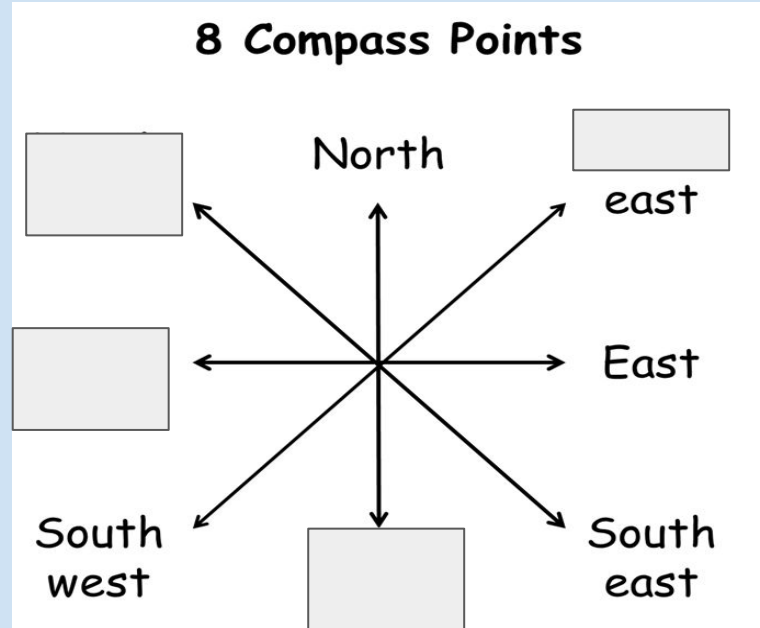


# Monday 1st March 2021

**LO:** To locate the local area on an aerial image.

Remember more:

Which compass points are missing?



***LO: To locate the local area on an aerial image.***

**Our humanities learning this half term!**

This half term our humanities subject is Geography!

In Geography we will be looking at:

- Our local area of Brixton.
- Thinking about how Brixton has changed and will continue to change.
- How the area is used and by who.
- Use different mediums to record our findings such as sketching and photography.

**LO:** To locate the local area on an aerial image.

**Time to say our Y3 Geography Vocabulary!**



UK



UK



England



England



Scotland



Scotland



Wales



Wales



Northern Ireland



European Union



Citizen



International



Passport



accent



hills



mountains



coasts



ivers

**LO:** To locate the local area on an aerial image.

Keep going!



ridge



range



mountain



summit



tree



line



outcrop



## ***LO: To locate the local area on an aerial image.***

We use visuals to represent lots of things in society.

There are different types of visual representation; images, drawings, maps, graphs, video etc.

Having a visual representation helps us to bring information to life.

For example:

Jess is two years old. She has short dark hair and is wearing a yellow dress, white socks and white shoes. She is really happy and is carrying yellow flowers. She has a flower in her hair.



*Although this is a great description, it doesn't give us as much information about Jess as what the image does.*

*Information such as; which hand she is using to carry the flowers, what side of her hair the flower is on, the style of her dress etc.*

**LO:** *To locate the local area on an aerial image.*

**TINY TASK:**

Bury is a town.

There is a church in the centre of the town.

A river surrounds the town.

There are many main roads and quite a few trees.

Around the town there are a few grassy areas.

As you read through the sentences describing Bury, can you build a clear picture in your head of what it looks like?

How would an image help enhance the description?

**LO:** *To locate the local area on an aerial image.*

Bury is a town.

There is a church in the centre of the town.

A river surrounds the town.

There are many main roads and quite a few trees.

Around the town there are a few grassy areas.



**Thinking Cap:** Is it easier to understand the description with a visual representation?

# ***LO:** To locate the local area on an aerial image.*

Today we are thinking about aerial images.

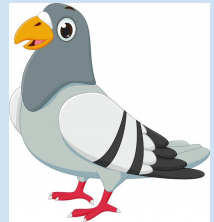
The term aerial image means a photograph from the air.

