



Context	
Unit	Seas and Coasts
Assessment	Would you like to go on holiday to the seaside? Why?
Key Knowledge <i>How does this unit fit in?</i> <i>What Big Ideas are explored?</i>	<p>The National Curriculum for KS1 states that children must ‘name and locate the world’s seven continents and five oceans’; ‘use basic geographical language to refer to human and physical features’; ‘use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage’ and ‘use simple compass directions (North, South, East and West) to describe the location of features and routes on a map’. This unit allows children to meet these requirements. The key knowledge concepts covered in this unit are: Environment and Place. Children will deepen their knowledge of the beach and coastal environments, offering a contrast to their local area, which they explored in Autumn 2. In Spring 2, the children will have explored the United Kingdom and learnt about the capital cities; this topic offers a different view of places in the UK. By the end of this topic, and the end of the Year, the children should have a strong understanding of their immediate surroundings, and a good understanding of the UK and contrasting places within the UK.</p> <p>In this unit, children will name and locate the five oceans and seven continents on a world map. They will also have the opportunity to locate some seas and countries. Children will find out about the United Kingdom, the countries that it includes and its geographical location in the world. They will then talk about pictured British beaches, naming and locating human and physical features they can see. Children will discuss what an island is and think about what being an island means for the UK. They will use a compass rose to locate the seas around the UK, before finding out about some of the human activities that take place in them. Children will look closely at a specific place, asking questions to find out more about it. They will put their fieldwork skills into practice when they visit Littlehampton. Children will compare British and non-British beaches. They will identify and discuss the different human and physical features of each beach. Finally, children will travel around the UK and the world using compass points. They will visit different coastal locations and think carefully about the route they took to get there. The children will be encouraged to begin to use the language north, south, east and west.</p>
Skills <i>What skills are taught in this unit?</i> Skills Progression	<p>Fieldwork - Collect and ask/answer questions about data from the local area.</p> <p>Enquiry - Use a range of sources (maps, atlases, globes, photographs) to recognise landmarks and features.</p> <p>Location & Place - Identify similarities and differences between where we live and other places in the UK and the wider world.</p> <p>Human & Physical - Identify human and physical features in the local area.</p> <p>Mapwork - Locate the countries of the UK (using world maps, atlases and globes).</p>

Vocabulary <i>To be displayed on the working wall</i>	United Kingdom	Sea	Beach	Compass	Coastguard
	Country	Ocean	North / South	Direction	Fisherman
	Continent	Coast	East / West	Map	Sailor

Unit Overview

Enquiry Question		Learning Intention	Focus Skill	Diversity	Local Geography	Curriculum Links
1	Can you read a map?	To explore continents and oceans.	Mapwork		Is West Drayton near the sea/coast?	
2	What are beaches like in the UK?	To compare different beaches in the UK	Human & Physical			
3	How do humans use the sea?	To explore seas from around the world	Enquiry Human & Physical			
4	Would you like to visit Littlehampton?	To use fieldwork skills to find out about Littlehampton	Fieldwork		Trip to Littlehampton	
5	Where would you rather go on holiday?	To compare beaches across the world.	Location & Place Enquiry			
6	Which direction is the beach?	To explain the location of different beaches using compass directions	Mapwork			
7	Would you like to go on holiday to the seaside? Why?					

Lesson 1

Enquiry Question	Can you read a map?																
Learning Intention	To explore continents and oceans.																
SOLO SC: Uni- Structural	I can identify land and water on a map.																
SOLO SC: Multi- Structural	I can name continents and oceans.																
SOLO SC: Relational	I can locate continents on a map.																
SOLO SC: Extended Abstract	I can locate oceans on a map.																
The lesson <small>(How will children meet the LI?)</small>	<p>CONCEPT: Children will develop their knowledge of <u>Place</u> beyond their immediate locality. Children will focus on the skill of mapwork. Children should be able to recognise the difference between land and sea on a map and identify a country, continent, sea, ocean by reading the labels on a map.</p> <ul style="list-style-type: none"> - Introduce the knowledge organiser for this unit. - Introduce the key concepts for this unit. How does this unit fit in with our geography journey so far? - What connections can the children make with this content? Encourage discussion. - Follow the Plan Bee Lesson plan, Follow 'Main Activity', including the opportunities for differentiation. <ul style="list-style-type: none"> - Changes to lesson plan - focus on continents and oceans - sea and countries is not the focus for the lesson. 																
Key Vocabulary for the lesson	<table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">Ocean</td> <td style="width: 25%;">Country</td> <td style="width: 25%;">Sea</td> <td style="width: 25%;">Beach</td> </tr> <tr> <td>Continent</td> <td>Capital City</td> <td>Map</td> <td>Seaside</td> </tr> <tr> <td></td> <td></td> <td></td> <td>Coast</td> </tr> <tr> <td></td> <td></td> <td></td> <td>United Kingdom</td> </tr> </table>	Ocean	Country	Sea	Beach	Continent	Capital City	Map	Seaside				Coast				United Kingdom
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Lesson 2

