



# Reeth Community Primary School and Gunnerside Methodist (VC) Primary School Federation

## Geography Unit Plan – Y1&2 – Coasts



	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
<b>Emergent</b>	<ul style="list-style-type: none"> <li>Know that we live in England and that our capital city is London.</li> <li>Identify the continent that we live in and the nearest ocean.</li> <li>Name and locate 3 of the world's 7 continents and 2 oceans.</li> </ul>	<ul style="list-style-type: none"> <li>Understand geographical similarities and differences by comparing our locality with a <b>contrasting part of the UK</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns in the UK.</li> <li>Begin to use basic geographical vocab to refer to: <b>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</b></li> <li><b>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</b></li> </ul>	<ul style="list-style-type: none"> <li>Use simple fieldwork and observational skills to study the geography of our school and its grounds and the key human and physical features of its <b>surrounding environment</b>.</li> </ul>
<b>Early KS1</b>	<ul style="list-style-type: none"> <li>Name and locate the world's 7 continents and 5 oceans.</li> <li>Name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas.</li> <li>Name and locate Yorkshire and nearby market towns.</li> <li>Identify the equator.</li> </ul>	<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human and physical geography of a small <b>area of the UK</b> and of a small <b>area in a contrasting non-European country</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Record, monitor and identify seasonal and daily weather patterns in the UK.</li> <li>Identify hot and cold areas of the world in relation to the equator and the North and South Poles.</li> <li>Use basic geographical vocabulary to refer to: <b>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</b></li> <li><b>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</b></li> </ul>	<ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify the UK and its countries.</li> <li>Use the same resources to identify the seven continents and five oceans.</li> <li>Use simple compass directions (north, south, east and west) and locational and directional language 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.</li> <li>Devise a simple map and use basic symbols in a key.</li> <li>Use simple fieldwork, observational skills and an Ordnance Survey map to locate local villages, our schools, the River Swale, Swaledale and other key human and physical features of the local environment.</li> </ul>
<b>Middle Lower KS2</b>	<ul style="list-style-type: none"> <li>Name and locate counties and cities of the UK, geographical regions and their <b>identifying human</b> and physical <b>characteristics</b>, key topographical features (including hills, mountains, coasts and rivers), and land use patterns and understand how some of these have changed over time.</li> <li>Use maps to locate the countries of Europe (including location of Russia) concentrating on their environmental regions, key physical and <b>human characteristics</b>, countries and <b>major cities</b>.</li> <li>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere.</li> </ul>	<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of human and physical geography of a <b>region of the UK</b> and a <b>region of either a European country or North or South America</b>.</li> </ul>	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li><b>Physical geography</b>, including: rivers, the water cycle, <b>weather patterns, climate change and coasts</b></li> <li><b>Human geography</b>, including: <b>types of settlement</b> and land use.</li> </ul>	<ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied.</li> <li>Use the 8 points of a compass, 4 figure grid references, symbols and key (including Ordnance Survey maps) to build knowledge of the UK and the wider world.</li> <li>Use fieldwork to observe, measure, record and present the human and physical features in the <b>local area</b> using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>
<b>Later Upper KS2</b>	<ul style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and <b>human characteristics</b>, countries and <b>major cities</b>.</li> <li>Identify the position and significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</li> </ul>	<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of human and physical geography of a <b>region of the UK</b>, a <b>region of a European country</b> and a <b>region in North or South America</b>.</li> <li>Understand that <b>National Parks are special places that are protected because of their beautiful countryside, wildlife and cultural heritage. Learn that the management of these areas is complex, involving both human and physical geography → In the context of this study, learn that Antarctica is protected by the Antarctic Treaty.</b></li> </ul>	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li><b>Physical geography</b>, including: volcanoes and earthquakes, mountains, <b>caves</b>, climate zones, <b>climate change</b>, biomes, and vegetation belts.</li> <li><b>Human geography</b>, including: land use, <b>city layout</b>, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> </ul>	<ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied.</li> <li>Use the 8 points of a compass, 6 figure grid references, symbols and key (including Ordnance Survey maps) to build knowledge of the UK and the wider world.</li> <li>Use fieldwork to observe, measure, record and present the human and physical features in the <b>local area</b> using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>
<b>Extended KS3</b>	<ul style="list-style-type: none"> <li>Extend locational knowledge beyond Europe and the Americas.</li> </ul>	<ul style="list-style-type: none"> <li>Deepen understanding of geographical similarities and differences through studying the human and physical geography of an additional region in another continent.</li> </ul>	<ul style="list-style-type: none"> <li>Observe, understand and explain the relationship between physical and human geography, identifying examples in projects studied.</li> </ul>	<ul style="list-style-type: none"> <li>Interpret Ordnance Survey maps in the classroom and in the field</li> <li>Use fieldwork in contrasting locations to collect, analyse and draw conclusions from data.</li> </ul>