The first aerial image was taken in 1858 by Gaspar Felix Tournachon, he used a hot air balloon to reach 1200 feet over Paris.



## **Discuss:**

Aerial images are sometimes referred to as a bird's eye view. Why do you think this is?





**LO:** *To locate the local area on an aerial image.*

Comparing ground and aerial images.



**LO:** *To locate the local area on an aerial image.*

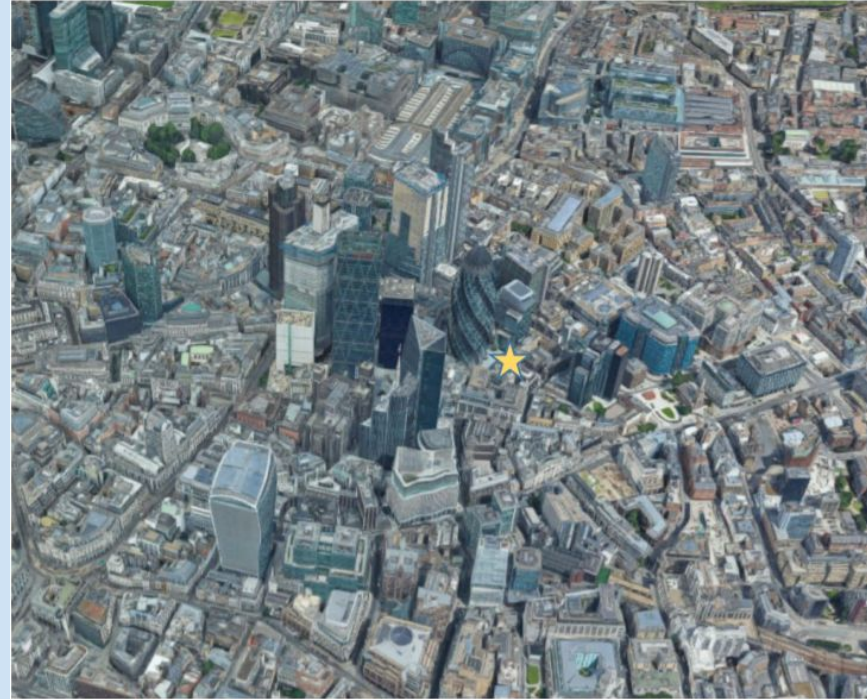
Comparing ground and aerial images.





**LO:** *To locate the local area on an aerial image.*

Comparing ground and aerial images.



**LO:** *To locate the local area on an aerial image.*

### **Characteristics of aerial images:**

- They enable us to view a large area, noticing features and the spatial relationships between objects that cannot be seen from the ground.
- They represent what was happening exactly at that moment in time. This makes each image unique.
- They can be easily sourced through the internet.
- In modern society, it is cheaper to take aerial images through devices such as drones.

