



Y2 - Why do we love to be beside the seaside.

National Curriculum Program of study and Key skills – Geography

- Understand geographical similarities and differences through the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting country.
- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.
- Begin to ask simple geographical questions.
- Begin to use books, maps and the internet as a source of information.
- Make simple comparisons between features of different places.

National Curriculum Program of study – Science:

Observe and describe how seeds and bulbs grow into mature plants;

Find out and describe how plants need water, light and suitable temperature to grow and stay healthy.

Asking simple questions and recognising that they can be answered in different ways.

Gathering and recording data to help in answering questions.

Links to Geography / History - Previous Years

FS - Artic Blue Penguin

Year 1- Why can't a Meercat live in the North Pole? Maps, comparisons

Historical knowledge from Amy Johnson

Climate- Y1 where do the leaves go in winter?

Links to Science - Previous Years

Y1- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees

Identify and describe the basic structure of a variety of common flowering plants, including trees.

Tier 1, 2 and 3 words to be used: Place, city, town, village, coastal, rural, surrounding, locate, environment, human features, physical features, world, atlas, ocean, United Kingdom, compass, North, South, East, West, symbol, locate, coast

Subject specific vocabulary:

Coast line, pier, Promenade, harbour, bay, lighthouse, rock pool, shore, beach, cliff, coast, erosion, habitat

Fieldwork / trips or visits:

Coastal visit.

British Values links: Children begin to respect other people views and feeling – this can be promoted during discussion times Understand that everyone has different opinions. Create an environment where everyone is treated equally and where different faiths, cultures and races are valued.

SMSC links: use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds. Sense of enjoyment and fascination in learning about themselves, others and the world around them

Outcome:

A presentation explaining why people like to be beside the seaside and how they have changed over time.