**Bold text = objectives that closely align with school curriculum vision**

**Red text = modified or additional learning objectives beyond those detailed in the National Curriculum**

# Geography Unit Plan – Y1&2 – Coasts

## Suggested teaching sequence and ideas

1	2	3	4	5	6
What a lot of water!	An island nation	What is it like at the seashore where the land meets the sea?	Harbours and ports	Design a seaside village	Plan a trip to the seaside
<p>Objectives: Emergent</p> <ul style="list-style-type: none"> <li>Identify the continent that we live in and the nearest ocean.</li> <li>Name and locate 3 of the world's 7 continents and 2 oceans.</li> </ul> <p>KS1</p> <ul style="list-style-type: none"> <li>Name and locate the world's 7 continents and 5 oceans.</li> <li>Name and locate the 4 countries and capital cities of the UK and its surrounding seas.</li> <li>Use world maps, atlases and globes to identify the seven continents and five oceans.</li> </ul> <p>KS2</p> <ul style="list-style-type: none"> <li>Use maps to locate the countries of Europe</li> </ul> <p>Possible activities:</p> <ul style="list-style-type: none"> <li>Use an atlas to find the names of the continents and oceans</li> <li>Pupils label a world map with the names of the continents and oceans</li> <li>Talk about how much of the Earth's surface is covered by water (more than half, nearly <math>\frac{3}{4}</math>, actually 71%)</li> <li>Help pupils to realise that the oceans are connected, creating one global ocean</li> <li>Talk about the difference between an ocean and a sea</li> <li>Pupils use atlases to find examples of seas</li> </ul>	<p>Objectives:</p> <p>KS1</p> <ul style="list-style-type: none"> <li>Name and locate the 4 countries and capital cities of the UK and its surrounding seas.</li> <li>Use world maps, atlases and globes to identify the UK and its countries.</li> <li>Use the same resources to identify the seven continents and five oceans.</li> </ul> <p>KS2</p> <ul style="list-style-type: none"> <li>Use maps to locate the countries of Europe</li> </ul> <p>Possible activities:</p> <ul style="list-style-type: none"> <li>Use an atlas to explore the countries of the UK and the surrounding seas</li> <li>Pupils label a map of the UK with the names of the countries, capital cities and seas.</li> <li>Extension task: pupils use atlases to explore the countries that are found 'across the water' – Ireland, France, Belgium, Netherlands, Denmark, Norway, Iceland, Canada, USA</li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to: Key physical features, including: beach, cliff, coast, sea, ocean, river</li> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</li> </ul> <p>Possible activities:</p> <ul style="list-style-type: none"> <li>Use photos (and possibly samples) to explore the materials found at the seashore: Sand Mud Shingle</li> <li>Use the Ordnance Survey key to further explore these coastal materials</li> <li>Explore other natural coastal features, e.g. dunes, cliffs, marsh, estuary and how these are home to special plants and animals</li> <li>Explore tides and water safety</li> <li>Pupils draw a map of a coastal area, including the features and materials that they have learned about.</li> </ul> <p>Ordnance Survey coastkey</p>  <p>Pupils could draw a map of this coastal area:</p> 	<p>Objectives:</p> <ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to: Key human features, including: <b>city, town, village, factory, farm, house, office, port, harbour and shop.</b></li> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</li> </ul> <p>Possible activities:</p> <ul style="list-style-type: none"> <li>Explore Ordnance Survey maps, aerial photos and photos of a north east seaside village / town with a harbour (e.g. Whitby, Staithes)</li> <li>Explore key features, talking about how they work: Harbour Breakwater Slipway</li> <li>Explore the location of harbours and ports along the coast. Where are they located? Almost all towns and villages are located where rivers or streams reach the sea.</li> <li>Investigate where the largest towns are located. The largest towns are located where the largest rivers meet the sea.</li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>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.</li> <li>Key human features, including: <b>city, town, village, house, office, port, harbour and shop.</b></li> </ul> <p>Possible activities:</p> <ul style="list-style-type: none"> <li>Provide pupils with a basic outline map of a section of coastline with no human features, that would be suitable for a small harbour and village. Explore through discussion how settlers could develop the area to create a harbour and village.</li> <li>Pupils design a village by developing the map to include human features, e.g. harbour, breakwater, slipway, shop, houses, post office, roads, paths</li> <li>Explore other seaside villages around the UK e.g. Mousehole (this could be done prior to the map activity)</li> </ul>	<p>Objectives:</p> <p>KS1</p> <ul style="list-style-type: none"> <li>Use simple compass directions (north, south, east and west) and locational and directional language to describe the location of features and routes on a map.</li> </ul> <p>KS2</p> <ul style="list-style-type: none"> <li>Use the 8 points of a compass, symbols and key (including Ordnance Survey maps) to build knowledge of the UK and the wider world.</li> </ul> <p>Possible activities:</p> <ul style="list-style-type: none"> <li>Pupils plan a trip to the seaside, either in advance or retrospectively, recording the route on an Ordnance Survey map and detailing the route using compass directions.</li> </ul>
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					<p>Potential extension lesson or activity – change at the seashore</p> <p>Objectives:</p> <p>KS2</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li><b>Physical geography, including: climate change and coasts</b></li> </ul> <p>Possible activities:</p> <ul style="list-style-type: none"> <li>Explore how the seashore is changing through coastal erosion</li> <li>Learn about areas of the seashore that are at risk of flooding due to sea level rise</li> </ul>

Note that pupils will learn about coastal geomorphology in KS2.

## Useful websites

BBC Bitesize

<https://www.bbc.co.uk/bitesize/clips/z9xsb9g>

Royal Geographical Society (oriented towards older pupils but possibly useful)

<https://www.rgs.org/schools/teaching-resources/coasts/>

Education Quizzes – Coastline Features

<https://www.educationquizzes.com/ks1/geography/coastline-features/>

3D Geography

<https://www.3dgeography.co.uk/coastal-geography>

## WATER FEATURES