# ***LO:** To locate the local area on an aerial image.*

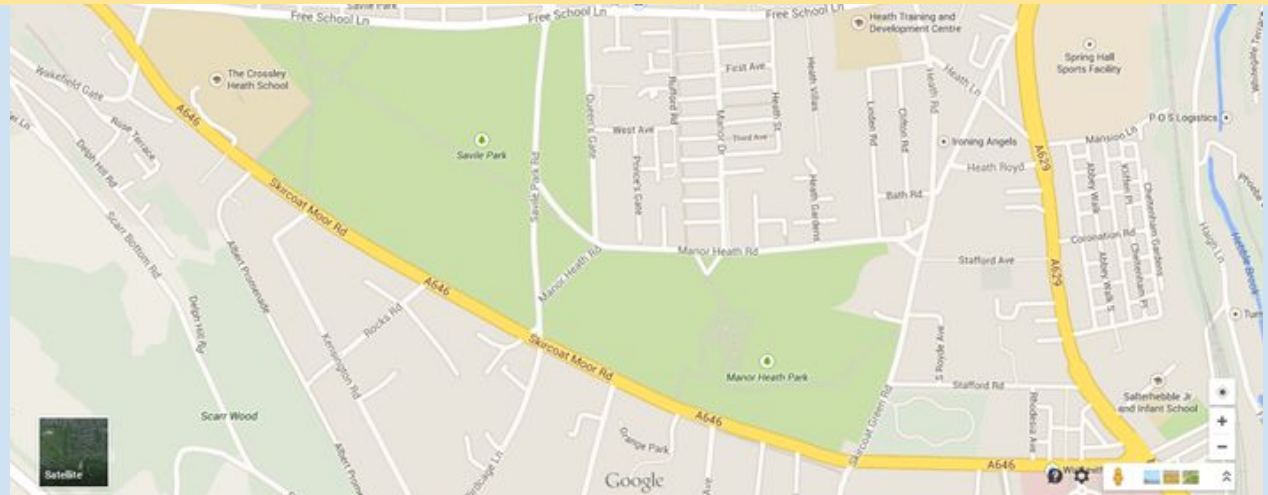
We can also use maps to locate parts of the world.

We now have technology like google maps which can convert a map like this to an aerial image.

What is similar?

What is different?

Which do you prefer?





**LO:** To locate the local area on an aerial image.

Reminding ourselves of key map knowledge.

We live in the city of \_\_\_\_\_.

This is in the country of \_\_\_\_\_.

Alongside other countries like Wales and Northern Ireland, this group of countries is known as the \_\_\_\_\_.



# ***LO:** To locate the local areas on an aerial image.*

## **TASK 1: Using google maps.**

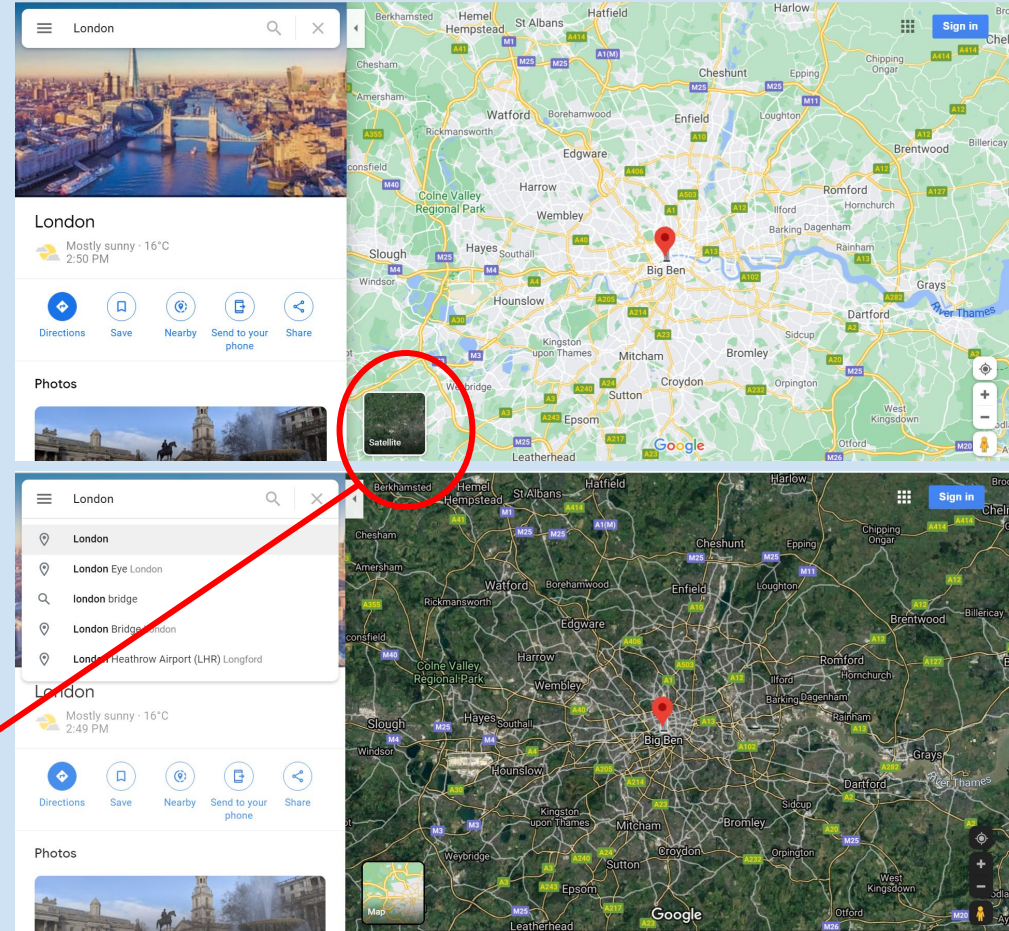
You are going to visit <https://www.google.co.uk/maps/> and search for the following places:

