Coastal Curiosities

Main Subject Focus Geography **Key Concepts Taught** Place and Region	Intent: Why? To inspire our curiosity and fascination about the world and our local area. To develop our understanding the interaction between physical and human processes, and of the formation and use of landscapes and environments.	Links to prior and wider learning Builds upon geographical knowledge of both in UK and wider world. Links to further topics and understanding of human and physical features of different locations. *Phineas Fogg, Voyagers, Raging Rivers and Majestic Mountains*

Knowledge
Human and physical geography

- 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

Geographical skills and fieldwork

- 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
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

By the end of this unit, pupils will learn:
- **Understand what a coast is**
- **Locate coasts and coastal towns**
- **Recognise human and physical features of coasts**
- **Compare different beaches**
- **Coastal erosion**

Year 1	Year 2
· Teacher led enquiries, to ask and respond to simple closed questions. · Use information books/pictures as sources of information.	· Children encouraged to ask simple geographical questions; Where is it? What's it like? · Use NF books, stories, maps, pictures/photos and internet as sources of information. · Make appropriate observations about why things happen. · Make simple comparisons between features of different places.
· Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France.	· Locate and name on UK map major features e.g. London, River Thames, home location, seas.
· Begin to use an infant atlas to locate places.	· Use an infant atlas to locate places.
· Use relative vocabulary (e.g. bigger/smaller, like/dislike) · Draw around objects to make a plan.	· Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map) · Look down on objects to make a plan view map.
· Picture maps and globes	· Find land/sea on globe. · Use teacher drawn base maps. · Use large scale OS maps. · Use an infant atlas
· Draw picture maps of imaginary places and from stories.	· Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)

Wider curriculum links:
Science – Living Things and their Habitats, Seasonal Changes
Art – Viewpoints
'Fishing Boats on the Beach at Saintes-Maries-de-la-Mer' by Vincent Van Gogh

Key Texts:
Seaside – Alain Gree, Lucy and Tom at the Seaside – Shirley Hughes, How Does a Lighthouse Work? – Roman Belyaev

Key Vocabulary/ Etymology
beach, cliff, coast, sea, port, harbour, landmarks, physical, human, environment, weather, resort, leisure, tourism, pollution, tide, habitat

Wow moment- Coastal visit

School Values- Pride and Success- Being proud of our diverse natural world and being part of Great Britain
British Values- Mutual respect and Tolerance- having respect for the environment, being aware of how others live and being tolerant of and respecting difference