

**Question: Why is our beach disappearing**

**National Curriculum Link:**

Identify seasonal and daily weather patterns in the UK, human and physical features the UK. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom First-hand observation, to enhance their locational awareness. 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

**International Baccalaureate Learner Profile Link:**

Researcher

Inquirer

Thinker

**Previous learning**



	Locational knowledge	Place knowledge	Physical and human Geography	Geographical skills and fieldwork
Year 1	<ul style="list-style-type: none"> <li>-Name the four countries of the UK, capital cities and surrounding seas.</li> <li>-Use a range of maps (world, country, street maps, aerial views and plans) to locate places and landmarks in the UK.</li> <li>-Begin to know simple features of the countries of the UK.</li> <li>-Use aerial photographs to recognise and describe the basic human and physical features of Liverpool</li> <li>-Use a range of maps (country, street maps, aerial views and online maps) to locate places and landmarks.</li> </ul>	<ul style="list-style-type: none"> <li>local area of Kensington and Liverpool, including houses, shops, roads, schools, playgrounds, etc.</li> <li>-Know the physical features of our local area of Kensington including, Welsh hills and rivers.</li> <li>-Begin to know the differences between town and country locations, focusing on the amount of buildings located around school and compare with aerial photographs of the local countryside areas.</li> </ul>	<ul style="list-style-type: none"> <li>- Order the months of the year and recognise seasons.</li> <li>-Identify seasonal and daily weather patterns in the United Kingdom and know the differences between the seasons</li> <li>-Name a range of weather types.</li> <li>-Identify the types of clothing worn in different weather, offering explanations about how weather can affect people's lives, giving examples both positive and negative.</li> <li>-Relate weather types to the seasons and months of the year.</li> <li>-Identify the types of weather we have in the United Kingdom and record the daily weather in our area.</li> <li>-Know how the weather can affect different jobs.</li> <li>Use basic geographical vocabulary to refer to:               <ul style="list-style-type: none"> <li>-beach, cliff, coast, forest, hill, mountain, sea, ocean, river.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>-Use world maps, atlases and globes to locate the United Kingdom and its countries.</li> <li>-Use simple fieldwork and observational skills to study the geography of their school and its grounds;</li> <li>-Observe and identify the key human and physical features of its surrounding environment.</li> <li>-Know what a map shows us and explain some basic features of maps, e.g. roads and buildings.</li> <li>-Draw a simple sketch map of the school and local area from observations in the outdoor environment.</li> <li>Know and use the terminology of left, right, above, below, next to.</li> <li>-Plan a simple route around the local area using a map and key vocabulary.</li> </ul>

**New Learning:**

Year 2	<ul style="list-style-type: none"> <li>-Identify hot and cold places and locate them on a map, looking at how they relate to the position of the Equator.</li> <li>-Name and locate the world's seven continents and five oceans.</li> <li>-Describe where different continents are located.</li> <li>Use a range of maps (country, street maps, aerial views and online maps) to locate places and landmarks.</li> </ul>	<ul style="list-style-type: none"> <li>-Understand the human and physical geography of the UK and the local area (from Year 1).</li> <li>-Locate Mexico on a world map and know that it is a hot place compared to the UK.</li> <li>-Locate the village of <a href="#">Tapachula</a> and know that it is located near the Lake Patzún and describe how people use the river and the issues the villagers now face ( it is drying up)</li> <li>-Understand geographical similarities and differences of Liverpool and Mexico</li> </ul>	<ul style="list-style-type: none"> <li>-Recognise and describe the features of hot and cold places.</li> <li>-Identify the animals that live in hot and cold places and recognise how they adapt.</li> <li>-Use the terms: deserts, rainforests and polar regions.</li> <li>- Understand the location of hot and cold areas of the world is related to their location and the location of the Equator and the North and South Poles</li> <li>- Begin to classify key features of places into 'natural' and 'man-made'</li> <li>- Identify the physical features of a continent. <a href="#">including</a>: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> <li>-Identify the human features of a continent. <a href="#">including</a>: city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul>	<ul style="list-style-type: none"> <li>-Identify hot and cold places and locate these on a world map.</li> <li>-use world maps, atlases and globes to identify the 7 continents and 5 oceans.</li> <li>-use world maps to locate the continents of the world</li> <li>-Use aerial photographs to 'view from above' and recognise basic human and physical features.</li> <li>-Use and follow simple compass directions (N, E, S, W);</li> <li>-Plan and follow routes on a map using map <a href="#">symbols</a> <a href="#">to be developed further in year 3</a>.</li> <li>-Ask geographical questions - Where is it? What is this place like? How near/far is it?</li> <li>-Use locational and directional language (for example, near and far; left and right), to describe the location of features and routes on a map.</li> <li>-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.</li> </ul>
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## Future Learning

