



**Cedar. Cherry, Rowan,
The Holiday Show**

Trip – Hastings/Broadstairs as part of History Extension Task

Lesson	IPC Learning Goal	NC Coverage	Activities	Resources / Vocabulary / Personal Goals
Entry Point			Dragon's Den Create a 'City Tour' product for a travel company.	iPads Maps/Globes
Knowledge Harvest			Create a mind map on holidays with these 3 questions ... What types of holiday can you go on? What makes a good tourist attraction? Are all tourists the same? How are they different? Encourage the children to share their own experiences of going on holiday. Compare these holidays and discuss how they are similar/different.	
Big Picture			We will be finding out about our responsibilities as tourists, and the impact that our choice of holiday and travel destination can have on the human and physical environment.	
Geography 1	Be able to collect and record evidence to answer geographical questions.	Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	Find out the children's holiday experiences and share them. Create a brochure of the physical features of the place, find it on a map, the climate, culture, tourist attractions etc.	iPads maps
Geography 2	Be able to use appropriate geographical vocabulary to describe and interpret their surroundings.	Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	Look at England in relation to the equator and the tropics. Describe its climate and any key geographical features that they know about – such as biomes (desert, forest, rainforest, etc.) and regions (states, counties, west coast, east coast, etc.). Brainstorm the attractions in England.	iPads

			Write about an attraction you have visited.	
Geography 3	Know about the geography of the area around the school.	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Create a map of the locations of local attractions. Use a key.	iPad maps
Geography 4	Be able to communicate their knowledge and understanding of geography in a variety of ways.	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.	Tourism is the biggest global industry. Discuss. Debate ... Divide the class into two groups. One group will represent the tourist company, who are keen to convince the local community to accept their changes. The other group represents residents of the local area who are opposed to the changes. In their groups, the children should decide how they will argue for or against the proposed changes.	
Geography 5	Know how the features of particular localities influence the nature of human activities within them.	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.	What effects might tourism have on other local communities around the world? Is there an environmental impact - on resources, biomes, ecosystems etc? Consider the culture and traditions of the indigenous people. Might these be eroded by exposure to mass tourism? What is ecotourism? Is it possible to promote tourism and also preserve local cultures? Write negatives and positives for a local tourist attraction.	
Geography 6	Be able to enquire into geographical factors and their effects on people's lives.	Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	Natural disasters – how do these affect the tourist trade? Present a natural disaster and its effect on the local area and globally. EXTENSION - Ask the children to imagine that they are in charge of an imaginary holiday resort on an exotic island. They must try and ensure	iPads/laptops

			that their resort is as eco-friendly and sustainable as possible, while still catering for tourists.	
History 1	Be able to ask and answer questions about the past	Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.	Research a historical tourist attraction: castle, museum, fort, etc. Create a guide book. EXTENSION – visit a seaside town.	iPads
Technology 1	Be able to investigate the way in which simple products in everyday use are designed and made and how they work.	Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.	Promotional Campaign Look at how attractions are advertised – leaflets, adverts, TV programmes etc. Debate which makes a good campaign.	Leaflets Adverts TV programmes - clips
Technology 2	Be able to gather and use information to suggest solutions to problems.	Investigate and analyse a range of existing products.	Research a holiday destination and think of how you can attract more tourists. Create a mood board. Use completed questionnaires.	iPads questionnaire to parents/staff about holidays
Technology 3	Be able to consider the needs of users when designing and making	select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities	Plan and design their campaign using their research. EXTENSION - write a review of a local attraction visited.	
Music 1	Understand that the work of musicians is influenced by their environment.	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	Listen to music around the world and discuss. Children to listen to some music and present their findings to the class.	Ipods/headphones.laptops/ Ways to listen to music
ICT & Computing 1	Be able to manipulate and combine different forms of information and data from different sources.	Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.	Looking at QR codes	

ICT & Computing 2	Be able to design and write programs to accomplish specific goals, working with sequence, selection and repetition to control events	Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.	Look at which languages are spoken in different countries and devise a translation app.	
International 1	Understand that there is value both in the similarities and the differences between different countries.		What skills must a good traveller have? Create a survival guide for travelling.	iPads
International 2	Be able to identify ways in which people work together for mutual benefit.		Create a welcome pack for a child joining the school who is new to the area.	
Exit Point			Create a holiday stand to advertise your holiday you are selling.	
Reflection				