

What is the point of the lesson?	Success Criteria (What I can say about my work)	Teacher Input, Key Questions & Vocabulary	Differentiated Pupil Activities	Resources
<p><b>Can I find London Borough of Hammersmith And Fulham on a map and do I know where in the world I live?</b></p> <p><b>Key Skills Covered:</b></p> <p><b>Level 1</b> – Make observations about where things are e.g. within school or local area. Use globes, maps and plans on varying scales.</p> <p><b>Level 2</b> – Use stories, maps, pictures/photos and internet as sources of information. Use an infant atlas to locate places.</p> <p><b>Level 3</b> – Use stories, atlases, pictures/photos and internet as sources of information. Use junior atlases.</p>	<p><b>MUST</b></p> <p>Realise that Hammersmith and Fulham is in London UK/England and locate it on a map.</p> <p><b>SHOULD</b></p> <p>Know that Hammersmith And Fulham is in the London in the South-east of England. Be able to locate cities/towns on a map using an atlas.</p> <p><b>COULD</b></p> <p>Use an atlas to locate cities/towns on a map and answer questions about a map.</p>	<p><b>Intro:</b></p> <p>Where are we in relation to other places, we are in Hindley Green, what country are we in? Find UK on Google maps, a globe and a world map. Where in the UK is London Borough Of Hammersmith And Fulham – north or south – west or east? Ensure pupils know the different directions. Establish we are in the South-west of England.</p> <p>Do pupils know what boroughs are near London Borough Of Hammersmith And Fulham?</p> <p><b>Plenary:</b></p> <p>What is a survey? How can we collect our results? Carry out a survey of the jobs their parents do and how they get to work.</p> <p>On board, display common occupations to help with spelling.</p>	<p><b>Main:</b></p> <p>In books pupils will have a map of the UK. They are to mark the main cities using an atlas, including London Borough Of Hammersmith And Fulham and its nearing towns. Pupils will have differentiated questions/tasks based on their map.</p> <p><b>Other:</b></p> <p>If pupils finish: Go to role play area Find more places on map of UK.</p>	<p>Google maps, globe, world map. Atlas, map of UK, list of common occupations. Map of London</p> <hr/> <p><b>Notes on Outcomes:</b></p>

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<p><b>Can I create a tally chart from the results of a survey?</b></p> <p><b>Key Skills Covered:</b></p> <p><b>Level 1</b> – Express their own views about their environment.</p> <p><b>Level 2</b> – Make appropriate observations about why things happen.</p> <p><b>Level 3</b> – Analyse evidence and begin to draw conclusions.</p>	<p><b>MUST</b></p> <p>With a template put the results of a survey onto a tally chart.</p> <p><b>SHOULD</b></p> <p>Put the results of a survey onto a tally chart.</p> <p><b>COULD</b></p> <p>Create a bar chart from the tally chart.</p>	<p><b>Intro:</b></p> <p>Show an example survey and how to take the results onto a tally chart.</p> <p><b>Plenary:</b></p> <p>Get a pupil who drew a bar chart to show their bar chart and explain how they put their results from the tally onto the bar chart.</p>	<p><b>Main:</b></p> <p>From the results of their survey, pupils to put their results onto a tally chart. LA pupils to have a template to work from.</p> <p><b>Other:</b></p> <p>Ext – show HA pupils how to transfer the results of a tally chart onto a bar chart.</p> <p><b>If pupils finish:</b></p> <p>Role play area.</p> <p>Use laptops to put tally/bar chart onto computer.</p>	<p>Tally chart templates. Key words of occupations.</p> <hr/> <p><b>Notes on Outcomes:</b></p>

