

## Trade, tourism and towers: the trials and tribulations of Blackpool

### Overview and rationale:

The children's study of the seaside resort of Blackpool gives them the opportunity to see how a British town has changed over time and the impact that various geographical, and, in particular, human processes have had on its development. It gives them a look into what makes a town thrive and what the challenges are in keeping it a vibrant and fulfilling place to live and to visit. Year 3 delve in to the history of the town and how it rose to prominence through trade and tourism, as well as the trials it has faced. Blackpool Tower is used as a way in to exploring Europe and other famous landmarks and there's even an opportunity to test their DT skills when planning, designing and making their own tower. The children take a look at Manchester in Year 4 and 6 and looking at Blackpool sets them up nicely in looking at how urban areas grow and how they prosper. An end of year trip up the M6 and along the M55 does no harm either!



| GEOGRAPHY LEARNING STATEMENTS                               |   | GEOGRAPHICAL VOCABULARY   |  |
|---|---|---|--|
| <b>Locational and place knowledge</b>                       | I can locate the world's countries, using maps to focus on Europe: environmental regions, key physical or human characteristics, countries, and major cities.   | <b>Human Geography</b>  | settlement, urban, region, Europe, country, county, economy, trade, energy, tourism, business, services, landmarks, transport links, travel  |
|   | I understand how some aspects have changed over time.   | <b>Physical Geography</b>   | landscape, hills and mountains - N.B. including UK names, e.g. Pennines, Grampians, Cambrians, Southern Uplands, Cotswolds (North and South Downs etc.), coast, rural, coast, beach,   |
|   | I can understand geographical similarities and differences of human & physical geography of a region of the UK and in a European country  |   |  |
| <b>Fieldwork</b>  | I use fieldwork to observe, measure and record some of the human and physical features of a familiar area using sketch maps and graphs.   | <b>Other useful vocab</b>   | globally significant, land use, differences/similarities, compare/ contrast, city/country/continent, atlas/map/globe, United Kingdom, Great Britain, change/ effect, interaction between physical and human processes, interconnected and change over time |
|   | I can conduct surveys.  |   |  |
| <b>Use of basic geographical vocabulary</b>                 | I continue to develop a wider geographical vocabulary, using terms such as routes, community, clouds, and rainfall, key, urban, rural, human, and physical to describe places or geographical features in different ways. | <b>Specific content including country and capital city names/words linked to the local area</b> | Blackpool Tower, Lancashire, M6, M55, Irish Sea, Atlantic Ocean, Europe – France, Italy  |
| <b>Map work skills</b>                                      | I can begin to use smaller scale aerial views.  | <b>School Value</b>   | <b>Topic relevance: How/when/where/why is it needed?</b>   |
|   | I can use the 8 points of a compass.  | <b>Resilience</b>   | - Towns and cities which go through hard times economically need to show great resilience in getting through those times and think of ways to work together to get through them.   |
|   | I can use simple grids with letters and numbers and 4-figure coordinates to locate features.  | <b>Responsibility</b>   | - In order for a coastal town like Blackpool – that relies on tourism – to thrive, people need to take responsibility and play their part in the town's success.   |
|   | I can use plans.  |   |  |
| <b>Human and physical: enquiry skills and communication</b> | I can communicate geog. information in a variety of ways, including through maps and writing at length.   | <b>Enrichment activity</b>  |  |
|   | I can identify differences between places.  | Blackpool trip  |  |

| HISTORY LEARNING STATEMENTS |  | HISTORICAL VOCABULARY  |  |
|-----------------------------|--|--|--|
| Area of Learning            | Knowledge and Skills   | Key  |  |
| Historical Chronology       | I can understand that the past is divided into different periods or time, and begin to name some.                            | <p><b>Key</b></p> <p>chronological, millennium, century/decade, BC/ BCE, AD/ CE, era, time period, similarities, differences, evidence, primary/secondary sources, ancient, modern, archaeology, archaeologist, contrasts, trends overtime, influence, significant, impact</p> <p><b>Skills</b></p> <p>interpretation, facts/opinion, evidence , chronology - constructing a timeline ordering artefacts</p> <p>research, enquiry, comparison, reliability, continuity, significance, discussion, argument, reasoning, historically-valid, draw contrasts, analyse trends</p> <p><b>General</b></p> <p>process of change, landscape, settlements, empire, influence, technology, travel, road system, trade, art and culture, connections, regional, national and international, architecture, leisure, business, services</p> |  |
|                             | I can place events, people and changes of British, local and world history, on a timeline.                                   |  |  |
| Historical Concepts         | I can give some reasons for the results of the main events and changes of a time studied.                                    |  |  |
|                             | I am beginning to make a few connections and contrasts – e.g. change, cause, similarity, difference and significance.        |  |  |
|                             | I can tell you some of similarities/differences between different times in the past in periods covered so far.               |  |  |
| Historical Interpretation   | I am starting to think critically, weigh evidence, sift arguments and develop perspective and judgement.                     |  |  |
| Historical Enquiry          | I can answer historically valid questions.   |  |  |
|                             | I can use sources of information to help me answer questions about the past in sentences.                                    |  |  |
| Historical Communication    | I can present recalled or selected information in a variety of ways.   |  |  |
|                             | I can write sentences to describe some of the main events, people and changes in the history of Britain and the wider world. |  |  |
|                             | I am beginning to use place value in the context of timelines.   |  |  |

