

**Key Stage 3 – City Cruises - Post Visit Activities**

These activities can be used after a visit to City Cruises and over a number of sessions.

**Curriculum Links**

English	Pupils to consider how their writing reflects the audiences and purposes for which it was intended.
Geography	To understand human geography relating to: population and urbanisation; economic activity and the use of natural resources.
History	To know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world.

**Resources**

- Internet for research
- Ordnance Survey Maps of London
- Visit Thames Cruises – leaflet – 1 between 2 students
- Paper to make a leaflet
- Google Earth

**Lesson 1 – Understand the features of a Tourist Leaflet For The River Thames**

**Learning Objective** – To understand the features and elements required to create a leaflet about the economic, social and leisure uses of the River Thames.

**STARTER**

Ask the students to recall their visit to City Cruises. Ask them to come up with a list to describe what they saw on the River Thames and all the people who use the river for different activities, including the people they saw on their cruise. Ask

them to record what kind of leisure, economic and other activities they saw. Ask them to reflect on the land use on the river banks during the journey.

## MAIN TEACHING

- Explain to the students that they are going to make a leaflet about all the different uses of the River Thames. In this lesson, they will learn how to create a leaflet and the stylistic features that are required for a leaflet.
- Ask the students to look at the “Visit Thames Cruises” leaflet with a partner, who they will work with to create their own leaflet. Ask them to note down the features of the leaflet:
  - A Leaflet Title
  - Opening paragraph
  - Headings and Subheadings
  - Draw or present diagrams
  - Bullet points
  - Text Boxes
  - Pictures and Captions
- When the students have made notes about the layout and design of the leaflet, go through the power point and explain the different elements and features required in their leaflet.
- Use the power point to show the students all the different features required to create an information leaflet.
- Ask the students to begin to make a rough plan about their leaflet.

## PLENARY

Recap the main features of a leaflet design. Ask the students to remember why these features are important. In the next lesson, they will research and create their leaflet.

## **Lesson 2 – To research the River Thames – the Life blood of the city**

**Learning Objective** - To understand the importance of the River Thames to London and to make an information leaflet about different economic, social and leisure uses of the River Thames and the people who use it.

### STARTER

- Remind the students that they will be creating a leaflet about the economic, social and leisure uses of the River Thames. Ask the students to examine their planning from the previous lesson. Ask the students to remember all the different features they need for a leaflet:
  - A Leaflet Title
  - Opening paragraph
  - Headings and Subheadings
  - Draw or present diagrams
  - Bullet point
  - Text Boxes
  - Pictures and Captions
- Ask the students to remember all the different sights and sounds of their visit to City Cruises and the way the River Thames was used for economic, social and leisure activities.

### MAIN TEACHING

- Put Google Earth on the whiteboard and show the students the section of the River Thames that they travelled on the City Cruises boat. Look at and talk about all the ways that people use the River Thames for leisure. Make a list with the students on your whiteboard:
  - Boating
  - Fishing
  - Bird Watching
  - Sight Seeing
  - Riverside Restaurants
    - Riverside Art Galleries – The Tate Modern
    - Walking
    - Theatre – The Globe, The National Theatre
    - Concerts – Queen Elizabeth Hall
    - Historical buildings – The Tower of London, Greenwich, etc
    - City offices and the financial district

- Housing
- Tourist attractions
- Government buildings
- River boat activities
- Now ask the students to make their leaflets. They should use information books and the internet to research the different leisure activities they are showing in their leaflets.
- This make take more than one session.

### PLENARY

Ask the students to share their findings about the River Thames and the different economic, social and leisure activities available.

### **Lesson 3 – The Life Blood of the City – the History of the River Thames Learning Objective**

To recognise the importance of the River Thames in the creation and development of London.

### STARTER

Explain to the students that their leaflet will help them with an in-depth research project into the history of one aspect of the uses of the River Thames. They will also create a time line of the River Thames with key historical dates of events that have taken place in the history of London.

### MAIN TEACHING

Remind the students about the leaflet they have created about the River Thames. Explain that the river runs through the centre of London and many of the events in British history have taken place on or beside the river. The students should create a timeline, using the River Thames to place the dates in order.

Give out the Timeline worksheet and ask the students to put the dates and events in chronological order from left to right along the river drawing. They need to write a short description of each event as they place it along the timeline.

Ask the students to choose one of the events and carry out in depth research into one of the events. This can be done in the school library or using classroom or library computers. Arrange for students to choose different events, so that the class can research all of the events, to create “class book” about the River Thames.

### PLENARY

Ask the students to share their research about the River Thames and its importance to British history.

NOTE – The research project and class book could take several sessions.