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<p><b>Can I look around my local area and understand what the area is used for?</b></p> <p><b>Key Skills Covered:</b></p> <p><b>Level 1</b> – Answer questions about familiar environments and activities Draw simple features they observe in their environment Recognise a photo taken as a record of what they have seen.</p> <p><b>Level 2</b> – Skills at a local scale Use a prepared questionnaire to collect information Draw and label features they see Add details and colour to prepared field sketches Take a photograph to record what they have seen and label it.</p> <p><b>Level 3</b> – Draw a sketch of a simple feature from observation or photo. Suggest how photos provide useful evidence for their investigations. Use a camera independently. Count and record using a tally E.g. counting types of shops.</p>	<p><b>MUST</b> On a walk around the local area, note what the area is used for.</p> <p><b>SHOULD</b> On a walk around the local area, make observations and answer questions about the local area.</p> <p><b>COULD</b> On a walk around the local area, make observations and answer questions about the local area.</p>	<p><b>Intro:</b> Say that we are going to walk around the local area to see what the area is used for. Ask what do the pupils think they should be looking for?</p> <p><b>Plenary:</b> What did they see on the walk around the area? What is this area used for?</p>	<p><b>Main:</b> Working in pairs, walk around the local area, looking at shops, houses, road, farmland. Pupils to have differentiated questions to answer as they walk around.</p> <p><b>Other:</b> Xxxxx.</p> <p><b>If pupils finish:</b> Xxxxxx</p>	<p>Differentiated questions, clipboards.</p> <hr/> <p><b>Notes on Outcomes:</b></p>

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<p><b>Can I find on a map what I saw on the walk around the local area?</b></p> <p><b>Key Skills Covered:</b></p> <p><b>Level 1</b> – Draw simple features they observe in their environment Recognise a photo taken as a record of what they have seen.</p> <p><b>Level 2</b> – Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map) Describe what places look like, where buildings are situated, how land is used.</p> <p><b>Level 3</b> – Make lists of similarities and differences between places under headings such as homes, clothes, food, farming, transport. Suggest how photos provide useful evidence for their investigations.</p>	<p><b>MUST</b> Draw examples of what they saw on the walk around the local area.</p> <p><b>SHOULD</b> On a map, locate what they saw on the walk around the local area.</p> <p><b>COULD</b> On a map, locate what they saw on the walk around the local area and comment on what the area is used for.</p>	<p><b>Intro:</b> Recap on what the pupils saw on the walk around the area, what is the area used for?</p> <p><b>Plenary:</b> Could pupils recognise the places we saw in person on the map, how difficult/easy did they find it? Did they have to use the photographs to help them?</p>	<p><b>Main:</b> a basic map of the area, they are to label what they saw on the walk, using photographs to help if necessary.</p> <p>MA/HA – Have a map and label the roads, shops what they saw on the walk. Write a paragraph on what the area is used for?</p> <p><b>Other:</b> Write what happened during the walk, writing what they saw in what order.</p>	<p>Basic map of local area, key words, photographs from the walk.</p> <hr/> <p><b>Notes on Outcomes:</b></p>

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<p><b>Can I comment on how Hammersmith And Fulham has changed over the past 100 years?</b></p> <p><b>Key Skills Covered:</b></p> <p><b>Level 1</b> – Understand that maps represent a place Use symbols on own maps Use simple vocabulary related to scale and distance</p> <p><b>Level 2</b> – Try to make a map of a short route experienced, with features in correct order Begin to understand the need for a key. Use a plan view.</p> <p><b>Level 3</b> – Make a map of a short route experienced, with features in correct order Begin to relate maps of different scales to each other, e.g. find the same boundary of a country or a county on a different sized map. Use large and medium scale OS maps.</p>	<p><b>MUST</b> Look at old photographs of Hammersmith And Fulham and see how the area has changed.</p> <p><b>SHOULD</b> Look at a modern map and a map from 100 years ago, comment on similarities/differences.</p> <p><b>COULD</b> Look at a modern map and a map from 100 years ago, comment on how the land has changed.</p>	<p><b>Intro:</b> Show some old photographs of Hammersmith and Fulham, do any of the pupils recognise any of the places? Have they changed much?</p> <p><b>Plenary:</b> What can pupils say about how Hammersmith And Fulham has changed over the last 100 years, why do they think it has changed?</p>	<p><b>Main:</b> Pupils to look at a modern map and an old map, how has Hammersmith And Fulham changed? How is it the same? MA/HA to write a comparison. LA to look at photographs old and modern and to say how they are similar/different</p> <p><b>Other:</b> Xxxxxx.</p>	<p>Modern map, old map, pictures modern and old.</p> <hr/> <p><b>Notes on Outcomes:</b></p>

