



National Curriculum	Key Questions		Substantive Knowledge	Key Vocabulary	Real-Life Links
<p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns, and understand how some of these aspects have changed over time.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <p>Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Describe and understand key aspects of human geography including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p>	<ul style="list-style-type: none">● Have you been to the seaside?● What is the coast of South West England like?● What natural features can I see beside the seaside?● What other features and activities can be seen around UK coasts?● Do we like to be beside the seaside?		<p>Can describe how physical processes can cause hazards to people. Can describe some advantages and disadvantages of living in hazard-prone areas (e.g. understand the dangers of floods, drought and climate change). Can use simple geographical vocabulary to describe significant physical features and talk about how they change (e.g. the features of coasts). Can describe some advantages and disadvantages of living in hazard-prone areas (e.g. the dangers of the sea – tides, cliff falls, erosion and flooding). Can identify and sequence a range of (UK) seaside/coastal settlement sizes from a village to a city. Can describe the characteristics of (UK) settlements with different functions, e.g. features, settlements and activities associated with coastal towns, such as tourism, ports and docks. Can talk about the 'globe' they started with and how they made it into a map, the challenges they faced and how they overcame them. Can use most of the vocabulary introduced in the unit when talking about their map.</p>	<p>Sea, waves, seaside, coast, coastline, strandline, compass point, N, NE, E, SE, S, SW, W, NW, beach, sand, dune, rocks, cliff, industry, fishing, harbour, physical features, human features including settlement, tides, region, peninsula, reef, coral, bleaching trade, sea food, rock pool, shells Climate change, rising sea level</p>	<p>Discussion about personal experiences of going to the coast. Compare different coastlines they have been to.</p>
	Technical Questions	Orange paper questions			
	<p>Have you ever been to the seaside? What did you do there? <i>Assess children's responses about their personal experiences</i></p> <p>What makes these coastlines different? Why do you think that is? <i>The extent to which the shape of a beach or coast is created or altered depends mainly on the action of waves upon it.</i></p> <p>What kind of wildlife lives at the coast and why? <i>Coastal habitats are perfect for certain fish, invertebrates and reptiles. Birds are often found there because there is a reliable source of food.</i></p> <p>Name a range of jobs that are associated with the coastline. <i>Coastguard, shopkeeper, fisherman</i></p> <p>How has tourism effected the coastline? <i>The construction of hotels, restaurants, and other tourist facilities can lead to habitat destruction and pollution.</i></p> <p>What are the positives and negatives about living along the coast? <i>Negatives- Over populated with tourists, potential flood damage, salt water damage, unpredictable weather.</i> <i>Positives- Views, fresh air, tourist attractions, transport</i></p>	<ol style="list-style-type: none">1. What year were the first hotels built on the coast? 19252. How do coastlines make their money? On tourist attractions and what grows there3. How are beaches formed? By erosion, transportation and deposition or material by the sea.4. True or false- Storms often remove beach material but changing currents and wind directions return it in the summer. True5. What does economic activity mean? How money is made in that area6. Which of these words means decline- increase, lessen or expand7. Why do you think fishing in small harbours is going down? Larger companies and larger harbours are overfishing8. How is climate change effecting the land? Rising sea-levels threatens low-lying islands <p>NB: If, after completing the orange paper assessment, you find a large amount of your pupils lack understanding of one particular star knowledge, you should adapt the flashback four questions for "Last Topic" in the next topic, in order to give you time to re-visit this. Please speak to the subject lead to discuss how to do this before editing the questions.</p>		Technical Vocabulary	Field Work Opportunities
				<p>Benidorm, Mediterranean, location, holiday, resort, tourist, tourism Great Barrier Reef, Australia, Erosion, deposition, economic activities, storm, resistance, power (of the sea), Antarctica, cruise. Port, dock, harbour, shipping, sea fisherman, trawlerman, trawler, human activity, reclaimed land, economic activity, St Lucia, Seychelles, Maldives, Galapagos, inundation, archipelago</p>	<p>A fieldtrip to a coastal area.</p>
			Disciplinary Knowledge		

