Ali, Ocean Colour Scene, <u>Glasgow</u> – Peter Capaldi (Dr Who), Charles Rennie Macintosh. <u>Aberdeen</u> – Annie Lennox, Emeli Sande <u>Newcastle</u> – Ant and Dec, Cheryl Cole, <u>Manchester</u> – Oasis, <u>Salford</u> – Mayor, LS Lowry</p>	<p><i>Experience finding out about different famous people from each city - writers, actors, singers, musicians, sports people etc. Role play and explore the jobs that they do. For example – musicians, listen to and play along with the music, sports people – see above.</i></p> <p>Use some of the famous people and their jobs as a basis for role play and sensory activities.</p>	<p><i>Explore the names and roles of some famous people from each city. What do they do, why are they famous, why do people like them? Do the children like them, e.g. their music, stories, songs, sports? Role play or recreate some of the work that they do.</i></p> <p>Find out about some famous people from each city- locate their picture on the internet.</p> <p>Why are they famous – what do they do – role play what they do where possible.</p>	<p><i>Investigate some famous people from each of the cities - why are they famous? What do they do to make them famous? Have a go at recreating some of the roles that they do. – how are they celebrated (e.g. some will have statues)</i></p> <p>Investigate one or some of the famous people associated with the cities - find out what they do, why are they famous, why do people like what they do?</p> <p>Recreate/role play some of their jobs.</p>
<p>Coat of arms</p>	<p><i>Recreate some of the coats of arms or key figures on them through a range of sensory materials and artwork.</i></p> <p>Use a range of art and modelling materials to create own versions of different coats of arms for each city. Use as a basis for choice and communication work.</p>	<p><i>Explore the different coats of arms from each city –what does it mean, what does it represent? Make own versions in a range of media.</i></p> <p>Choose a range of media to recreate own large and small versions of the Coat of arms for some of the cities.</p>	<p><i>Investigate the different coats of arms from each city – what do they mean, what do they represent, where can they be found? Make own versions in a range of chosen media.</i></p> <p>Investigate some of the Coats of arms – what is represented on them, what is the meaning behind them.</p> <p>Use a range of media to recreate some of the coats of arms.</p>	

			Design and make a class coat of arms - what would it have on it, what would it represent?
Infrastructure/ transport system.	<p><i>Recreate through role play and sensory exploration – the different types of transport systems found in each of the cities.</i></p> <p>Explore some of the transport systems</p> <p>E.g. Trams (Manchester, Edinburgh) Trains (Most cities) Canals (Birmingham) Rivers (Newcastle, Cardiff, London) Red buses (London) Guided busway (Manchester/Salford)</p> <p>Recreate own versions, role play being on different transport – use interactive videos on the CTouch to set the scene.</p> <p>If able and nearby – go on some different modes of transport.</p>	<p><i>Explore the infrastructure and transport systems of each city – what is the same/different across cities, what have the children experienced being on? Role play and recreate different journeys on various modes of transport. If available, go out and travel on some of them.</i></p> <p>Explore some of the transport systems</p> <p>E.g. Trams (Manchester, Edinburgh) Trains (Most cities) Canals (Birmingham) Rivers (Newcastle, Cardiff, London) Red buses (London) Guided busway (Manchester/Salford)</p> <p>Recreate own versions, role play being on different transport – use interactive videos on the CTouch to set the scene.</p> <p>If able and nearby – go on some different modes of transport.</p>	<p><i>Investigate the different types of transport and infrastructure in each city. Why do they have them? How are they used? What is it like to travel on each of them? Which would the children like to travel on?</i></p> <p>Investigate some of the transport systems</p> <p>E.g. Trams (Manchester, Edinburgh) Trains (Most cities) Canals (Birmingham) Rivers (Newcastle, Cardiff, London) Red buses (London) Guided busway (Manchester/Salford)</p> <p>Recreate own versions, role play being on different transport – use interactive videos on the CTouch to set the scene.</p> <p>If able and nearby – go on some different modes of transport.</p>