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<p><b>Can I understand the results from a survey?</b></p> <p><b>Key Skills Covered:</b></p> <p><b>Level 1</b> – Find answers to simple questions about the past from sources of information.</p> <p><b>Level 2</b> – Offer a reasonable explanation for some events.</p> <p><b>Level 3</b> – Offer a reasonable explanation for some events.</p>	<p><b>MUST</b></p> <p>Pick different categories and know why I have put the occupations into different categories.</p> <p><b>SHOULD</b></p> <p>Pick different categories and explain why I have put the occupations into different categories.</p> <p><b>COULD</b></p> <p>Pick different categories and explain why I have put the occupations into different categories.</p>	<p><b>Intro:</b></p> <p>From the previous lesson, have the occupations from the surveys the pupils completed. Look at what was the most common, least popular, were there any unusual occupations?</p> <p><b>Plenary:</b></p> <p>Look at the results of how their parents travel to work, what was the most common?</p>	<p><b>Main:</b></p> <p>Group task – have all the occupations on cards, pupils to put the occupations into categories (sections that have something in common). Discuss the categories the pupils have split the occupations into. Write the categories as headings and the occupations underneath them. LA pupils to stick the occupations in.</p> <p><b>Other:</b></p> <p>Ext – Write why they chose the categories</p>	<p>Occupations on cards (1 per group)</p> <hr/> <p><b>Notes on Outcomes:</b></p>

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<p><b>Can I see the difference in jobs from 1901?</b></p> <p><b>Key Skills Covered:</b></p> <p><b>Level 1</b> –Sequence objects that are clearly from different time periods. Use everyday vocabulary to describe the passing of time.</p> <p><b>Level 2</b> –Identify differences between ways of life at different times. Identify key features and events of time studied.</p> <p><b>Level 3</b> –Recognise different ways that the past is represented. Use evidence to build up a picture of a past event.</p>	<p><b>MUST</b></p> <p>List the most common occupations of 2022 and 1901.</p> <p><b>SHOULD</b></p> <p>Compare the different occupations of 2022 and 1901.</p> <p><b>COULD</b></p> <p>Compare and comment on the different occupations of 2022 and 1901.</p>	<p><b>Intro:</b></p> <p>What do you think people did for a job in London Borough Of Hammersmith And Fulham 100 years ago (1901)? Show some pictures and ask what they think these people did for a job? Have a list of the most common jobs in 1901 and compare it to the list of common jobs from their parents. Pupils to comment on the differences.</p> <p><b>Plenary:</b></p> <p>Pupils to say what the differences between the two lists of occupations, and why they are different.</p>	<p><b>Main:</b></p> <p>Pupils to write the most common jobs in 1901 in a list, LA pupils to try and explain what the occupations means. MA/HA to comment on the different occupations between the two different times and say why there are different jobs now.</p> <p><b>Other:</b></p> <p>Role play area Ext – Pupils can create comparison lists of the two lists of occupations on the computer. (possible link to databases in ICT).</p>	<p>Pictures of occupations in 1901, list of census from 1901. LA – list of keywords to help with spelling.</p> <hr/> <p><b>Notes on Outcomes:</b></p>

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<p><b>Can I draw in the style of Banksy?</b></p> <p><b>Key Skills Covered:</b></p> <p><b>Level 1</b> –Enjoys making marks, signs and symbols on a variety of types of paper. Is spontaneously expressive, using marks, lines and curves</p> <p><b>Level 2</b> –Uses line and tone to represent things seen, remembered or observed</p> <p>Observes shapes in natural and human forms and draws them</p> <p><b>Level 3</b> –Uses line, tone and shade to represent things seen, remembered or imagined</p> <p>Is happy to experiment with line, tone and shade to interpret forms and shapes.</p>	<p><b>MUST</b></p> <p>Copy how Banksy drew his playground picture.</p> <p><b>SHOULD</b></p> <p>Understand how Banksy painted and copy his style in a drawing.</p> <p><b>COULD</b></p> <p>Copy the style of Banksy’s painting by using the same colours Banksy used.</p>	<p><b>Intro:</b></p> <p>Show the playground picture by Banksy, elicit from the children their thoughts –What can you tell me about the picture?</p> <p>What colours can you identify in the picture? Tell the pupils information about how Banksy painted.</p> <p><b>Plenary:</b></p> <p>Share their picture with the class, have they used the style of Banksy?</p>	<p><b>Main:</b></p> <p>Pupils will have a photograph of the school building stuck into their books, they are to draw the playground scene in the style of Banksy.</p> <p><b>Other:</b></p> <p>Challenge – can they only use the same colours as Banksy?</p>	<p>Photograph of school, pencils, crayons. Banksy’s playground picture.</p> <hr/> <p><b>Notes on Outcomes:</b></p>



