

**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	<p><b>I can locate 4 countries of the U.K and identify seas/oceans that surround the U.K.</b></p> <p><b>Skills focus</b> Locational knowledge Place knowledge Human/Physical geography</p>	<p>Children will be able to locate countries of the U.K and surrounding seas/oceans</p> <p>Children will begin to describe features of a seaside/beach</p>	<p><u>Retrieval</u> - Can children remember any of the continents of the world? Which one do we live in? Can you remember any of the oceans of the world? Remind them on a map of the U.K where Sunderland is and seas/oceans which surround U.K. Remind children of the 4 countries of the U.K and can they recognise them on a map?</p> <p><u>Main Teaching</u> In pairs, ask chn to label the 4 countries of the U.K. and surroundings seas/oceans with a particular focus on North-East of England.  Discuss what the children already know about the seaside/beach. Where have they visited local to us - share pictures of local beaches/seaside towns. Ask chn to work in pairs and label what they can see. Chn to record simple features to display on the working wall.</p>	<p>Maps of the U.K  Labels of countries/seas</p>	<p>beach, cliff, coast, forest, hill, mountain, sea, ocean</p>

			<p><u>Plenary</u> Use google map to look at some local seaside places.</p>		
Lesson 2	<p><b>I can describe what a coast is and its features</b></p> <p><b>Skills focus</b> Place knowledge Geographical skills Human/Physical geography</p>	Children to identify physical/human features of a coast	<p><u>Retrieval</u> - Can children label a map of the U.K. including countries and seas/oceans?</p> <p>Look at the list of features of a seaside/beach - which are correct and which are not?</p> <p><u>Main teaching</u> - Chn to watch the video below and think about physical features of a coast.</p> <p><a href="#">Let's go out... to a beach - BBC Bitesize</a></p> <p>Discuss the features that the children identified on the video and discuss the term -'coastline'.</p> <p>Chn to label diagram and discuss the features of a coastline.</p>		
Lesson 3	<p><b>I can locate seashores on a map of the UK</b></p> <p><b>Skills used:</b> Locational knowledge Geographical skills Physical geography</p>	Children will be able to locate a seaside on a map of the UK and features of that seaside.	<p><u>Retrieval</u> -</p> <p>Revisit key vocabulary from previous lesson, chn can accurately recall the meanings of each term?</p> <p><u>Main Teaching</u></p> <p>Show children some images of different beaches and coastal areas throughout England. Children to look at what they notice about the images and think of the features of a beach. Why do we have seashores? Use atlas and locate seashores around UK. Talk about the position of the seashores. Chn to use a UK map and label seashores.</p> <p><u>Plenary</u> Use google map to look at some local seaside places.</p>		beach, cliff, coast, forest, hill, mountain, sea, ocean

<p>Lesson 4</p>	<p><b>I can identify human and physical features of the seaside.</b></p> <p><b>Skills used</b></p> <p>Human/Physical geography</p> <p>Geographical skills</p> <p>Locational knowledge</p>	<p>Children will be able to identify human and physical features and justify their answers.</p>	<p><u>Retrieval</u> - Recap previous session. Where do we find seashores? What do we mean by 'coastline'?</p> <p><u>Main Teaching</u> Provide pictures of different features of the seaside: Human- beach huts, harbour, promenade, pier, lighthouse, fairground etc Physical- sea, sand, beach, cliffs, rock pools, groynes, coast</p> <p>Allow groups of children time to look at the pictures. Introduce children to the words. Put annotation on working wall.</p> <p>Children to sort pictures into features of a seaside town / city</p> <p><u>Plenary</u> Use google map to look at some local seaside places.</p>		<p>beach, cliff, coast, forest, hill, mountain, sea, ocean human. physical</p>
<p>Lesson 5</p>	<p>I can compare how the seaside has changed over time.</p> <p><b>Skills used</b></p> <p>Place knowledge</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><u>Retrieval</u> - Can children identify features of a seaside? Can children remember and label countries of the U.K. and surrounding seas/oceans? Can children remember what is meant by 'coastline'?</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> Children to compare the similarities and differences as a class.</p>		<p>beach, cliff, coast, forest, hill, mountain, sea, ocean, corrosion</p>