

Developing Curriculum

Unit of Learning Spring Cycle B

Cornerstones Unit: Coastline

Subject Coverage: Geography

Linked Book:

AfL:

Important information

The information at the top of the topic.

Lesson 1	Mastery Content	Learning Intention: - Name and locate seas surrounding the UK, as well as seas, the five oceans and seven continents around the world on a world map or globe. Core knowledge: - An ocean is a large sea. The United Kingdom is an island surrounded by the Atlantic Ocean, English Channel, Irish Sea and North Sea. - Other world seas include the Black Sea, the Red Sea and the Caspian Sea.	Lesson Guide	Place and space Set out a range of large world maps, globes and atlases for the children to explore. Challenge them to find the names and locations of seas and oceans around the world, including those that surround the UK. Then, encourage the children to look at the United Kingdom map. Explain that the United Kingdom is made up of many islands and therefore has a vast and expansive coastline. Use the map to clarify the names and locations of the bodies of water that surround the UK and challenge them to use this information to complete the labels on the United Kingdom recording sheet. Ask the children to work with a partner to check that they have correctly labelled their maps.	Resources	Large world maps, globes, atlases
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Lesson 2	Mastery Content	Learning Intention: - Study aerial photographs to describe the features and characteristics of an area of land. - Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities. Core knowledge: - An aerial photograph can be vertical (an image taken directly from above) or oblique (an image taken from above and to the side). - Fieldwork can help to answer questions about the local community.	Lesson Guide	<i>Investigation</i> Show the children the Features of the coastline video. After watching, ask the children, 'Have you ever been to the coast in the United Kingdom? Where did you go? What did you see?' Discuss whether they have seen any of the features mentioned in the video and encourage them to describe them. Highlight coastal locations the children have visited on a map of the UK and discuss their positioning. Challenge the children to work in pairs to read and sort the Physical and human features picture cards into two groups: physical features and human features. Walk around each group to check that the children have classified the picture cards correctly.	Resources	
Lesson 3	Mastery Content	Learning Intention: - Use simple compass directions to describe the location of features or a route on a map. Core knowledge: - A compass is an instrument that is used for finding a direction.	Lesson Guide	<i>Map readers</i> Show children the United Kingdom coastline map. Draw their attention to the compass and read the words north, south, east and west. Explain that compass points can describe a location or the direction of travel. Use the map to explore the position of various coastal locations. For example, 'Where on the UK coast is Whitby? On which part of the UK coastline is Poole	Resources	

		The four cardinal points on a compass are north, south, east and west.		located?’ Extend to questions about direction of travel. For example, ‘In which direction will I travel from Whitby to Portsmouth?’ Give two or three more examples, then ask the children to complete the Compass directions question sheet. Invite the children to share their answers and discuss any misconceptions.		
Lesson 4	Mastery Content	Learning Intention: - Draw or read a range of simple maps that use symbols and a key. Core knowledge: - Maps help people to plan a route from one place to another and to identify and locate physical and human features. - Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature.	Lesson Guide	Reading Keys Show the children the Coastal town map picture card. Point out the symbols on the map and explain that each one represents a physical or human feature. Ask the children to make suggestions for what each symbol might represent, encouraging them to give reasons for their suggestions. Then, show the Coastal town map that includes a key. Ask ‘Were any of your suggestions correct?’ Recap on the purpose of a key and ask the children to work in pairs to look more closely at the map and complete the Coastal town map question sheet provided, which also recaps on direction of travel.	Resources	