Enquiry Question	What are beaches like in the UK?														
Learning Intention	To compare different beaches in the UK														
SOLO SC: Uni- Structural	I can describe what it's like at the seaside														
SOLO SC: Multi- Structural	I can name human and physical features I see in pictures of the seaside														
SOLO SC: Relational	I can compare the human and physical features of different beaches														
SOLO SC: Extended Abstract	I can compare my learning with my own experiences of visiting the beach														
<p>The lesson (How will children meet the LI?)</p>	<p>CONCEPTS: The aim of this lesson is to be able to explain the different human and physical features found in different <u>places</u> and begin to make comparisons between different locations and their human & physical features and how this might have an impact on the <u>environment</u>.</p> <ul style="list-style-type: none"> - Children complete the retrieval quiz. Give the children an opportunity to remember the answer, then an opportunity to locate the answers (books, learning walls, peers) before finally revealing the answers. This is low-stakes quizzing. The aim is that children are able to remember more over time. - Follow the Plan Bee Lesson plan, Follow 'Main Activity', including the opportunities for differentiation. *Be sure to provide the word banks for the children & display on the working wall. During the input, locate the beaches/coasts using mapping software (google maps, digimaps, google earth) and make links with previous topic on the UK. View from an aerial view and make observations, linking with the first topic in Year 1. - <u>Main task</u> Identifying human and physical features in these locations - lots of pictures as stimulus. <ul style="list-style-type: none"> - Platinum - Children to reflect on their own experiences of visiting a beach. This could be in the UK or another country. It is vital in Year 1 that Geography can meet children at their own experiences so it feels more real and less abstract. Be vigilant of children who may not have had these experiences - can they link with books/movies they have seen? - Show the children the pictures of the three different English beaches. What is the same and what is different about them? Challenge the children to name and locate the human and physical features. 														
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Cliff	Hill	Ocean	Soil	Harbour	Town	House									

	Coast	Mountain	Lake	Valley	Port	Factory
Resources	Plan Bee Lesson 2 Plan Lesson Slides		Lesson 2 Resources			

Lesson 3	
Enquiry Question	How do humans use the sea?
Learning Intention	To explore seas from around the world
SOLO SC: Uni- Structural	I can name the seas which surround the UK
SOLO SC: Multi- Structural	I can locate the seas around the UK
SOLO SC: Relational	I can compare activities that take place in the seas around the world
SOLO SC: Extended Abstract	I can research different sea jobs
The lesson (How will children meet the LI?)	<p>CONCEPTS: The aim of this lesson is to further develop mapwork skills introducing the compass rose and the four compass points: north, south, east, west. Children will further explore each sea in turn and explore how humans use the seas around the UK. This is further developing children’s knowledge of the <u>environment</u> and <u>places</u> prompting children to consider the similarities and differences between different environments around the world. E.g. the English Channel and the Mediterranean sea. At the platinum level, children will explore the interconnectivity between <u>people</u> and <u>places</u> exploring what jobs might only exist by the sea.</p> <ul style="list-style-type: none"> - Children complete the retrieval quiz. Give the children an opportunity to remember the answer, then an opportunity to locate the answers (books, learning walls, peers) before finally revealing the answers. This is low-stakes quizzing. The aim is that children are able to remember more over time. - Follow the Plan Bee Lesson plan, Follow ‘Main Activity’, including the opportunities for differentiation. <ul style="list-style-type: none"> - <u>Main task</u> Children use the pictures to discuss/explore what happens at sea. Is it the same around the world? Why might it be different in some places? (E.g. weather)