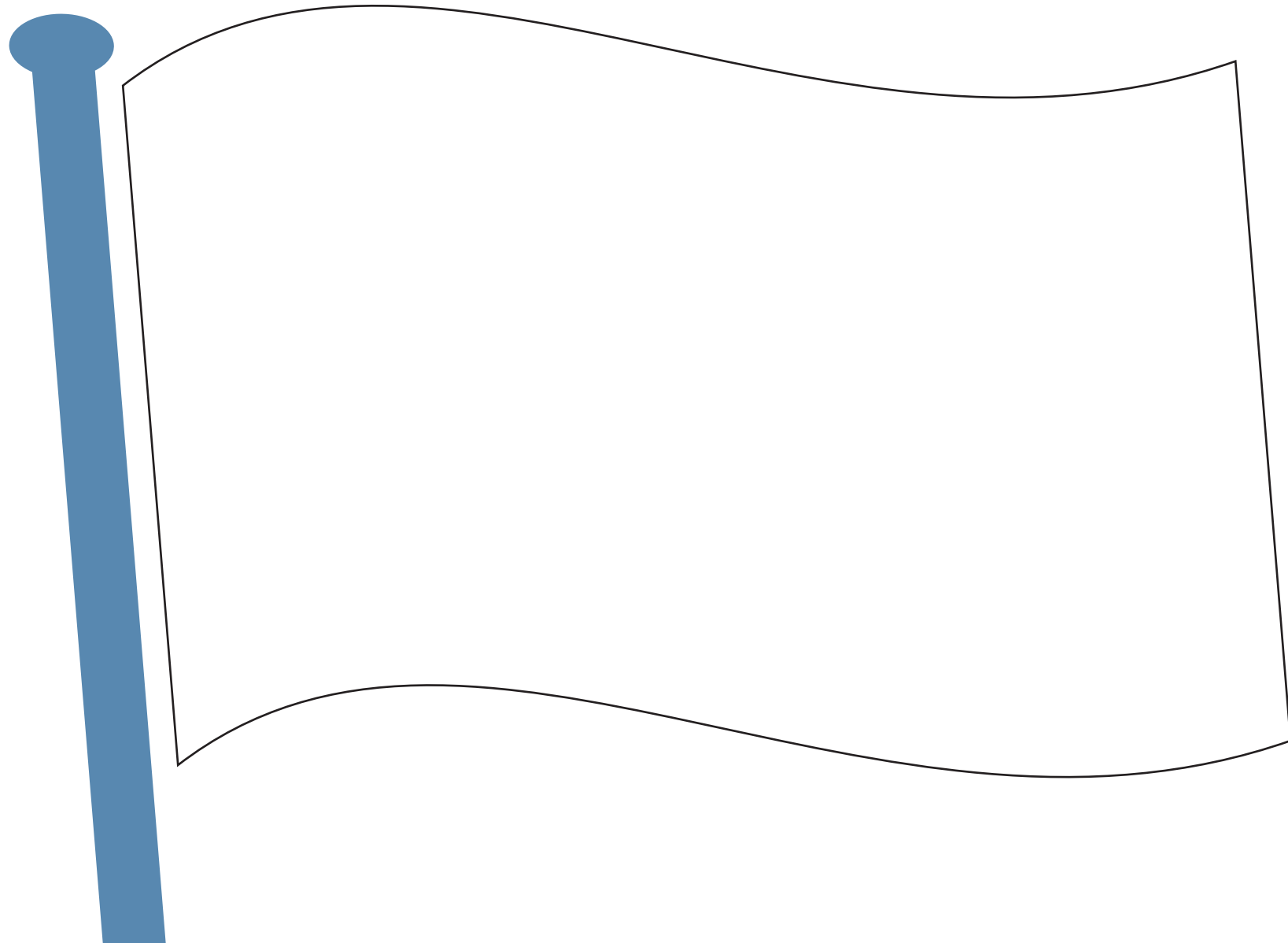
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<p><b>Can I design a new flag for the LB of Hammersmith and Fulham?</b></p> <p><b>Key Skills Covered:</b></p> <p><b>Level 1</b> –Uses line to represent objects seen, remembered or imagined</p> <p><b>Level 2</b> –Explores shading, using different media. Explores tone using different grades of pencil, pastel and chalk.</p> <p><b>Level 3</b> –Draws familiar things from different viewpoints – can begin drawing simple perspective.</p>	<p><b>MUST</b></p> <p>Use the logo colours.</p> <p>Include the river</p> <p>Look at the coat of arms and include a feature.</p> <p>Does the flag represent the borough and its history?</p> <p><b>SHOULD</b></p> <p>Use the logo colours.</p> <p>Include the river.</p> <p><b>COULD</b></p> <p>Use the colours of the logo and colour in the template.</p>	<p><b>Intro:</b></p> <p>Say we are going to sketch the school building from the playground, pupils to have a choice, pencil, charcoal, chalk, crayon, pastels. Say they are going to be doing the background to their own Banksy playground picture, so they must make sure they sketch the playground and the school building, leaving a space in the playground to add detail later.</p> <p><b>Plenary:</b></p> <p>Look at their pictures, have they left enough room to add detail to the playground part of the sketch.</p> <p>If time discuss primary and secondary colours.</p>	<p><b>Main:</b></p> <p>Take pupils outside to playground, sit in places where they can see the building and include both the building and the playground in their sketch.</p> <p><b>Other:</b></p> <p>Challenge the pupils to draw the building twice, from different angles, including different viewpoints.</p>	<p>Charcoal, drawing pencils, crayons, chalk, paper, clipboard (or something to lean on).</p> <p><b>Notes on Outcomes:</b></p>

