



# Geography

## Why do we love living by the seaside?

Year 1

Unit 2

### Intent:

The primary objective of this enquiry is to enable pupils, as young geographers, to identify and begin to understand the key physical and human geographical features of the seaside as one example of the broader concept of 'coasts'. Through the investigation they become able to distinguish between common coastal land uses and those that frequently occur in rural or urban environments. Pupils can come to understand that the seaside is only one example of the many different places around the world, where the land meets the sea.

### Pupils should be taught to:

**Locational knowledge:** 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.

**Human and physical geography:** Identify daily and seasonal weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the north and south poles. Use basic geographical vocabulary to refer to key physical and human features.

**Geographical skills and fieldwork** 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 simple compass directions and locational and directional language to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Use simple fieldwork and observational skills to study key human and physical features of environments.

### Prior learning:

ELG					
People, culture and communities					

### Key Vocabulary:

#### Tier 2 - Multiple meanings or high frequency

Beach	Rubbish / waste	Cliff
Waves		Tide

#### Tier 3 - Subject specific

Rock pool	Shore / shoreline	Coast	Urban	Rural
	Habitat	Seaside	Countryside	

### Etymology and morphology

Prefix / Suffix / Root	Meaning	Examples
geography	the study of the physical features of the earth and its atmosphere, and of human activity as it affects and is affected by these, including the distribution of populations and resources and political and economic activities.	geographia (Greek) - geographie (French) - geography (English 15 <sup>th</sup> Century).
urban	Anything found in large towns and cities.	from Latin <i>urbanus</i> "of or pertaining to a city or city life; in Rome
rural	Linked to the countryside.	early 15c., of persons, "living in the countryside," from Old French <i>rural</i> (14c.), from Latin <i>ruralis</i> "of the countryside,"

		from <i>rus</i> (genitive <i>ruris</i> ) "open land, country" (from PIE <i>*reue-</i> (1) "to open; space;
coastal	The boundary where land meets sea.	"of or pertaining to a coast or shore," 1872, from <b>coast</b> (n.) + <b>-al</b> (1). The proper Latin form <b>costal</b> is used only of ribs.

Idioms and colloquialisms	
	Meaning
Habitat – not just the name of a furniture shop.	The natural home or environment of an animal, plant, or other organism

Misconceptions	
Not true	Teach this
<ul style="list-style-type: none"> <li>You may find that they do not understand the difference between waves and tides. It is important to emphasise that, although the waves appear to roll in and out constantly on a beach, the sea, as a whole, moves in and out from the shore twice a day by a much greater amount.</li> <li>Another misconception may arise from the use of simulations and diagrams of coastal processes – children may assume that these processes happen over a very short timescale. It is important to emphasise and re-emphasise that these are long-term processes.</li> </ul>	

Lesson number	Key enquiry question & learning objective	Suggested learning activities	Cumulative questions
1	<p><b>Where in the world is Deal?</b></p> <p><u><a href="#">L.O. Tbat understand that different places have different geographical features.</a></u></p>	<ul style="list-style-type: none"> <li>• Using atlases, online maps and images, locate Deal and other nearby coastal places e.g. Margate, Ramsgate, Sandwich, Dover, Folkestone, Hythe, Dymchurch.</li> <li>• Locate larger nearby towns and cities e.g. Canterbury, Ashford, Maidstone, Faversham.</li> <li>• Locate rural villages e.g. Worth, Littlebourne.</li> <li>• Do these places look different on maps? Use keys to identify land use, height above sea level, coastlines, fields, large areas of buildings etc.</li> </ul> <p>Children should be developing the idea that rural, urban and coastal places look different to each other.</p>	1-2
2	<p><b>How is the seaside different from other places?</b></p> <p><u><a href="#">L.O. Tbat identify and describe the main physical and human features of seaside environments.</a></u></p>	<p>Use the Connected Geography resources for the seaside unit.</p> <ul style="list-style-type: none"> <li>• Set of photographs (Resource 1). Children work in groups. Look closely at each picture and discuss what they can see in each one. Listen out for them using geographical vocabulary in their discussions.</li> <li>• Get the children to divide the photos into 3 sets. Listen to their discussions. How have they sorted them? Why did they sort them that way? Hopefully, they will have formed 3 sets – seaside, countryside and towns/cities.</li> <li>• Use the vocabulary labels from resource 2 and ask the children to read them and match them to pictures where they identify that piece of vocabulary. Some labels may work with more than one photo. Encourage the children to explain why they put</li> </ul>	3-5