| 'CORE' KNOWLEDGE  | 'ADDITIONAL' KNOWLEDGE  |
|---|---|
| 1) I know that Blackpool is located in the North West on the Fylde coast.                 | a) I know the difference between the British Isles (The UK including Ireland), UK (England, Scotland, Wales and Northern Ireland) and Great Britain (England, Scotland and Wales).                |
|   | b) I know the capital cities of the British Isles are; Edinburgh, London, Cardiff, Belfast and Dublin.  |
|   | c) I know the surrounding seas and ocean of the British Isles ( Atlantic Ocean, English Channel, Irish Sea, North Sea and Celtic Sea )  |
| 2) I know Blackpool is a seaside town on the Irish Sea coast of England in an urban area. | a) I know that a seaside towns are those with a tourist beach and associated visitor attractions  |
|   | b) I know the coastline or seashore, is defined as the area where land meets the sea or ocean   |
|   | c) I know that a town is a human settlement. Towns are generally larger than villages and smaller than cities.  |
| 3) I know that tourism is important to Blackpool.   | a) I know some attractions of Blackpool that help tourism; Blackpool Tower, a Sea Life Centre, Madam Tussaud's, the illuminations, amusement arcades, theatres, the Pleasure Beach,               |
|   | b) I know that Blackpool had a decline in tourism in the 2000s and this meant lots of businesses closed and people lost their jobs.   |
|   | c) I know that one of the reasons for the decline is cheaper flights to countries with warmer weather.  |
| 4) I know that co-ordinates allow us to pinpoint where something is on a map or graph.    | a) I know first number (x coordinate) shows us how many places to move across the horizontal axis and the second number shows us how many places to move up the vertical axis (the y coordinate). |
|   | b) When reading coordinates I know the first number should be read from the horizontal axis first and then the second number should be read off the vertical axis (across then up).               |
|   |   |
| 5) I know we use compass points to describe position and direction.                       | a) I know the 8 points of a compass (N, NE, E, SE, S, SW, W, NW).   |
|   | b) I know that each ¼ (90 degrees) turn to 1/8 (45 degrees) turn brings you to a new compass point.   |
|   | c) I know the 4 main points are cardinal and the further 4 points are intercardinal.  |
| 6) I know that Blackpool Tower is one of the famous towers in Europe.                     | a) I know that the Eiffel Tower is in France, the Leaning Tower of Pisa is in Italy, The Donauturm (English: Danube Tower) is in Austria and the Faro de Moncloa is in Spain.                     |
|   | b) I know Blackpool Tower opened to the public on 14 May 1894. When it opened, Blackpool Tower was the tallest man made structure in the British Empire.  |
|   | c) I know that two Lancashire architects, James Maxwell and Charles Tuke, designed the tower and oversaw the laying of its foundation stone on 29 September 1891.                                 |

| ART AND DESIGN   |  |  |  | Possible 'higher order' questioning                            |  |
|--|--|--|--|--|--|
| Exploring and Developing   |  |  |  | Remember   | Understand   |
| Exploring and developing ideas   | Explore ideas for different purposes.<br>Question and make thoughtful observations.<br>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.  |  |  | What are the main reasons people go to Blackpool?              | What are Blackpool's attractions for business? Why?  |
| Evaluating and developing work   | Adapt their work according to their views and describe how they might develop it further.<br>Annotate work in sketchbook.  |  |  | Why is transport and infrastructure so important to Blackpool? | How has Blackpool become such a famous town?   |
| Painting   |  |  |  | Apply  | Analyse  |
| National Curriculum  | Additional Skills  | Knowledge  | Key Vocabulary   | What would Blackpool need to do to be as big as Manchester?    | What attraction would you bring to Blackpool to attract more people to live there and visit? Why do you think this would work? |
| <i>Experiment with different effects and textures, inc. blocking in colour, washes, thickened paint etc.</i> | -To apply knowledge of colour mixing the primary and secondary colours to produce shades appropriate to the task.<br>-Explore with poster paint and water colours and select which to use appropriate to the desired artistic effect.<br>-Describe colours by objects e.g. sunshine yellow, raspberry pink<br>-Carry out resist printing techniques including marbling | -Know that when you add grey to a colour you make a tone. -Know how to use the primary colours and secondary colours to make all secondary and tertiary colours.<br>-Know the different types of paint and their properties – poster paint, powder paint and water colours.<br>-Know that poster / powder paint gives a more vibrant bold effect and that watercolours are more muted, subdued and softer<br>-Know some of the complimentary colours and how to apply them in their art (e.g. yellow and purple, green and red)<br>-Know what complimentary colours are and what happens when they are mixed together. | Tone, effects, textures, complimentary colours, bold, vibrant, subdued, muted, softer. |  |  |
| Artist/Style/Activities  |  |  |  |  |  |
| <b>Seurat and Van Gogh: Pointillism</b> - Children create a picture of Blackpool Tower using pointillism.    |  |  |  |  |  |

