

NC objective: 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.

understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Enquiry Question: Where are seaside located and what are the main human and physical features of a coastal area?

End of unit goals: Children will be able to identify features of a beach/coastal area and locate seaside using maps, atlases and globes.

Children will be able to discuss the way these things have changed over time and why this might be the case.

Date	Objective (s)	Lesson Outcome	Task/activity	Resources	Key Vocabulary
Lesson 1			<u>Prior Knowledge assessment</u> - KWL grid		
Lesson 2	I can talk about seaside	Children will be able to talk about what a seaside is, why we have them whether they are man made or natural.	<u>Prior Knowledge assessment</u> - Retrieval grid to be completed quickly as a class. <u>Main Teaching</u> Discuss what the children already know about the seaside/beach. Where have they visited local to us <u>Plenary</u> Use google map to look at some local seaside places.		beach, cliff, coast, forest, hill, mountain, sea, ocean
Lesson 3	I can locate seaside on a map of the UK	Children will be able to locate a seaside on a map of the	<u>Main Teaching</u> Show children some images of different beaches and coastal areas throughout England. Children to look at what they notice		beach, cliff, coast, forest, hill, mountain, sea,

	<p>Skills used:</p> <p>Maps</p> <p>atlases</p> <p>Location</p>	<p>UK and features of that seaside.</p>	<p>about the images and think of the features of a beach.</p> <p>Why do we have seashores?</p> <p>Use atlas and locate seashores around UK. Talk about the position of the seashores.</p> <p>Chn to use a UK map and label seashores.</p> <p><u>Plenary</u></p> <p>Use google map to look at some local seaside places.</p>		<p>ocean</p>
Lesson 4	<p>I can identify human and physical features of the seaside.</p> <p>Skills used</p> <p>Categorising</p> <p>Sorting</p> <p>Grouping</p>	<p>Children will be able to identify human and physical features and justify their answers.</p>	<p><u>Prior Knowledge assessment</u>- Retrieval grid to be completed quickly as a class.</p> <p>Recap previous session. Where do we find seashores?</p> <p><u>Main Teaching</u></p> <p>Provide pictures of different features of the seaside:</p> <p>Human- beach huts, harbour, promenade, pier, lighthouse, fairground etc</p> <p>Physical- sea, sand, beach, cliffs, rock pools, groynes, coast</p> <p>Allow groups of chn time to look at the pictures. Introduce children to the words.</p> <p>Put annotation on working wall</p> <p><u>Plenary</u></p> <p>Use google map to look at some local seaside places.</p>		<p>beach, cliff, coast, forest, hill, mountain, sea, ocean human. physical</p>
Lesson 5	<p>I can compare how the seaside has changed over time.</p> <p>Skills used</p>	<p>Children will be able to compare the changes within human and physical geography over time and think about why that has happened.</p>	<p>Prior Knowledge assessment-</p> <p><u>Starter</u>- recap the learning from the previous session about the features of a seaside.</p> <p><u>Main Teaching</u> Discuss how these things have changed over time thinking about how the human features can change and why that might be but also how and why the physical features change over time.</p> <p><u>Activity</u></p>		<p>beach, cliff, coast, forest, hill, mountain, sea, ocean, corrosion</p>

	Compare and contrast		Children to compare the similarities and differences as a class.		
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