Lesson 5	Mastery Content	Learning Intention: - Describe how an environment has or might change over time. - Describe, in simple terms, the effects of erosion. Core knowledge: - Erosion can cause the change over time to an environment or place. - Erosion is a physical process. - Erosion is caused by wind and water, including waves, floods, rivers and rainfall. - Erosion is a physical process. - Erosion is caused by wind and water, including waves, floods, rivers and rainfall.	Lesson Guide	Physical processes – erosion Show the children the Coastal erosion presentation. After sharing the presentation, ask the children to describe what erosion is and how the coastline erodes. Demonstrate how waves cause coastal erosion by following the Coastal erosion demonstration teacher instructions. Ask the children to look carefully at the waves of water as they hit the sand and to describe what is happening. Encourage them to use vocabulary such as ‘washing away’, ‘crumbling’, ‘breaking’ and ‘eroding’ in their descriptions. Challenge the children to draw diagrams and write sentences to record their learning. Ask, ‘What effects do you think erosion can cause to a coastal location over time?’	Resources	- Plastic box (approximately 30cm x 45cm x 20cm) - Beach bucket and spade - Sand - Construction blocks - Water - Piece of wood (approximately 25cm x 12cm x 1cm) - Large pebbles - Camera or tablet
Lesson 6	Mastery Content	Learning Intention: Collect and organise simple data in charts and tables from primary sources (fieldwork and observation) and secondary sources (maps and books). Core knowledge:	Lesson Guide	Human features of a coastal town Introduce the coastal town of Whitby by sharing its location on a map, and ask if anyone has visited. In pairs, invite the children to explore the town’s physical and human features by looking in detail at the Whitby map, using the key to help. Encourage the children to think back to their coastal visit, identifying and discussing any similarities and differences	Resources	Map of the UK

		Data can be recorded in different ways, including tables, charts and pictograms.		between the location they visited and Whitby. Provide children with the Similarities and differences recording sheet to record their thinking.		
Lesson 7	Mastery Content	Learning Intention: - Recognise that they share responsibility for keeping themselves and others safe. Core knowledge: - In different situations, it is important to know the appropriate response. For example, following online and road safety rules, listening to a trusted adult and knowing who to call in an emergency. Secrets do not need to be kept, even if they have promised.	Lesson Guide	<i>Coastal signs – Breadth and depth</i> Display the Coastal signs picture cards. Invite the children to read the warnings. Ask them to identify specific dangers and ask, ‘How can we keep ourselves and others safe at the coast?’ Encourage the children to make suggestions for ways of keeping safe and show them the Staying safe at the coast presentation to consolidate their thinking. Children can take part in the Staying safe at the coast quiz as a fun way of checking their understanding.	Resources	

Lesson 8	Mastery Content	Learning Intention: - Recognise that there are special people who work in the community, who are responsible for keeping us healthy, helping or protecting people and can be contacted if help is needed. Core knowledge: - Special people who work in the community to help and protect people include police officers, firefighters and healthcare workers. They can be contacted in an emergency by dialling 999 or 112.	Lesson Guide	Remarkable RNLI – Breadth and depth Show the children the 2017 RNLI rescue compilation. Invite the children to discuss the footage and share any knowledge or experience they already have of the RNLI. Explain that the RNLI is a charity that works around the coastline of the UK to help keep people safe and carry out sea rescues. Invite them to read the RNLI information sheet with a partner and discuss what they find out. Offer the children the RNLI writing frame to record their ideas and understanding of the RNLI’s work. Invite the children to share their work with the group. Children could write a letter to the RNLI to tell them what they have learned about their charity. Useful link: RNLI - Official website	Resources	- Computers or tablets - Web access
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Lesson 9	Mastery Content	Learning Intention: • Draw or read a range of simple maps that use symbols and a key. Core knowledge: • Maps help people to plan a route from one place to another and to identify and locate physical and human features. • Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature.	Lesson Guide Coastal rescue Show the children the Find my nearest lifeboat station interactive map on the RNLI website. Encourage children to explore the map using the interactive tools and ask questions, such as ‘Can you find a lifeboat station on the east coast beginning with S? Can you find an all-weather lifeboat station on the south coast?’ Give the children a copy of the RNLI lifeboat stations recording sheet and ask them to use the RNLI’s interactive map to help them to fill in the missing lifeboat stations, using the key to add the correct colours for each site. Encourage the children to add two or three lifeboat stations of their choosing. Share and mark the maps together at the end of the session, using the RNLI lifeboat stations answer sheet, and talk about why they think there are so many lifeboat stations on the UK coastline.	Resources • Computers or tablets • Web access
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Lesson 10	Mastery Content	Learning Intention: - Describe the size, location and position of a physical feature, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation. Core knowledge: - Physical features include beaches, stacks, cliffs, arches, rivers, lakes and woodland. - A stack is a physical feature of a coastline. - Stacks are formed when waves crash against the rocks of a cliff face. The force of the water causes the rocks to collapse, forming stacks.	Lesson Guide	Saltwick Nab Use the Google Earth search tool to locate Whitby. Encourage the children to comment on and make observations about any physical and human features they observe based on their prior learning. Then search for Saltwick Nab. Explain that this is a rocky platform situated off the coast of Whitby, which is, at times, hidden by the sea. Provide the Saltwick Nab picture card for the children to observe its shape and form. Ask them to consider the dangers of such a feature and play the Story of SS Rohilla audio as an example. The Story of SS Rohilla audio transcript is also provided if needed. Challenge the children to write sentences to describe Saltwick Nab, including its location and the reasons it can be dangerous.	Resources	- Computers or tablets - Web access
Lesson 11	Mastery Content	Learning Intention: - Select the best materials and techniques to develop an idea. - Draw or paint features of landscape or seascape from memory, imagination or observation, with some attention to detail.	Lesson Guide	Waves! – Breadth and depth Display the Waves Pinterest board. Invite the children to look at each of the paintings and explain what they show. Highlight the names of a range of key paintings and give the names of the artists who painted them. Encourage the children to describe similarities and differences	Resources	- Computers or tablets - Web access - Paper, selection of powder paints, brushes

