

Geography Medium Term Summer Year 1/2 (Cycle B) Unit Coastal study

Enquiry Question Why do people like to be beside the seaside?

Prior Learning Knowledge	Prior Learning Skills	Prior Knowledge Vocabulary	Reading Links	
<p>Year 1/2- countries and seas of the UK, weather patterns, oceans across the world, what a map/globe is, current global issues (plastic in the ocean)</p> <p>Year 1/2- Where in the world are we from? /Hot and cold places- Coastlines in Pakistan and Nigeria.</p> <p>Future learning- next year 1 /2 History unit The Seaside (how have seaside holidays changed over time?)</p>	<ul style="list-style-type: none"> • Use a range of maps and globes (including picture maps) at different scales. • Begin to realise why maps need a key. • Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?' • Recognise differences between their own and others' lives. • Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where. • Use maps and other images to talk about everyday life e.g. where we live, journey to school etc. • Use basic geographical vocabulary to refer to: key physical features, including: forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: factory, farm, house, office and shop 	<p>England, United Kingdom, Atlantic Ocean, Irish Sea, climate, weather, town, city, village,</p>	<p>Winnie at the Seaside by Valerie Thomas and Korgi Paul Very good for understanding about the coast but also links to aspects of mapping and location.</p> <p>At the Beach by Roland Harvey Place, physical geography (e.g. the beach/ coasts) and human aspects of geography.</p>	
KS1 Essential knowledge end point (substantive)	KS1 Disciplinary Knowledge: (Working, Talking, Writing like a Geographer)	Equality Diversity & Justice	Vocabulary	Writing opportunities
<p>How to identify towns, seaside, and countryside environments using their features</p> <p>Key human and physical features of Lytham St Annes</p> <p>Create a sketch map of Lytham St Annes and a simple key</p> <p>Differences and similarities between the Fylde Coast (Lytham St Annes) and Accrington</p> <p>What a postcard is</p>	<ul style="list-style-type: none"> • use basic geographical vocabulary to refer to: □ key physical features, including: beach, cliff, coast, sea, ocean, key human features, including: city, town, village, port, harbour and shop • Devise a simple map; and use and construct basic symbols/labels in a key • Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?' • Investigate through observation and description. • Recognise differences between their own and others' lives. • Use cameras and audio equipment to record geographical features, changes, and differences e.g. weather/seasons, vegetation, buildings etc. 	<p>Changes due to coastal erosion could be mentioned- linked with climate change</p> <p>Coastal defences observed on the trip- opportunity to discuss why these are there.</p>	<p>beach, cliff, coast, ocean, city, town, seaside, village, sea, human and physical features,</p>	<p>Post it note questions</p> <p>Poster to answer the enquiry question Why do people like to be beside the seaside?</p> <p>Table to sort human and physical features</p> <p>Postcard</p>

Enquiry question: Why do people like to be beside the seaside?		
Learning objective	Essential knowledge end point and Disciplinary Knowledge: (Working, Talking, Writing like a Geographer)	Activities
Lesson 1- What is the coast?	<p>Essential knowledge end point (substantive): What a coast line is How to identify towns, seaside, and countryside environments using their features</p> <p>Disciplinary Knowledge: (Working, Talking, Writing like a Geographer):</p> <ul style="list-style-type: none"> use basic geographical vocabulary to refer to: □ key physical features, including: beach, cliff, coast, sea, ocean, key human features, including: city, town, village, port, harbour and shop Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?' Investigate through observation and description. 	<p>Discuss that we are an island. Look at a map of Europe- find a country that has a coast, longest coast line, no coastline etc. What does a coast line mean? Zoom in on a coastline. (Norway- has the biggest coastline in the world). Have you ever been to the coast? Which ones? Discuss visiting the coast here and in Pakistan, on holidays, Nigeria (chance to revisit prior learning from where in the world are we from and hot and cold places units) etc. Do we live on a coast line? How far would we need to travel to get to the coast? Where is our nearest coastline? Look at coastlines in Cornwall, white cliffs of Dover- discuss are all coast lines the same?- sometimes the water hits the cliffs at a coastline, sometimes there's a beach etc. Discuss the new vocabulary of port (A town or city by the sea, a river, a lake, where ships can unload and load cargo (goods) or pick up passengers), and harbour (A sheltered area of water where boats can park safely (moor) without being damaged by rough waves or strong winds- A safe haven or parking spot for boats) . Can we find a coastline that has one e.g. Photos of these 2 examples in resources- Port of Felixstowe is the largest container port in the UK (located in Suffolk) Whitby Harbour, North Yorkshire. Refer back to learning in previous unit- port at Lagos photo included of 1 of the ports but feel free to add more photos if you looked at others in previous unit). You could use google maps or have photos printed to allow children to explore a bit and find out the differences between coastlines for themselves. Don't forget to revisit prior knowledge here when looking at maps and photos- can we find a town and countryside environment- how do you know that is a town/countryside? Etc. You could finish with a question for children to answer on post its- e.g. do you like visiting the coast- why? or What do you like about coast lines? (if any children haven't been to a coast). All activities could be recorded in floor book with photos, maps, coast line examples and children's comments and questions.</p>
Lesson 2- Where is Lytham St Annes and what is it like there?	<p>Essential knowledge end point (substantive): Key human and physical features of Lytham St Annes Differences and similarities between the Fylde Coast (Lytham St Annes) and Accrington</p> <p>Disciplinary Knowledge: (Working, Talking, Writing like a Geographer):</p> <ul style="list-style-type: none"> use basic geographical vocabulary to refer to: □ key physical features, including: beach, cliff, coast, sea, ocean, key human features, including: city, town, village, port, harbour and shop 	<p>Where is it on a map of the UK? It is on the Fylde Coast. How is it marked on a map? What's there? What's it like? Does it have a beach? Look at maps, aerial photographs and photographs taken there- children could identify this as a town near a coast line. Why do they have restaurants and hotels by the front? Look for human and physical features and record in an appropriate way, they could draw features into a chart separating human and physical and label? They could use the symbol or representation on the map and show what it looks like on a photograph too? (Begin to realise why maps need a key.) Introduce vocabulary- pier, promenade- what are they, what do they look like on a map?</p>