London (click randomly on the map and zoom in on an area of London- write the name of the first street you see)

Kings Avenue School (Zoom in on the aerial image and write the names of three nearby streets)

Brixton (Zoom in on the aerial image and find a shop that you would like to go to)

Convert the map into an aerial image by clicking 'satellite'.



# ***LO:** To locate the local areas on an aerial image.*

## **TASK 2: Planning a journey**

Now using TFL Journey Planner: <https://tfl.gov.uk/>, plan a journey from your home to the shop in Brixton you chose!

### **Include:**

- How you will get there- mode of transport.
- How long it will take.
- What the route is (explain in full sentences!)
- If changing the time you travel impacts the journey.

The screenshot displays the 'Journey results' page from the TFL Journey Planner. It shows a journey from 'Kings Avenue School, Kings Avenue, London, UK' to 'Brixton' on 'Wednesday 30th Feb. 15:15'. The page lists several travel options:

- Cycling and other options:**
  - Cycling:** Route: Moderate, Distance: 1.8km, 5 mins.
  - Walking:** Walking speed: Moderate, Distance: 1.8km, 20 mins.
  - Cycle hire:** Route: Moderate, Distance: 3.5km, 48 mins.
- Fastest by public transport:** 15:20 - 15:36, 15 mins. The route involves walking to Bedford Road (SW4), taking a bus (690 bus or 57 bus to Lambeth Town Hall), and then walking to the destination.

Additional features visible include a search bar at the top, a 'Find out the quietest times to travel and stations, stops and routes to use' link, and a 'If you can, walk or cycle this route' link.





**You have finished today's lesson, well done!**

**Remember to send your work from this lesson to Mr Mitchell  
at [tmitchell@kingsavenue.lambeth.sch.uk](mailto:tmitchell@kingsavenue.lambeth.sch.uk)**



**Enjoy the rest of your day!**

# Tuesday 2nd March 2021

**LO:** *To look around the local area and understand what the area is used for.*

## Thinking Cap:

Look at the aerial image and list three ideas of how this shows the development gap (the difference between rich and poor).



**LO:** To look around the local area and understand what the area is used for.

Time to say our Y3 Geography Vocabulary!



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rivers

**LO:** To look around the local area and understand what the area is used for.

Keep going!



ridge



range



mountain



summit



tree



line



outcrop



**LO:** To look around the local area and understand what the area is used for.

**Here's a map, with our local area of Brixton shaded.**

**What other areas are near by?**





**LO:** To look around the local area and understand what the area is used for.



***What does this map feature that the previous one doesn't?***

**LO:** *To look around the local area and understand what the area is used for.*

***Do you recognise some of the places  
in this image?***

**TINY TASK:**

***Watch this clip of some drone  
footage over Brixton:***

**[https://www.youtube.com/watch?v=nY2ipY205Jw&ab\\_channel=HaroonAnwar](https://www.youtube.com/watch?v=nY2ipY205Jw&ab_channel=HaroonAnwar)**

***As you watch, note down how the  
land is being used in the video, for  
example: buildings.***



**LO:** *To look around the local area and understand what the area is used for.*

### **MAIN TASK 1**

Take a virtual walk along Brixton Road!