		Core knowledge: - A seascape is a piece of artwork that shows a scenic view. - Seascape paintings include <i>Great Wave Off Kanagawa</i> and <i>Stormy Sea in Étretat</i> by Claude Monet.		between the paintings and identify common themes, colours and textures. Invite the children to use a range of powder paints and brushes to explore ways of creating waves and water. When ready, they can translate their ideas to create a wave-themed painting. When complete, ask the children to show their work to others, describing what they like about it and considering improvements.		
Lesson 12	Mastery Content	Learning Intention: - Describe how an environment has or might change over time. - Describe the everyday lives of people in a period within or beyond living memory. Core knowledge: - A place can change over time due to human activity such as house building, new industries and tourism.	Lesson Guide	Comparing past and present Show the children the Whitby then and now Pinterest board. Look at each picture and ask questions to help guide the children's observations. For example, 'What are the people doing? What human features can you see? How do you know that this picture shows Whitby in the past?' Ask them to feedback any changes they observe between Whitby in the past and Whitby in the present and begin to suggest some of the reasons for the changes. Record the children's comments on a class data table. After collecting their thoughts, ask the children to choose one element that has changed and complete the Past and present recording sheet. Children could use Google	Resources	- Computers or tablets - Web access

				Maps and Street View to explore present-day Whitby further.	
Lesson 13	Mastery Content	Learning Intention: - Describe what it was like to live in a different period. - Describe the everyday lives of people in a period within or beyond living memory. Core knowledge: - A historical period is an era or a passage of time that happened in the past. For example, Victorian Britain is a period in British history. - Over time, a town's human features, such as buildings and bridges, can be retained, changed or demolished. People's jobs and pastimes can also remain or change.	Lesson Guide	<i>Jobs in the past</i> Explain that in the past, the people who lived in Whitby used the sea, the physical features of the coastline and the natural resources around the coast to make a living. Play the Jobs in the past audio. A Jobs in the past audio transcript is also provided if needed. Use these to help the children understand more about jobs in Whitby's history. Encourage them to listen carefully to the recording and ask questions, such as 'What job did James do? Why were ships built in Whitby? Would you have liked to work with Albert, the fisher?' Ask the children to write captions on the Jobs in the past recording sheet to record their learning.	Resources