	Locational Knowledge	Place Knowledge	Physical and Human Geography	Geographical Skills and Fieldwork
Year 3	<ul style="list-style-type: none"> <li>-Understand that climate depends primarily on the latitude of a particular place in relation to the equator and the poles (building on knowledge from hot and cold regions Y2).</li> <li>-Locate Europe on a world map - and its relative location to the UK - and identify some of its main characteristics.</li> <li>-Name 8 countries in Europe, and their capital cities.</li> </ul>	<ul style="list-style-type: none"> <li>-Understand the main human and physical features of the Mediterranean region of Europe, with a focus on Spain and understanding the impact that the physical landscape has on human land-use and the way people live their lives (including, different cuisines).</li> <li>-Know at least four main differences between daily life in Spain, Madrid and our local area.</li> </ul>	<ul style="list-style-type: none"> <li>-Describe how volcanoes are formed and the key features of volcanoes.</li> <li>-Understand the effects of a recent volcanic eruption on the human population focus on Pompeii and evaluate the advantages and disadvantages of living near a volcano.</li> </ul>	<ul style="list-style-type: none"> <li>Know how to use an atlas to locate Europe on a world map and to identify the countries within this continent.</li> <li>-Understand how to use the index in an atlas to identify different countries, cities and physical features of southern Europe, e.g. Mt. Vesuvius</li> <li>-Use online mapping, including <a href="#">Google Maps</a>, to explore Europe and the cities within different countries</li> <li>Use compass directions <a href="#">to</a> <a href="#">composites</a> <a href="#">follow on from year 2</a></li> <li>Give detailed instructions on a map. Directional instructions. N, E, S, W, compass points.</li> </ul>

## Knowledge, Skills and Understanding

**G1: Locate area on a UK map.**

**G2: Recognise change of land over time, using maps and images. (Erosion) Explain the facilities a sea side town/resort would need?**

**G3: Explain key features of a place, beach, coast, hill, mountain, ocean, valley. Explain the facilities a sea side town/resort would need?**

## Challenge

To confidently describe why coastlines are changing.

<p><b>Resources:</b></p> <p>Sea side objects (for use as stimulus and role play) Sea side books maps, globes, atlases.</p>	<p><b>Websites or Apps:</b></p> <p><a href="http://www.sandsoftime.hope.ac.uk/change/growth.html">http://www.sandsoftime.hope.ac.uk/change/growth.html</a></p> <p><a href="http://teacher.scholastic.com/dirt/erosion/whateros.htm">http://teacher.scholastic.com/dirt/erosion/whateros.htm</a></p>
	<p><b>Extended Writing Opportunities:</b></p> <p>Report: Why is the beach disappearing? Postcard from destination. How has the weather affected the beach?</p>
<p><b>Vocabulary:</b></p> <p>Rural Seaside Beach Coast line Tourism</p>	<p><b>Numeracy skills:</b></p> <p>Create a survey, asking pupils/teachers about favourite holiday destinations. Complete a Tally chart and transfer unto a graph.</p>
<p><b>Suggested Quality Texts:</b></p> <p>Billy Bucket, Kes Gray, Garry Parsons Tiddler, Julia Donaldson Sea horse, John Butterworth</p>	<p><b>WOW Experience:</b></p> <p>Visit Formby Beach: Meeting with the Rangers. Main Focus is upon Formby beach coastal Erosion, Field Study and Map work is paramount.</p>
<p><b>Cross Curricular Links:</b></p> <p><b>Computing:</b> Create a digital post card. <b>Science:</b> Erosion <b>Art:</b> Sketching beach. Taking photographs and turning them into a postcard. <b>Philosophy:</b> Is it ever ok to ruin the landscape for our own benefit? Is there every a way to stop coastal erosion.</p>	