	- Platinum task Children use the case studies to learn about what jobs people do at sea. Can they write a sentence about each person?					
Key Vocabulary for the lesson	United Kingdom (UK) England Scotland	Wales Northern Ireland Irish Sea	English Channel North Sea Atlantic Ocean	Celtic Sea Fishing Oil Rig	Swimming Sailing Diving	North / South East / West Compass
Resources	Plan Bee Lesson 3 Plan Lesson Slides		Lesson 3 Resources			

Lesson 4

Enquiry Question	Would you like to visit Littlehampton?
Learning Intention	To use fieldwork skills to find out about Littlehampton
SOLO SC: Uni- Structural	I can say what I see around me in Littlehampton
SOLO SC: Multi- Structural	I can describe what it is like at Littlehampton
SOLO SC: Relational	I can use fieldwork skills to find out about Littlehampton
SOLO SC: Extended Abstract	I can convince someone to visit Littlehampton
The lesson (How will children meet the LI?)	<p>CONCEPTS: The aim of this lesson is to develop children’s fieldwork skills when they visit the seaside. Children will use question words (who, what, where, when, how, why) to find out about an <u>environment</u> which is different to where we live.</p> <ul style="list-style-type: none"> - Children complete the retrieval quiz. Give the children an opportunity to remember the answer, then an opportunity to locate the answers (books, learning walls, peers) before finally revealing the answers. This is low-stakes quizzing. <p>The aim is that children are able to remember more over time.</p> <ul style="list-style-type: none"> - Follow the Plan Bee Lesson plan, Follow ‘Fancy Something Different’ and base this lesson around the trip to the

	<p>beach. Before the trip, children could pose questions they want to find out, then when children return to school, they could answer the questions. Questions and answers could be displayed on the working wall.</p> <ul style="list-style-type: none"> - E.g. Will the beach be sandy or stony? What sort of birds will we see? - Take the explorer sheets in the resource pack for children to tick what they see. Take photos to support learning back in class. - Children to create a tourist leaflet for Littlehampton. 					
Key Vocabulary for the lesson	Littlehampton Beach Coast	Seaside Sand Pebble	Coastguard English Channel Sea	Waves Harbour Paddle	Cliffs Pier	
Resources	Plan Bee Lesson 4 Plan Lesson Slides		Lesson 4 Resources			

Lesson 5	
Enquiry Question	Where would you rather go on holiday?
Learning Intention	To compare beaches across the world.
SOLO SC: Uni- Structural	I can identify what I see in two beaches across the world.
SOLO SC: Multi- Structural	I can say one similar and one different feature of two beaches.
SOLO SC: Relational	I can compare human and physical features of a British beach with one from another country
SOLO SC: Extended Abstract	I can describe my dream beach
The lesson (How will children meet the LI?)	CONCEPTS: <u>Environment</u> and <u>Place</u>. The aim of this lesson is for children to build on their learning from lesson 2 (Lesson 2 mainly focused on the UK): Children will compare British and non-British beaches whilst developing their enquiry skills using aerial photographs and asking questions to probe and find out more information. They will identify and discuss the different human and physical features of each beach. They will be challenged to work out if the beach is British and explain their

	<p>reasoning.</p> <ul style="list-style-type: none"> - Children complete the retrieval quiz. Give the children an opportunity to remember the answer, then an opportunity to locate the answers (books, learning walls, peers) before finally revealing the answers. This is low-stakes quizzing. The aim is that children are able to remember more over time. - Follow the Plan Bee Lesson plan, Follow 'Main Activity', including the opportunities for differentiation. - Ensure CT locates the beaches on a world map, globe, mapping software etc. Locating these places must always be a priority to develop children's understanding of locations in the world, referring to L1 on continents and oceans. - <u>Main task</u> Children will identify similarities and differences. This can be differentiated in how they do this (visually, writing, venn diagram, table etc.) 				
Key Vocabulary for the lesson	British Beach Coast	Coastal Sandy Pebble	Snorkelers Eroding Cliffs	Islands Lava Fossils	Beach huts Pier Temperature
Resources	Plan Bee Lesson 5 Plan Lesson Slides		Lesson 5 Resources		

Lesson 6	
Assessment Question	Which direction is the beach?
Learning Intention	To explain the location of different beaches using compass directions
SOLO SC: Uni- Structural	I can identify the 4 points of a compass
SOLO SC: Multi- Structural	I can describe how to get from one place to another using compass direction
SOLO SC: Relational	I can follow a route around the UK using compass directions
SOLO SC: Extended Abstract	I can explain the location of different beaches using compass directions

Resources

[Think! Question](#)