| DESIGN AND TECHNOLOGY   |  |   |  |
|---|--|---|--|
| National Curriculum   | Additional Skills  | Knowledge   | Key Vocabulary   |
| Developing, planning and communicating ideas  |  |   |  |
| <ul style="list-style-type: none"> <li>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</li> <li>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> | <ul style="list-style-type: none"> <li>Generate ideas for an item, considering its purpose and audience.</li> <li>Identify a design criteria for a successful product.</li> <li>Plan the order of their work, with adult support.</li> <li>Explore, develop and communicate design ideas.</li> <li>Make drawings with labels.</li> </ul>   | <ul style="list-style-type: none"> <li>Know that research is used and carried out in order to inform the design of a product.</li> <li>Know that there can be a number of different reason/ purposes/ target groups/ key audiences a product is designed for and understand the reasons why.</li> <li>Know how to start using research to inform basic design criteria.</li> <li>Know that the chosen design is always discussed and improved before the final design is chosen.</li> </ul> | reasons, purposes, target groups, key audience, product, designed, design, design criteria, outcomes, research, final design, improved, modified, produce, annotation, design features |
| Working with tools, materials and components to make products   |  |   |  |
| <ul style="list-style-type: none"> <li>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>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</li> </ul>                       | <ul style="list-style-type: none"> <li>Select tools and techniques for making their product.</li> <li>Measure, mark out, cut, score and assemble components with more accuracy.</li> <li>Work safely and accurately with simple tools.</li> <li>Measure, tape, pin, cut and join fabric with more accuracy.</li> <li>Demonstrate hygienic food preparation and storage.</li> <li>Use finishing techniques to improve the appearance of their product, including using ICT.</li> <li>Explain their choice of tools and equipment in relation to the skills and techniques they will be using.</li> <li>Start to think about their ideas as they make progress and be willing to change things if this helps them to improve their work</li> </ul> | <ul style="list-style-type: none"> <li>Know how to cut, fold, trace and shape accurately in order to produce a finished product.</li> <li>Know what reclaimed and recycled materials are.</li> <li>Know how to create a simple lever slider for a pop-up book/card.</li> <li>Know how to join and finish accurately by selecting and using a wide range of tools and equipment.</li> </ul>  | Reclaimed, recycled, cut, fold, trace, shape, product, create, simple lever slider, pop-up book/card, join, finish, lever, measure, score, components                                  |
| Evaluating processes and products   |  |   |  |
| <ul style="list-style-type: none"> <li>Investigate and analyse a range of existing products</li> <li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>Understand how key events and individuals in design and technology have helped shape the world</li> </ul>  | <ul style="list-style-type: none"> <li>Evaluate their product – how well does it meet its purpose?</li> <li>Begin to disassemble and evaluate familiar products and consider the views of others to improve them</li> <li>Know how to evaluate own work in terms of strength and make suggestions.</li> <li>Start to evaluate their product against original design criteria e.g. how well it meets its intended purpose</li> </ul>  | <ul style="list-style-type: none"> <li>Know that a product has a purpose and we evaluate it to see if it has fulfilled that purpose.</li> <li>Know that a success criteria helps us to evaluate success and see what we can do better next time.</li> <li>Know that it is important to evaluate a product to learn and make it better next time.</li> <li>Know that we can learn by listening to others' ideas and opinions.</li> </ul>   | net, disassemble, packaging, shapes, strength, materials, evaluate, suggestions  |
| Structures  |  |   |  |
| <ul style="list-style-type: none"> <li>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> </ul>   | <ul style="list-style-type: none"> <li>I can make rectangular frames of different sizes using strip wood, reinforcing with cross braces.</li> <li>I can join 2D frames to create 3D structures.</li> <li>I can use a range of materials to make joints.</li> </ul>   | <ul style="list-style-type: none"> <li>I know that certain reclaimed/ recycled materials can be used for a specific purpose in order to make a structure.</li> </ul>  | reclaimed, recycled materials, purpose, structure.   |
| Project   |  |   |  |
| Creating Blackpool Tower  |  |   |  |