			<p>Can locate and describe some human and physical characteristics of the UK (e.g. use a copy of a map of the British Isles and locate and label the main British seaside locations they have visited).</p> <p>Can use an atlas to locate the UK and locate some major urban areas, can locate where they live/have visited in the UK (e.g. seaside/coastal places they have visited).</p> <p>Can indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary (e.g. UK in temperate zone).</p> <p>Can use the zoom function of a digital map to locate places and gather information (e.g. uses Google Earth to locate places within different climate zones, to zoom in on the poles, equator and tropics)</p>		
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Lesson Breakdown				
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p><u>Learning Objective</u> To discover how much the children know about, and have experienced, the seaside, and to locate UK coastal places on a map.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> I can talk about coastal places I have visited. I can locate some coastal places on a map of the UK. I can use geographical vocabulary to describe the coast. 	<p><u>Learning Objective</u> To introduce a region of the UK, and discover how varied its coastline is.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> I can locate South West England on a map of the UK. I can locate and name the counties of Cornwall, Devon, Dorset and Somerset. I can name some of the coastal places. I can name (some of) the effects of the sea and tide. 	<p><u>Learning Objective</u> To describe, compare and contrast natural features found at the coast, using appropriate geographical vocabulary</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> I can use the appropriate geographical vocabulary to describe coastal features. I can distinguish between 'hard' and 'soft' coasts ('rocky' and 'sandy'). 	<p><u>Learning Objective</u> To introduce family and economic activities that occur around the coast of the UK and use geographical vocabulary to describe built coastal features.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> I can name some localities around the coast of the UK, and the activities that occur in them. I can use geographical vocabulary to describe built coastal features. I can name and describe activities that families and others enjoy at the coast. 	<p><u>Learning Objective</u> To carry out research and prepare a presentation.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> I have researched the coastal location that I have selected. I have planned my presentation and can tell how I will structure and display my work.
<p>Star Knowledge In 1925 the first hotels were built on the coast making it a tourist destination. Tourism has dramatically changed the coast.</p>	<p>Star Knowledge In the past these coasts focused on fishing, now they are forming heritage tourist attractions. The economy of the peninsulas are based on tourism and agriculture.</p>	<p>Star Knowledge Beaches are produced by erosion, transportation and deposition of material by the sea. Storms often remove beach material but changing currents and wind directions return it in the summer.</p>	<p>Star Knowledge Fishing is the main economic activity in the harbours of small towns, however it is in decline. Alternatives have been developed to sustain economy based on the archaeology.</p>	<p>Star Knowledge Climate change and associated rising sea levels are threatening low-lying islands and destroying their economy and land.</p>

Flashback 4									
<u>Last lesson</u> What does IDL stand for? International Date Line	<u>Last Topic</u> How long does it take for the earth to spin on its axis? 24 hours	<u>Last lesson</u> What year were the first hotels built on the coast? 1925	<u>Last Topic</u> Can you point to the equator and prime meridian line? Provide a map/globe and assess if they have selected the correct lines.	<u>Last lesson</u> Can you find Devon on the map? Provide a map/globe and assess if they have selected the correct location.	<u>Last Topic</u> How many degrees is the earth tilted on its axis? 23.5'	<u>Last lesson</u> How is the beach effected by the tide? Beach material is removed and returned	<u>Last Topic</u> How many days does it take the earth to orbit the sun? 365 days- 1 year	<u>Last lesson</u> Why have small towns had to add tourist attractions to help their economy? Fishing is on the decline	<u>Last Topic</u> Name the seven continents Asia, Africa, North America, South America, Antarctica, Europe, Australasia
<u>Last year</u> Why do 'Wonders' change over time? Natural causes, weathering, human interference.	<u>History</u> If you want to preserve a building what do you need to do? List it	<u>Last year</u> Where would you find Mount Everest? Region of China	<u>History</u> Why are certain buildings preserved? They have significance to the Town's history.	<u>Last year</u> Name the largest river in the world. The Nile	<u>History</u> True or False- Anyone can be involved in a campaign to preserve a building True	<u>Last year</u> Why did the buildings for people with money last longer than the people with less? Quality or materials they could use	<u>History</u> Can a church building or bank be repurposed? Yes, it could be changed to a cinema or restaurant for example.	<u>Last year</u> Which has more natural aspects and green land- The city or the countryside? Countryside	<u>History</u> What does 'at risk' mean for a building? The building could be changed or even demolished