Draw a tally chart with places and objects you are likely to find in the local area. You can use my example and add to it.

As you 'walk' along, see how many times you spot those places and objects, completing your tally chart as you do.

Link:

[https://www.google.com/maps/@51.4625889,-0.1150498,3a,75y,113.66h,85.28t/data=!3m6!1e1!3m4!1sOmlnw1V\\_7\\_39dqiOaZM9Q!2e0!7i16384!8i8192?hl=en-GB](https://www.google.com/maps/@51.4625889,-0.1150498,3a,75y,113.66h,85.28t/data=!3m6!1e1!3m4!1sOmlnw1V_7_39dqiOaZM9Q!2e0!7i16384!8i8192?hl=en-GB)

### **TASK 2**

Choose a place or object you find most interesting and draw a sketch.

Supermarkets	
Coffee shops/cafes	
Clothing/hair/beauty shops	
Bus stops	
Places of worship	
Benches	





**You have finished today's lesson, well done!**

**Remember to send your work from this lesson to Mr Mitchell  
at [tmitchell@kingsavenue.lambeth.sch.uk](mailto:tmitchell@kingsavenue.lambeth.sch.uk)**



**Enjoy the rest of your day!**

# Wednesday 3rd March 2021

**LO:** To understand the relationship between work and travel.

Lighthouse

Golf course

Parking

Viewpoint

Cycle path

Castle

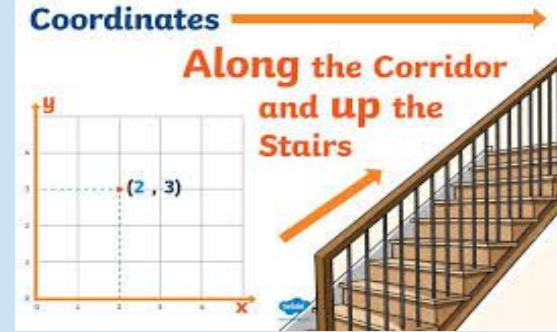
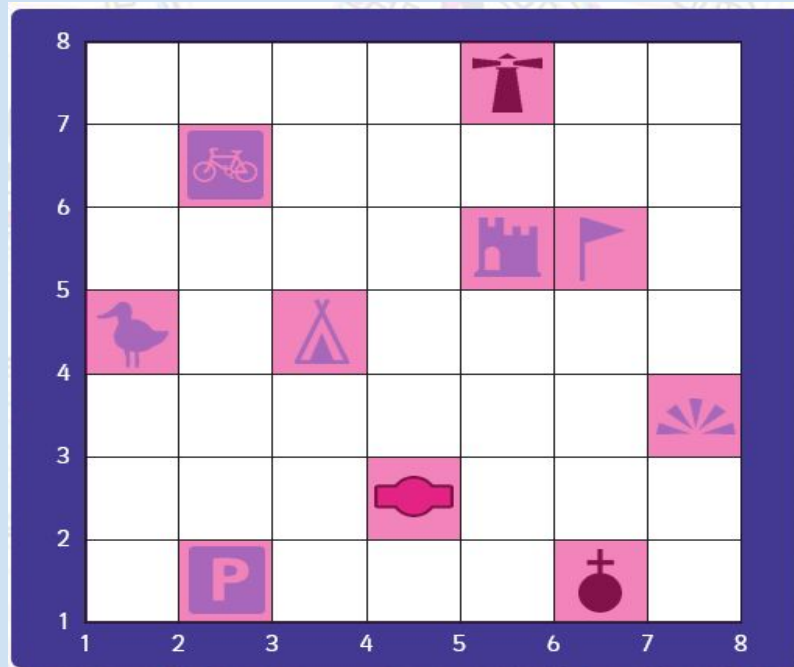
Campsite

Bus station

Church

Nature reserve

## Remember more: Ordnance Survey Maps



Write the coordinates  
for each symbol.

