



Key Knowledge:

Links to Other Learning: Name locate and identify characteristics of the 4 countries and capital cities of the United Kingdom. Human and physical features. Link to Victorians in History.

What is an island and where are the British Isles located?

- To know the United Kingdom of Great Britain, consists of England, Scotland and Wales (making the Isle of Great Britain) and Northern Ireland, alongside many other small islands.
- To know an island is an area of land surrounded completely by water.
- To know that the most significant separated islands in the United Kingdom, include: the Isle of Man, the Isle of Wight, Anglesey and the Shetland Isles.
- To know that islands can be different shapes and sizes. For example, some islands are large, like Britain, others are small and you could easily walk around them.

What seas surround the British Isles and what is life like on a remote British Island?

- To know that there are four bodies of water around the United Kingdom of Great Britain; the Irish Sea, the North Sea, the English Channel and the Atlantic Ocean.
- To know that life on small British Islands can be very different to that of St Helens, including differences in wildlife, culture, lifestyle and schooling.
- To know many of these islands are only able to be accessed by boat.
- To know that different seasons have different weather, which affect seaside resorts around the UK.

What are the physical features of the seaside?

- To know a physical feature is anything that is naturally formed, including by the weather or through processes.
- To know that physical features can change shape over time.
- To know that a beach, the sea, cliffs, cave, rockpools, a bay and the coast are all physical geographical landmarks, identifying their common features through pictures.

What are the human features of a seaside town?

- To know a human feature is anything that is created by a person.
- To know that a promenade, a pier, a harbour, shops, and a lighthouse are all human geographical landmarks, identifying their common features and reasons through creations, through pictures.
- To know that there are clear differences between a human and physical feature, identifying them pictorially.
- To know that human and physical features can be found in the same locations.

How has the seaside changed from the past to the present?

- To know the Victorians lived 150 years ago and seaside holidays in these times were very different.
- To know most people went on holiday to a British seaside, such as Blackpool because flying to another country wasn't an option.
- To know beaches were very different in Victorian times; examples include how beaches were divided for men and women, that sunbathing wasn't in fashion and that beaches were a lot cleaner as there weren't as many packaged foods and snacks.

Can I navigate around a seaside town? [Blackpool Case Study].

- To know the directions of a compass are North, South, East and West.
- To know Blackpool is one of our closest seaside towns, located in the North West of England and located upon the Irish Sea.
- To know Blackpool is popular with tourists, for human attractions such as the Blackpool Tower, the promenade/piers, the beach, arcades, Blackpool Illuminations and the Pleasure Beach funfair.
- To know how to be able to describe the location of human and physical features and routes on a map of Blackpool.

Lesson Sequence:

What is an island and where are the British Isles located?

Retrieval Activity (Locational Knowledge Kahoot).

Teaching (Teach about knowledge of islands and how not every island is the same. Key concept that we live on an island, but it is very large).

Vocabulary (island, beach).

Activity (Label British islands, on a map of the United Kingdom using an atlas).

KEY LEARNING: MAPPING (Use vocabulary such as bigger/smaller, near/far).

What seas surround the British Isles and what is life like on a remote British Island?

Retrieval Activity (island scenario).

Teaching (Explain that there are four seas/oceans around the U.K. Watch video about life on a remote island, conveying that although still in Britain, life is very different). [DEBATE IT - Would you rather live in a town or on a remote island?]

Vocabulary (coast, sea, ocean, weather).

Activity (Complete activity, explaining the similarities and differences while labelling British seas).

KEY LEARNING: ENQUIRY AND INVESTIGATION (Recognise differences between their own and others' lives).

What are the physical features of the seaside?

Retrieval Activity (Recap UK seas and oceans from previous lesson).

Teaching (Explain what a physical feature is. Watch a video about St Ives as an example).

Vocabulary (physical feature, cliff, harbour)

Activity (Write a postcard to a friend describing all the physical features you have seen on your day out in Cornwall).

KEY LEARNING: FIELDWORK

What are the human features of a seaside town?

Retrieval Activity (recap physical features from last lesson).

Teaching (Explain that a human feature has to be man-made. Complete matching activity on board).

Vocabulary (human feature, shop, part, lighthouse, promenade).

Activity (Using aerial photograph, label and compare human to physical features).

KEY LEARNING: FIELDWORK (Use cameras and audio equipment to record geographical features, changes, differences e.g. weather, seasons, vegetation, buildings etc).

How has the seaside changed from the past to the present?

Retrieval Activity (Can children remember the countries and capital cities of each UK country in addition to a seaside resort?).

Teaching (Introduce the idea of the Victorians and what life was like in Victorian time. Convey this was a time of change).

Vocabulary (change).

Activity (Sorting activity of photographs with labels).

KEY LEARNING: ENQUIRY AND INVESTIGATION.

Can I navigate around a seaside town? [Blackpool Case Study].

Retrieval Activity (Label parts of UK map, prior to locating Blackpool).

Teaching (locate Blackpool and watch tourism video).

Vocabulary (navigate).

Activity (Use Google Maps with post codes to take a journey through Blackpool, on the seafront).

KEY LEARNING: MAPPING (Use a postcode to find a place on a digital map. Using compass directions. Give and follow simple instructions to get from one place to another using positional and directional language such as near, far, left and right).

Exit Task:

Essay task about a day at the seaside, incorporating knowledge from all lessons.

WOW (Fieldwork) Visit to the seaside to apply all key learning from the topic.

Use simple fieldwork techniques such as observation and identification of key human and physical features of its surrounding environment.

Use locational and directional language to describe feature and routes e.g. left/right, forwards and backwards.

Use simple compass directions (NSEW).

Year 2

The Seaside

Our Rainbow Promises

Encourage **R**esilience and perseverance

Develop **A**rticulate learners
Influence aspirations
Nurture curiosity

Instil **B**ritish and Christian Values

Provide **O**pportunities to build upon knowledge and skills
 Promote **W**ellbeing and Health

Local Links

Seaside resorts in the North-West including focus on Blackpool, as a case-study.

National Curriculum Coverage

- Name and locate...United Kingdom surrounding seas.
- identify seasonal and daily weather patterns in the United Kingdom.
- 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.

Think like a Geographer by:

Knowledge of: locational knowledge, place knowledge and human physical knowledge.

Skills in: mapping, fieldwork, enquiry and investigation, communication and use of technology.

Transferrable Concepts:

Location

Place

Region

Human Influence

Growing Our Locational Knowledge About The World:

- Name and locate the world's seven continents and five oceans.
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- Build upon knowledge from previous year groups.

R	Progression of skills in fieldwork, using geographical equipment.
A	Vital vocabulary, oracy opportunities including P4C and speak its, exit task and use of academic keystone words. SPEAK IT: Debate it - Debate about life on a remote British island.
I	Links to careers within Geography made explicit, especially at the seaside.
N	WOW - Seaside visit. Use of Digimaps in school. Core Curriculum Reading Spine.
B	Thankfulness (Right to travel to Seaside).
O	Growing our locational knowledge about the World. Knowledge and skills sequenced; see planning overleaf.
W	Wider fieldwork opportunities outside. Appreciation of the world around us.

Vital Vocabulary

island
 beach
 cliff
 human feature
 physical feature
 coast
 sea
 ocean
 harbour
 tourism
 port
 lighthouse.
 promenade
 weather
 shop

Additional vocabulary from N.C