

Our Intent is: To support our children to engage in enquiry about , "How the Earth's features are shaped and changed over time?" and understand their place in Forton and connection to the wider world.



**Forton Primary School
Geography**

**Nicky Nook Class
Summer 2
Year A**

Etymology: harbour "lodging for ships; sheltered recess in a coastline,

Key Concept: Beside the Seaside

Key Question: How has the seaside changed over time?



Seaside Holidays by Jane Bingham

Look What I Found at the Seaside by Moira Butterfield

Unit Overview:

Physical Features of the Seaside Human Features of the Seaside

Seaside Holidays in the Past

Seaside Towns

Visiting Beaches

N.C. LINKS: Human and physical geography

Pupils should be taught to:

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Subject Vocabulary

Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, season, weather, vegetation, summer, autumn, winter, spring, wind, rain, snow, hail, sleet, fog, sun, hot, warm, cold.

Geographical Enquiry

Map, sketch map, plan, birds eye view, position, location, direction, route, path, direction, navigate, symbol, key, coordinates, north, south, east, west, forwards, backwards, left, right, near, far, pattern, characteristics.

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	house, office, port, harbour, shop.	
<p>New Knowledge Progression:</p> <ul style="list-style-type: none"> • to locate seaside locations in the 4 countries of the UK • Describe features of a seaside resort • To understand the changes that have happened to seaside locations over the years and why. • Locate hot and cold islands around the world. • Use a map to plan a route around a seaside resort. 	<p>Building on Prior learning from EYFS:</p> <p><i>Communication – talk about the features of different places (familiar/other places), talk about</i> patterns and change in relation to places with which they are familiar.</p> <p><i>Mapping</i> – know about features of different places, recognise and talk about the features in familiar/other places.</p> <p><i>Fieldwork</i> – look closely at similarities and differences between different places (familiar/other places), make simple comparisons.</p> <p><i>Enquiry – comment and ask questions about familiar places/other places and about</i> familiar/other people.</p> <p><i>Use of Technology</i> – use technology and IT equipment, (eg cameras, iPad, video/video clips, apps, visualisers or the internet) to make observations or find information about different locations and places.</p>	<p>Building on Prior learning when B follow A:</p> <ul style="list-style-type: none"> • To understand what weather is like in our country. • To look at weather where we live. • To understand different seasons of the year. • To describe how the weather can affect us. • To understand what weather forecasts show. • To understand the dangers of weather. • To understand what hot and cold countries are like. • To understand what a cold area of the world is like. • To use map skills to locate hot and cold countries.

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Key Skills (Disciplinary)

- Name and locate some places in their locality, the UK and wider world.
- Describe places and features using simple geographical vocabulary.
- Make observations about features that give places their character.
- Describe some similarities and differences when studying places and features e.g. hot and cold places of the world.
- Observe and describe daily weather patterns.
- Use a range of sources such as simple maps, globes, atlases and images.
- Draw, speak or write about simple geographical concepts such as what they can see where.
- Express views about the environment and can recognise how people sometimes affect the environment.

Sequence of Lessons:

1. **Where are our seaside's?** I can use key words to describe different places and environments. I can use a map to find seaside locations
2. **Features of the seaside.** I can use key words to describe seaside resorts. I can observe aerial photos of seaside locations
3. **Seaside's past and present.** I can locate seaside resorts in the 4 countries of the UK. I can understand what seaside holidays/resorts were like past and present.
4. **Let's explore a seaside town.** I can describe a seaside resort in UK. I can describe places and routes on maps.
5. **Island's Everywhere!** I can use a map to identify the main British islands. I can understand the location of hot and cold islands in the world.
6. **Who can see the sea?** I can visit a seaside resort. I can use a map to follow the route around a seaside resort.

Enhancements:

Create a seaside role play for children to experience.

End of Unit Outcome:

Compare and contrast the seaside of the past and present using images and text (poster/leaflet)

Oral Assessment:

How has the seaside changed over time?

Where are our seaside's?

What are some of the features of the seaside?

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What changes have happened to seaside resorts and why?