Lighthouse = (5, 7)

Church = (6, 1)

**LO:** *To understand the relationship between work and travel.*

**Time to say our Y3 Geography Vocabulary!**



UK



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England



England



Scotland



Scotland



Wales



Wales



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European Union



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Passport



accent



hills



mountains



coasts



rivers

**LO:** To understand the relationship between work and travel.

Keep going!



ridge



range



mountain



summit



tree



line



outcrop



**LO:** *To understand the relationship between work and travel.*

**Key terms:**

**Work-** A task or series of tasks that have to be completed each day.

**Job-** What you are employed (paid money) to do.

**Travel-** Going from one place to another.

**LO:** *To understand the relationship between work and travel.*

**TINY TASK:** What are some of the jobs associated with people who work in these places?  
Create a list in your book.

**School**



**Restaurant Kitchen**



**Fire Station**



**Police Station**



**Hospital**



**Shop**



**LO:** *To understand the relationship between work and travel.*

**TINY TASK:**

**Read through the job skills and qualities clues and see if you can work out which job they belong to.**

1)

treat animals	knowledge of biology knowledge of medicine and dentistry	caring helpful animal loving
---------------	---	------------------------------------

2)

deliver mail	pay attention to detail use a computer or handheld device	punctual friendly trusting
--------------	--	----------------------------------

3)

rapidly respond to medical situations	the ability to stay calm under pressure knowledge of medicine	brave helpful confident
---------------------------------------	--	-------------------------------

4)

instruct new learning	knowledge of teaching excellent verbal communication skills	helpful caring clever
-----------------------	--	-----------------------------

5)

protect citizens	knowledge of law excellent verbal communication skills	friendly brave helpful
------------------	---	------------------------------

6)

care for sick people	pay attention to detail the ability to stay calm under pressure	hard-working caring helpful
----------------------	--	-----------------------------------

**LO:** *To understand the relationship between work and travel.*

**Check it!**

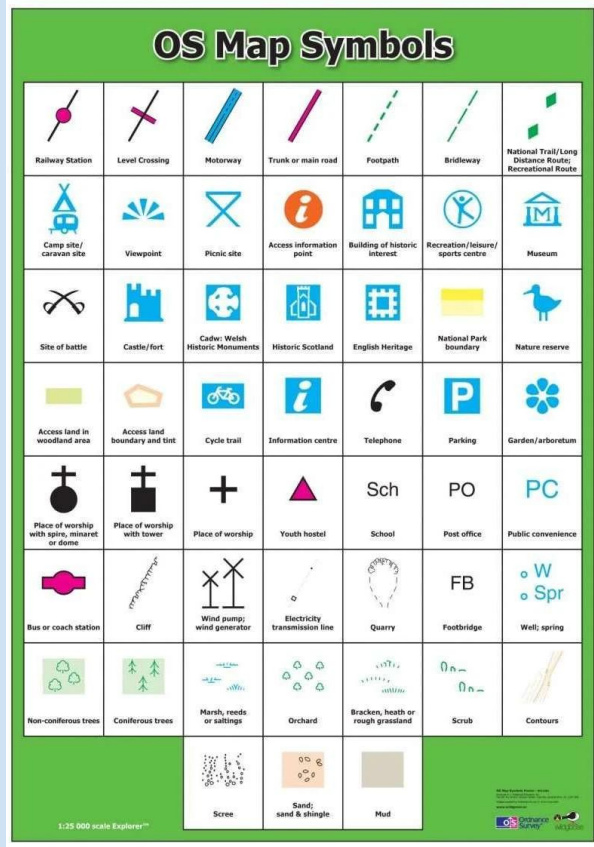
- 1) Vet
- 2) Postperson
- 3) Paramedic
- 4) Teacher
- 5) Police Officer
- 6) Nurse

All of these jobs involve providing a service.

