



May we give them roots to grow and wings to fly.

Our Curriculum – Medium-Term Planning



Term and Year:	Summer 1
Class:	Year 1
Subject:	Geography
Key Unit Question:	Where shall we go on holiday?
Key Themes:	Space
Memorable Experience:	Seaham Beach

Vocabulary that will be taught:

Seaside: A resort, village or town located on the coast

Beach: Sandy land found next to a stretch of water

Coast: The area where sea and land meet

Cliff: tall, steep natural wall of rock

Sea: body of salt water that covers the greater part of the surface of the Earth

Port: A place where boats can come and go to load and unload their supplies/people

Harbour: A place where ships shelter near land

Aerial Photograph: A photograph taken from above

Human Features: Things built by humans like houses, roads and bridges

Physical Features: Things that naturally occur like seas, mountains and rivers

National Curriculum Objectives:

- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- 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
- 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
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Rationale:

This half term we will be learning all about the seaside. We will think about the different seaside resorts we have been to and will be sharing our own experiences. We will learn about the different plants and animals that live at the coast and about the physical features of the seaside such as cliffs, rock pools and sand dunes. We will also compare a seaside resort in the UK with resorts around the world. Children will learn about the way seaside resorts have changed over time, and begin to identify the difference between the man-made and natural characteristics of the seaside. They will also be able to identify the nearest seaside resort to them, which no doubt they will love visiting.

Prior Knowledge:

Children have the opportunity to explore some similarities and differences between the natural world around them and contrasting environments during their time in EYFS. Children know all about hot and cold places and can discuss different places in stories read to them.

What do we intend pupils to know and be able to do at the end of this unit?

Substantive knowledge:

- I know where the seaside is
- I know the location of hot and cold places in our world
- I know the difference between human and physical features

Disciplinary knowledge:

- I can locate hot and cold places on a globe or in an atlas
- I can use information books/pictures as sources of information.
- I can begin to make simple comparisons between different places



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Key lesson questions		Activities/Key points
Lesson 1	<u>Where is the seaside?</u> - I can say what the seaside is - I can find where the seaside is on a map - I can explain why the seaside is on the coast	- Look at pictures/videos of different seaside resorts in England. What do they look like? - Talk about the children's holidays, discussing what they did and why they enjoyed it so much. - Using Google Maps, first model how to pinpoint the location of the school and the local area, then look at the location of the nearest coast. - Where do we live? Where is the nearest seaside resort to us? Has anybody visited this resort? What is it like? - Colour in Seaside Map indicating that they know the seaside must be on the coast.
Lesson 2	<u>What is the seaside like?</u> - I can use an aerial photograph to identify the seaside - I can label features of the seaside - I can organise labels into human and physical features	- What do we know about the seaside? What is the seaside like? What things can you do at a seaside resort? Why do people visit seaside resorts? What are these people called? Have you visited a seaside resort? Where was this? - Watch the BBC Video: 'A visit to the seaside' and encourage children to think about the main features of the seaside. - Show an aerial photograph of a seaside resort. See if children can name the photograph type. Ask: What does 'aerial view' mean? How is an aerial photograph different from a forward facing photograph, or a side facing photograph? - Ask: What can you see? What do you think is happening here? What things can you see which are 'human' (man-made)? What things are physical (natural)? What is the weather like? Children work together to label the key features they can identify. - Ask children to examine the photographs of the seaside resorts and model an example of one of the key features (e.g. lighthouse, cliffs, beach) that can be identified from the photograph. Children to label the photograph with human and physical features.
Lesson 3	<u>Who can see the sea?</u> - I can visit the seaside - I can use a map to follow a route - I can identify human and physical features of the seaside	- Fieldwork visit to the nearest seaside locality - Give a guided walk of the seaside resort following a simple map and map symbols. Point out significant places, human/physical features, types of land use and facilities/services. - Children use a simple map to follow the route and label points of interest along the way. - Visit the beach for children to observe the physical and human features they can see. Encourage children to use their senses; what can they see, hear, taste, smell and feel? Focus on the physical landscape – cliffs, sea, sand, rock pools, any sea defenses and any other relevant features. - Encourage children to look back at their completed maps. What human or physical features did we see? Name 3 places we saw. What was your favourite place? What do you like or dislike about the seaside? How could the seaside be improved? Children could present their fieldwork findings.
Lesson 4	<u>How is the seaside different to London?</u> - I can use aerial photographs to compare two places - I can label the differences between two places - I can answer the question how is the seaside different to London	- Children should use aerial photographs to compare the seaside with London - Ask the children to label human and physical features of the seaside area and of London - Review what the children learned about the use of land and buildings in London to look at how the land and buildings are used in the seaside area. - Ask the children to look at photographs and identify specific buildings found only at the seaside. - Children to answer the question how is the seaside different to London.

Lesson 5	<u>Where else in the world can we have a seaside holiday?</u> • I can find out about different seaside resorts around the world • I can compare different seaside resorts around the world to England • I can talk about how transport has affected holidays	• Is the seaside on the coast of other countries? • Children to look at beaches around the world e.g. Bondi Beach (Australia), Cote d’Azur (France), Santa Monica Beach (USA), Copacabana (Brazil). • How are they similar to beaches in the UK? How are they different to beaches in the UK? • How has transport affected holidays?
Lesson 6	Where shall we go on holiday? End of Unit Assessment / Knowledge Harvest	