Lesson 14	Mastery Content	Learning Intention: - Use historical models to make judgements about significance and describe the impact of a significant historical individual. Core knowledge: - Captain James Cook was an 18th century English explorer who went on ocean voyages. He drew detailed maps of New Zealand and discovered Australia.	Lesson Guide	<i>Captain James Cook – Breadth and depth</i> Show the children the Captain Cook video. After watching the video, talk with the children about Captain Cook, his life and his link to Whitby. Ask questions to explore the children’s understanding. For example, ‘Why is Captain Cook significant? What is his connection to Whitby? Why do you think the people of Whitby built a statue of Captain Cook? How else do the people of Whitby remember Captain Cook? What is his legacy?’ Invite the children to take on the role of Captain Cook as part of a hot seating activity to consolidate their ideas, then ask them to record what they remember by drawing pictures and writing about him.	Resources	
Lesson 15	Mastery Content	Learning Intention: - Describe the size, location and function of a local industry. Core knowledge: - Tourism is an industry that helps people travel away from home for pleasure.	Lesson Guide	<i>Tourism</i> Show the children the Visiting Whitby video. After watching the video, explain that tourism is an industry that provides services and amenities for people who are visiting or on holiday (tourists). Ask the children to discuss some of the reasons that tourists might visit Whitby. Ask, ‘What can people do in Whitby? What would they see?’ Offer the children maps	Resources	

			of Whitby, including the Whitby map from earlier in the project, to identify and locate tourist facilities, including museums, the lifeboat station, the abbey, shops, hotels and beaches. Ask, 'Do you think Whitby makes a good holiday destination?' Encourage the children to use the Visiting Whitby writing frame to record their thinking.		
Lesson 16	Mastery Content	Learning Intention: - Sing simple songs and chants with a sense of melody and shape. Core knowledge: - A melody is a succession of notes arranged to create a musical shape and is the dominant tune of the composition. The shape of music is the direction of the music through structure, dynamics and expression.	Lesson Guide <i>Sea shanties – Breadth and depth</i> Use the Sea shanties teacher information to explain the origin and structure of sea shanties. Play the John Kanaka audio, Roll the Old Chariot Along audio and South Australia audio sea shanties, and provide copies of the John Kanaka audio transcript, Roll the Old Chariot Along audio transcript and South Australia audio transcript for the children to follow as they listen if needed. Encourage the children to scrub the decks, haul the rigging and bail out the boat in time to the music. Encourage the children to learn the shanties through listening and repetition, explaining that these songs were learned by ear when they were first composed, not written down. Add actions to the songs for the children to do in time	Resources	

				to the music and sing the songs unaccompanied, as they would have been sung on board ships. The children could also write new verses to the tunes they have learnt to extend this session.		
Lesson 17	Mastery Content	Learning Intention: - Use simple compass directions to describe the location of features or a route on a map. Core knowledge: - A compass is an instrument that is used for finding a direction. - The four cardinal points on a compass are north, south, east and west.	Lesson Guide	Innovation Step 1 Draw the location of your coastal town on a map of the United Kingdom and add it to a key. Use a compass to describe which coast it is on. <i>You are going to design a coastal town that tourists would want to visit. You will need to choose a location along the coastline of the United Kingdom to place your town and describe its physical and human features. You will also need to give visitors advice for ways to stay safe during their visit. Let's get started!</i> Teacher note Share the provocation with the children. Encourage them to share their initial thoughts and ideas, then show them the Innovate journal. Talk through the	Resources	

				steps needed to complete their Innovate challenge.	
Lesson 18	Mastery Content	Learning Intention: - Draw or read a range of simple maps that use symbols and a key. Core knowledge: - Maps help people to plan a route from one place to another and to identify and locate physical and human features. - Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature.	Lesson Guide	Step 2 Draw a simple picture map of your coastal town. Use symbols and a key to show the locations of physical and human features. Give your town a name.	Resources
Lesson 19	Mastery Content	Learning Intention: - Use geographical vocabulary to describe how and why people use a range of human features. - Describe the size, location and position of a physical feature, such as beach, cliff, coast,	Lesson Guide	Step 3 Mark your town's lifeboat station on a map and describe what it is for. Step 4 Describe the size, location and position of a physical feature in your town.	Resources

forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.

- Use geographical vocabulary to describe how and why people use a range of human features.
- Recall rules for keeping physically and emotionally safe.