Can you think of any other jobs that provide services?



# LO: To understand the relationship between work and travel.



## Revisiting previous learning

From our previous learning, we know that Ordnance Survey (OS) maps utilise symbols to explain what services are available.

OS maps are useful when planning long journeys, especially off road ones.

An OS map uses a grid, with each symbol having a grid reference. This makes it quick and easy for users to find service.

# ***LO:** To understand the relationship between work and travel.*

## **Task 1:**

Copy the table into your book.

You are going to research these services in the local area- Brixton/Lambeth.

You also need to research the OS symbol that matches the service and draw it into your table.

Service	Is there one in Brixton/Lambeth?	Have you been there?	OS Symbol
Hospital			
Dentist			
Library			
Petrol Station			
School			
Bank			
Hotel			
Train station			

# ***LO:** To understand the relationship between work and travel.*

## **Task 2:**

Pick 3 services from your table.

Look up the service in a completely different part of London. For example a library in Enfield.

Find out the name and address of the service and how long it would take you to travel there from your home.

You can use TFL journey planner to do this: <https://tfl.gov.uk/>



**LO:** *To understand the relationship between work and travel.*

**Task 3: Answer the questions below.**

Which method of transport was most suggested by the website?

Why might people choose to travel for work?

What are the negatives of travelling for work?

What are the positives of working locally?

When you have a job, do you think you will work locally or travel to work?



**You have finished today's lesson, well done!**

**Remember to send your work from this lesson to Mr Mitchell  
at [tmitchell@kingsavenue.lambeth.sch.uk](mailto:tmitchell@kingsavenue.lambeth.sch.uk)**



**Enjoy the rest of your day!**

# Thursday 4th March 2021

**LO:** *To understand how Brixton has changed and predict future changes.*

Remember more:  
Local area features word  
search!

village  
town  
city  
home  
school

country  
map  
route  
plan  
work

## Our Local Area

n	v	e	h	d	j	m	a	p
x	i	c	o	h	e	v	k	l
c	l	l	m	w	e	s	d	a
o	l	x	e	w	k	c	f	n
u	a	c	i	t	y	h	g	o
n	g	u	a	l	w	o	r	k
t	e	f	v	k	t	o	w	n
r	o	u	t	e	h	l	j	c
y	k	h	b	k	l	p	f	o

**LO:** To understand how Brixton has changed and predict future changes.

Time to say our Y3 Geography Vocabulary!



UK



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Passport



accent



hills



mountains



coasts



rivers

**LO:** To understand how Brixton has changed and predict future changes.

Keep going!



ridge



range



mountain



summit



tree



line



outcrop





**LO:** *To understand how Brixton has changed and predict future changes.*

Over the next few slides, we will read about the history of Brixton.

As we read, think about whether you recognise any of the places features.



# ***LO:** To understand how Brixton has changed and predict future changes.*

- The name Brixton is thought to originate from Brixistane, meaning the stone of Brixi, a Saxon lord.
- Brixi is thought to have erected a boundary stone to mark the place of a court in Surrey.
- The location is unknown but is thought to be at the top of Brixton Hill, at a road known at the time as Bristow or Brixton Causeway, long before any settlement in the area.
- Brixton marks the rise from the marshes of North Lambeth up to the hills of Upper Norwood and Streatham. Much of Brixton was considered woodland until the 18th Century where the woods were turned into farms and markets.
- Well known roads in Brixton such as Acre Lane, Coldharbour Lane, Lyham Road (Which was previously called Black Lane!) and Brixton Water Lane were all apart of a network that would join main roads.