	<ul style="list-style-type: none"> • Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where. • Recognise differences between their own and others' lives. 	<p>Discuss what is different and what is the same about Lytham St Annes and Accrington- record these in an appropriate way (could be a page in the floor book after discussion).</p>
<p>Lesson 3- Trip to Lytham St Annes (fieldwork)</p>	<p>Essential knowledge end point (substantive): Create a sketch map of Lytham St Annes and a simple key What it is like at Lytham St Annes Who visits this place Features of Fylde coast</p> <p>Disciplinary Knowledge: (Working, Talking, Writing like a Geographer):</p> <ul style="list-style-type: none"> • Devise a simple map; and use and construct basic symbols/labels in a key • Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?' • Investigate through observation and description. • Use cameras and audio equipment to record geographical features, changes, and differences e.g. weather/seasons, vegetation, buildings etc. 	<p>Visit Lytham St Annes. Get children to take photos of different features of the coast e.g. promenade, pier, sea, coastal defences (tide, sand dunes, man made, sea weed planted to keep the sand in place,) shops, restaurants, etc ask children if they can think of reasons why these things are here. Take distant photos of the people visiting e.g. dog walkers, people having picnics etc- discuss why people visit this place- what reasons are there to visit (needed for last lesson- record these on WW). Ask children to create simple observational sketch maps of the area- what is there, add a key to help explain what they have drawn.</p>
<p>Lesson 4- What was it like at Lytham St Annes? (Communicating findings)</p>	<p>Essential knowledge end point (substantive): What a postcard is and why they are used</p> <p>Disciplinary Knowledge: (Working, Talking, Writing like a Geographer):</p> <ul style="list-style-type: none"> • Key human and physical features of Lytham St Annes • use basic geographical vocabulary to refer to: □ key physical features, including: beach, cliff, coast, sea, ocean, key human features, including: city, town, village, port, harbour and shop 	<p>Children to have their sketch maps and copies of photos taken. Discuss postcards (pass some around to look at if any available- could ask staff if they have any either written or blank to bring in)- tell children that postcards were used more often in the past to send to people to tell them about trips, holidays and visits. Children to create a scene of Lytham St Annes on one side and then write about what they saw/did/what it was like/ their favourite part/ what they liked etc to a family member or friend.</p> <p>Support: postcard template to use, examples of postcards, Dear/To... From... written on board word banks, sentence starters, scribe for some</p>
<p>Lesson 5- Why do people like to be beside the seaside?</p>	<p>Essential knowledge end point (substantive): Enquiry Question- Why do people like to be beside the seaside? Key human and physical features of Lytham St Annes</p> <p>Disciplinary Knowledge: (Working, Talking, Writing like a Geographer):</p> <ul style="list-style-type: none"> • use basic geographical vocabulary to refer to: □ key physical features, including: beach, cliff, coast, sea, ocean, key human features, including: city, town, village, port, harbour and shop • Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?' • Investigate through observation and description. • Recognise differences between their own and others' lives. • Recognise differences between their own and others' lives. 	<p>Look at photos from the trip, photos from different coasts now and in the past.(Photos of coasts in the past will help children in the next History unit- future learning). Why do people go? Why are coastal areas so popular? Record on WW for children to refer back to (with pictures or wigit to help children connect words with the pictures). Children could create a poster with words/sentences and pictures to answer the enquiry question: Why do people like to be beside the seaside?</p>

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