Core knowledge:

- Human features have been made by people and include houses, bridges and roads.
- People use human features for work, travel, entertainment and living in.
- Physical features include beaches, stacks, cliffs, arches, rivers, lakes and woodland.
- A stack is a physical feature of a coastline.
- Stacks are formed when waves crash against the rocks of a cliff face. The force of the water causes the rocks to collapse, forming stacks.
- Human features have been made by people and include houses, bridges and roads.
- People use human features for work, travel, entertainment and living in.
- There are rules for keeping physically and emotionally safe, including safety online, responsible use of ICT, differences between secrets and surprises, understanding not to keep adults' secrets, safety in the sun, road safety, cycle safety and safety in the

Step 5

Describe how and why people would use two of the human features in your town.

Step 6

Give one piece of advice to help visitors stay safe at the coast.

		environment (including rail, water and fire safety).				
Lesson 20	Mastery Content	Learning Intention: - Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities. Core knowledge: - Fieldwork can help to answer questions about the local community.	Lesson Guide	Coastal visit Before visiting the coast, show the children where they are going on an Ordnance Survey map or similar. Highlight which sea or ocean surrounds the coastal location. Explain that they will be exploring the human and physical features of the area and allow them time to look at the Physical and human features picture cards in preparation. On location, encourage the children to explore the area safely and use either the Coastal features spotting sheet or the Physical or human features labelling sheet to record and classify their observations. Ask the children to describe the size, location and position of the features they observe. Begin to ask and answer questions about how the physical features were formed and how the human features are used. Provide cameras or tablets and drawing materials for the children to record their	Resources	- Ordnance Survey map - Cameras or tablets

				observations and collect simple data. Back in the classroom, collate and discuss any data and information collected and gather the children's comments. Encourage them to make simple picture maps of the area visited, using the information collected.		
Lesson 21	Mastery Content	Learning Intention: Core knowledge:	Lesson Guide	Assessment Share the Coastline quiz presentation, encouraging the children to read the questions carefully and discussing possible answers before revealing the answer on the next slide. When the children have answered the five practice questions, ask them to complete the Coastline quiz independently. Mark the quizzes together using the Coastline quiz answer sheet. Encourage the children to reflect on their learning and experiences throughout the project, explaining key information that they have learnt and memorable moments.	Resources	

Lesson 22	Mastery Content	Learning Intention: - Listen and respond appropriately to the contributions of adults and peers, including their different viewpoints. Core knowledge: - Appropriate responses wait for the speaker to finish speaking then refer to what has just been said. - A collaborative conversation is two or more people exchanging news, feelings and ideas in turn. - A viewpoint is a person's opinion based on their experiences.	Lesson Guide	<i>Our coastal towns – Breadth and depth</i> Ask children to share their coastal towns from the Innovate challenge. Encourage them to describe each section of their journal, explaining their choices and answering any questions the other children have. After each child has spoken, ask for volunteers to explain why they would like to visit the coastal town described.	Resources	
Lesson 23	Mastery Content	Learning Intention: - Name, locate and explain the significance of a place. Core knowledge: - Places can be significant because religious or historic events that have happened there in the past. - A significant place is a location that is important to a community or society.	Lesson Guide	<i>Why is Whitby special? – Breadth and depth</i> Show the children the United Kingdom map template. Ask them to locate Whitby on the map and encourage them to describe which coast it is on and name the sea. Provide small groups of children with the Talking points question sheet and ask them to take turns to pick a question, read it aloud and start a discussion. When the children have discussed each question, ask them to use their ideas to answer the	Resources	

				question 'Why is Whitby special?', recording their ideas as a sentence. At the end of the session, use the children's sentences to create a 'Why is Whitby special?' display.	
Lesson 24	Mastery Content	Learning Intention: - Recognise that people have different strengths, but can also reflect upon and learn from their experiences. Core knowledge: - Everyone has different strengths. However, it is important to learn from experiences to develop new strengths and strategies.	Lesson Guide	<i>Coast exhibition – Breadth and depth</i> Showcase the children's work by creating a 'Celebrating the coast exhibition'. Ask the children to write invitations to parents, carers and pupils in other year groups to invite them to come and see their work. Encourage the children to approach visitors, answer questions and talk to groups about the features of the coastline around the United Kingdom, water safety, the work of the RNLI and the coastal town of Whitby. At the end of the exhibition, provide visitors with the Exhibition questionnaire recording sheet. Share the positive feedback from the questionnaires with the children, highlighting statements relating to the way they communicated their knowledge to others.	Resources