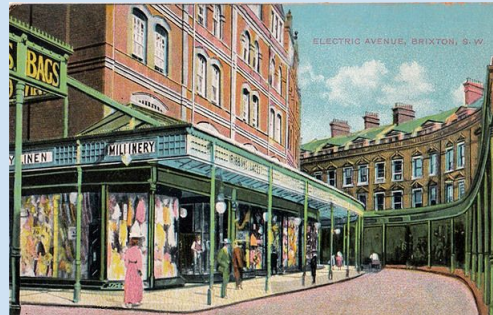


# *LO: To understand how Brixton has changed and predict future changes.*



- By 1925, Brixton attracted thousands of new people. It housed the largest shopping centre in South London at the time, as well as a thriving market, cinemas, pubs and a theatre. In the 1920s, Brixton was the shopping capital of South London with three large department stores and some of the earliest branches of what are now Britain's major national retailers.

- One of a few surviving windmills in London, built in 1816, is just off Brixton Hill and surrounded by houses built during Brixton's Victorian expansion.
- Brixton was transformed into a middle class suburb between the 1860s and 1890s.
- In 1880, Electric Avenue was named after it became the first street in London to be lit by electricity. In this time, large expensive houses were constructed along the main roads in Brixton, which were converted into flats and boarding houses at the start of the 20th century as the middle classes were replaced by an influx of the working classes.





# ***LO:** To understand how Brixton has changed and predict future changes.*

- The Brixton area was bombed during World War II, contributing to a severe housing crisis, which in turn led to urban decay. This was followed by slum clearances and the building of council housing. In the 1940s and 1950s, many immigrants, particularly from the West Indies, settled in Brixton.
- Many immigrants only intended to stay in Britain for a few years, but although a number returned to the Caribbean, the majority remained to settle permanently. The arrival of the passengers has become an important landmark in the history of modern Britain. In 1998 the area in front of the Tate Library in Brixton was renamed "Windrush Square" to mark the 50th anniversary of the arrival of the *Windrush*.



## *Words we may be unsure of:*

*Saxon- A group of people who invaded England.*

*Marshes- An area of low land, often flooded.*

*Settlement- Setting up home/community in a new place.*

*Slum- An overcrowded street where poor people live.*

*Immigrants- People who move from one country to another.*



**LO:** To understand how Brixton has changed and predict future changes.

## Developing understanding.

Key word: Gentrification.

This is a word used to describe how an area is changed from being a poorer area to an expensive one, forcing many of the original residents (people who live somewhere) out of the area.

Watch this video for further explanation:

[https://www.youtube.com/watch?v=s07D45uHmVY&ab\\_channel=REtipster](https://www.youtube.com/watch?v=s07D45uHmVY&ab_channel=REtipster)

### TINY TASK:

Why may people be against gentrification?

What are the benefits of changing an area?



**LO:** *To understand how Brixton has changed and predict future changes.*



### TINY TASK:

What changes do you notice?

Why has this happened?



**LO:** *To understand how Brixton has changed and predict future changes.*

**TASK:**

Watch this video about gentrification in Brixton and list ways the people in the video mention the ways in which the area has changed.

[https://www.youtube.com/watch?v=D4by4BEPwAw&ab\\_channel=TheGuardian](https://www.youtube.com/watch?v=D4by4BEPwAw&ab_channel=TheGuardian)



**LO:** *To understand how Brixton has changed and predict future changes.*

Here are some artists' impressions of how London could look in the future.



**Discuss:**

Is this better or worse?

How would these changes affect Brixton?

**LO:** To understand how Brixton has changed and predict future changes.

**TASK:**

Imagine you have time travelled to 20 years from now. You'd be 27 or 28!

Draw a map of how you think Brixton will look.

Use different colours or symbols and include a key.



Key!



**You have finished today's lesson, well done!**

**Remember to send your work from this lesson to Mr Mitchell  
at [tmitchell@kingsavenue.lambeth.sch.uk](mailto:tmitchell@kingsavenue.lambeth.sch.uk)**



**Enjoy the rest of your day!**