		<p>particular labels with certain pictures. Clarify the meaning of words with the children.</p> <ul style="list-style-type: none"> <li>Use the images in resource 3 and encourage the children to describe what they can see in each. Can they sort them into sets of seaside, countryside and towns/cities like they did before? Establish with the children that sometimes places can have features from different types of locality.</li> </ul>	
3	<p><b>How do people enjoy themselves at the seaside?</b></p> <p><a href="#">L.O. Tbat provide reasons for and explain ideas.</a></p>	<p><b>Fieldtrip opportunity!</b></p> <p>Visit Deal seafront and experience / explore what they can do there e.g. play on the beach, walk along the pier, paddle in the sea, shop in the high street, have an ice cream, seaside fish and chips, visit the games arcade, seaside paddling pool. What do they like doing at the seaside? Why do they like those things?</p> <p>Children can draw, write a simple list or tick off from a teacher generated list, all the things that they can see and notice about Deal and the seafront.</p> <p>Whilst out, take photographs of Deal along the seafront (these will be helpful in later lessons)</p> <p>Children could write a postcard to someone explaining what they did at the seaside and why they enjoyed it.</p>	6-7
4	<p><b>How do people affect the beach at Deal?</b></p> <p><a href="#">L.O. Tbat describe and explain how people can take greater care of the seaside environment.</a></p>	<p>Link to previous fieldtrip experience.</p> <p>Use the photographs taken on the fieldtrip.</p> <ul style="list-style-type: none"> <li>Identify human geographical features of Deal. Why are there large inclines of stones on the beach? Why are there gates and barriers between the beach and the roads/buildings? Flood defences.</li> <li>Identify ways in which humans are impacting upon the seaside and coastal area e.g. littering/rubbish, pollution (cars and littering), damage, the pier and its renovations.</li> </ul>	8-10

		<ul style="list-style-type: none"> <li>• What could be done to reduce the negative human impact on the seaside? Make a class list of ideas.</li> </ul>	
5	<p><b>What can we find in rockpools at Kingsdown?</b></p> <p><u><a href="#">L.O. Tbat understand that coastal areas are habitats.</a></u></p>	<p><b>Fieldtrip opportunity!</b> Kingsdown rockpools – check high and low tides at <a href="#">Tide Times BBC</a> before planning the time for your trip.</p> <ul style="list-style-type: none"> <li>• Identify creatures which live in rockpools e.g. barnacle, anemone, hermit crab, seaweed. What do they look like? Are their features helpful in helping them to survive in their environment? Why are they suited to living there? <b>Always put the creatures back where you find them.</b></li> <li>• Give the children some pictures of the types of creatures they might find as a reference point. Children could tally how many of each creature they find and record where they found them.</li> <li>• How are the rockpools created? Look at the tides and water levels using rocks around.</li> <li>• Produce posters to show the creatures that they find and label with their features. Annotate photographs?</li> </ul>	11-12
6	<p><b>How is Deal different to other coastal places?</b></p> <p><u><a href="#">L.O. Tbat compare coastal places and offer reasons why people would visit them.</a></u></p>	<ul style="list-style-type: none"> <li>• Use photographs, maps, promotional videos etc to look at other coastal locations in the UK e.g. Ramsgate, Blackpool, Great Yarmouth, Weymouth and compare them to Deal. What would encourage people to visit these places? What could the impact of this be?</li> </ul> <p><a href="https://video.link/w/isygd">https://video.link/w/isygd</a> Blackpool  <a href="https://video.link/w/Fsygd">https://video.link/w/Fsygd</a> Great Yarmouth  <a href="https://video.link/w/dtygd">https://video.link/w/dtygd</a> Weymouth</p>	13-15

<https://video.link/w/uuygd> Ramsgate (keep sound off)

- Complete a similarities and differences table / annotate pictures using key topic vocabulary.
- Children could design their own ideal coastal location – draw and label with their key features and explain why they are good things to have there. How could they limit negative human influences on the area? What precautions could they put in place?