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<p><b>Can I add paint to my drawing using primary and secondary colours?</b></p> <p><b>Key Skills Covered:</b></p> <p><b>Level 1</b> –Uses a variety of tools to spread paint - straws, matchsticks as well as brushes</p> <p>Explores mark-making using thick brushes, foam and sponge brushes</p> <p>Experiments with and enjoys colour</p> <p><b>Level 2</b> –Mixes different primary colours to make secondary colours and adds white and black to make different hues (shades). Represents things observed, remembered or imagined, using colour/tools</p> <p>Introduces different types of brushes for specific purposes</p> <p><b>Level 3</b>–Introduces primary and secondary colours with the addition of black and white and other hues to achieve desired effects. Can mix colours to match an example, e.g. skin tones.</p>	<p><b>MUST</b></p> <p>Using primary colours, paint the school building from a previous sketch.</p> <p><b>SHOULD</b></p> <p>Be able to mix primary colours to paint the school building.</p> <p><b>COULD</b></p> <p>Be able to mix primary school, including different shades of the same colour to paint the school building.</p>	<p><b>Intro:</b></p> <p>Ask pupils how to mix primary colours to make secondary colours. How can we make different shades of the same colour? What colours did Banksy use in his playground picture?</p> <p><b>Plenary:</b></p> <p>Share their Banksy paintings, pupils to evaluate the others' work, have they drawn in the style of Banksy? Have they used the same colours?</p>	<p><b>Main:</b></p> <p>on their sketch, pupils to paint the school building, using primary colours and mixing any other colours they need. Encourage pupils to create different shades of the same colour.</p> <p>Add the children in the playground using oil pastels.</p> <p><b>Other:</b></p> <p>Challenge the pupils to only use the colours that Banksy used.</p>	<p>Paints – red, yellow, blue, black, white. Oil pastels. Sketches from last session.</p> <hr/> <p><b>Notes on Outcomes:</b></p>

**HAMMERSMITH & FULHAM**

**KS2-LOCAL AREA STUDY FLAG**

**Design a New Flag for The London Borough of Hammersmith and Fulham.**





# HAMMERSMITH & FULHAM

## KS2-LOCAL AREA STUDY MAP

Old map

