

Term 3

Unit Overview: KS1 Geography

Coasts

<u>National Curriculum Objectives</u>	<u>Substantive knowledge</u>	<u>Vocabulary</u>		
<p>Place knowledge</p> <ul style="list-style-type: none"> ❖ 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 <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> ❖ 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 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 	<ul style="list-style-type: none"> ❖ Trace the outline of the UK coast on a map and identify human and physical features, locating the UK's islands. ❖ Explore UK coastal settlements: Southwold, Felixstowe, Tenby, Dover using photographs and maps. ❖ Compare coastal settlements to our local area. ❖ Compare and contrast a non-European country: St Lucia. ❖ Undertake "virtual" fieldwork on a seaside location, collecting data on features found and turn the classroom into a seaside holiday, creating patterns and structures with natural materials collected from beaches. ❖ Use a sand tray, air pump and water to investigate how wind, waves and currents can change a coastal landscape. <p><u>Support</u></p> <ul style="list-style-type: none"> ❖ Children will recognise that maps are used for different purposes and recognise some simple features on aerial and OS maps. 	<p><u>Locational terms</u></p> <p>East North South West</p>	<p><u>Geographical terms</u></p> <p>Beach Cliff Coast Feature Harbour Ocean Port sea</p>	<p><u>Place names</u></p> <p>Jurassic coast Dover Orkney Islands St Lucia United Kingdom North Sea Celtic Sea English channel Irish sea Atlantic ocean British Isles</p>

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<p>By the end of this topic, children should know:</p> <ul style="list-style-type: none"> ❖ The main human and physical features of a seaside locality in the UK; ❖ Where this locality is on a map of the UK and in relation to their home area; ❖ How wind and waves can cause changes to the coast <p>Children should be able to:</p> <ul style="list-style-type: none"> ❖ Use simple fieldwork observations to investigate a UK seaside locality; ❖ Trace the UK's coastline on a map and locate the seaside locality within it; ❖ Use everyday vocabulary when describing the features of a seaside locality. 	<ul style="list-style-type: none"> ❖ Children will know that the UK and Ireland are islands and that they are surrounded by coastline, which is made up of physical features different to the mainland. <p><u>Extend</u></p> <ul style="list-style-type: none"> ❖ Children will be able to recognise that the UK coastline has different physical features to other countries' coastlines. ❖ Children will be able to suggest how coastlines are used for different human activities 	<p><u>Key People</u></p> <p>Christopher Columbus</p>	<p><u>Extended writing</u></p> <p>Explains similarities and differences between two coastlines</p>
<p><u>Weekly challenge "Thinking like a Geographer"</u></p> <p>Map Monday Topic Tuesday What if Wednesday Travel Thursday Find out Friday</p>	<p><u>Disciplinary knowledge</u></p> <ul style="list-style-type: none"> ❖ Identify some of the features of places by the seaside. ❖ Use fieldwork to identify features at a seaside locality. ❖ Investigate how the wind and waves can change seaside landscapes. 	<p><u>Fieldwork</u></p> <ul style="list-style-type: none"> ❖ Visit a park or local green space to observe its physical and human features and investigate how people use and enjoy it and interview local residents about their use of this area. Compare to coastal area. ❖ Compare environmental issues in coastal areas to issues in our locality via observational walks. 	
<p><u>Map skills</u></p> <p><u>Environmental Awareness</u></p> <ul style="list-style-type: none"> ❖ Make coastal models using photographs and maps as inspiration. ❖ Undertake "virtual" fieldwork to identify coastal features. <p><u>Wayfinding</u></p> <ul style="list-style-type: none"> ❖ Draw picture maps of two contrasting coastal locations. <p><u>Map competency</u></p>	<p><u>Deeper thinking. What if...</u></p> <ul style="list-style-type: none"> ❖ What if... no-one ever went to the seaside? ❖ What if... all beaches were covered with pebbles? ❖ What if... there weren't any waves in the sea? 		

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<ul style="list-style-type: none"> ❖ Use symbols on large scale maps to identify human and physical coastal features. Find a symbol on an OS map. ❖ Estimate relative differences between locations studied. ❖ Use an atlas to identify countries with coastlines <p><u>Map interpretation</u></p> <ul style="list-style-type: none"> ❖ Find similar features on large scale vertical aerial photograph and scale outline maps. 		
<p>British Values</p> <ul style="list-style-type: none"> ❖ Democracy – Thinking about our place in the world and how we can become the best possible citizens of tomorrow. ❖ Rule of Law: Discuss why rules and laws are put in to place and what impact they may have. ❖ Mutual respect and tolerance – Compare similarities and differences between our lives and those of others around the world. ❖ Individual Liberty: Learn how to voice opinions in a safe and supportive environment. 	<p>Christian Values</p> <ul style="list-style-type: none"> ❖ Respect: Consider how we can look after our planet through careful use of water usage. ❖ Courage: Children feel that they have great influence in the future world and support the planet positively. ❖ Trust: Having faith in ourselves that we can each play a part in building a brighter future. 	
<p>Phonics and spelling focus</p> <ul style="list-style-type: none"> ❖ Coastline ❖ Harbour ❖ 	<p>Guided Reading opportunities</p> <p>'What is the coast?'</p>	<p>Reading support</p> <ul style="list-style-type: none"> ❖ Word ban game ❖ Pictorial based weekly challenges ❖ Vocabulary mats ❖ Videos and photographic examples ❖ Phonics focus words
<p>Case studies / examples</p> <ul style="list-style-type: none"> ❖ Tenby harbour ❖ Gibraltar strait 	<p>Key questions</p> <ul style="list-style-type: none"> ❖ What is a coastline? ❖ How are coastlines formed? ❖ What human features might I find at a coastline? ❖ What physical features might I find by the coastline? ❖ How is my local area the same or different? ❖ What is erosion? ❖ What are tectonic plates? 	<p>Future learning</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> ❖ locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <p>Place knowledge</p>
<p>Prior learning</p> <ul style="list-style-type: none"> ❖ Explore and respond to different natural phenomena in their setting and on trips. ❖ Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 		

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<ul style="list-style-type: none">❖ Recognise some similarities and differences between life in this country and life in other countries.		<ul style="list-style-type: none">❖ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none">❖ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
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