Geography

Seaside Year 1

Remember when
-previous map work
-know the location of school and Orchard Park
-seasons and weather

Children must be able to recall the countries and capital cities of the UK.

Sticky knowledge	Key vocabulary	
- Hornsea, Bridlington, Scarborough, Whitby are all on the coast. - Hornsea has a beach, promenade and an arcade. - Human features of Hornsea are the promenade and shops, physical features of Hornsea are the beach and the sea. - Draw a simple map and begin to use a key. - All seasides are different. Hornsea has more human features but Ceannabeinne Beach has more physical features.	cliff beach rockpool tide resort beach life boat postcard	ocean island sand seagull water maps weather

National curriculum
Human and Physical Geography
-To 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

Geographical skill and fieldwork
-Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], 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; devise a simple map; and use and construct basic symbols in a key
- Use simple fieldwork and observational skills to study the key human and physical features of its surrounding environment.

Y1 Map types	Y1 Physical geography	Y1 Human geography

-Political
-Physical
	beach forest hill sea ocean
	    river season and weather
		city town farm
		    house shop

	Title/ Focus	Lesson outline
Lesson 1	LO: To know what the coast is. SK: Hornsea, Bridlington, Scarbrough, Whitby are all on the coast. Cross Curricular – Maths	Children to look at map of The United Kingdom. Which places can we locate already on the map? Tell the children to locate the given places on the map (coasts). What do you notice about these places located? The children should identify these are all coasts. What is a coast? What might you find at a coast? Who lives/visits the coast? Children to discuss their experiences of going to the seaside (could list what you might see there). As a class the children will work together to collect data about seaside/ coasts they have visited. The data will be put into a bar chart. LA- supported by staff to complete chart. All children answer questions- Which seaside has been visited the most? Which seaside has been visited the least? Look at the coastline near Hull. Which seaside/s are closer to us? Explain to the children about our visit to Hornsea
Lesson 2	LO: To know coasts near me and what they are like. SK: Hornsea has a beach, promenade and an arcade.	School trip- Hornsea Look at the plan perspective map of Hornsea. Locate human/physical features with the children. Explain to the children they will be taking pictures of human/physical features. We can use these during our futures lessons. The children will follow the plan perspective map around Hornsea which will help locate human/physical features for pictures.

Lesson 3	LO: To know the features of towns on the coast. SK: Human features of Hornsea are the promenade and shops, physical features of Hornsea are the beach and the sea.	Children to look at Hornsea. Why is Hornsea a coastal town? Recap some human and physical features with the children. Children sort a selection of photos from the trip into human and physical features. Can they locate some of these features on the map? Think about the human and physical features of OPE. What are the similarities/differences of human features? Discuss What are the similarities/differences of the physical features? Discuss Why do you think there are differences between human and physical features on OPE and at Hornsea? LA/SEN- Children place the pictures on a table- the human and physical features of Hornsea seaside. Label these places. ARE/GD- Sort pictures into the table. The children explain why some of the features are different to a non-coastal town city/ OPE.
Lesson 4	LO: To know how to make a simple map. SK: Draw a simple map and begin to use a key.	Look at the plan perspective map of Hornsea. Why do we use maps? Do you remember when we created a map of our local area? How did we do this? Recap symbols/ key/ grid We are going to create a plan perspective map of Hornsea today. First, create a large class map together, placing the photos onto the grid template. Label it and create a key. Think about the significant human/physical features (photos) on the map. On WB's, create a symbol for …. feature. Compare symbols, replace photo on big map with chosen symbol. Now create a symbol on WB's for … feature. Compare and replace photo with the symbol on the large map. Continue Children to now create own plan perspective map of Hornsea. LA/SEN- Template has key provided. Staff support group ARE/GD- Create own key and complete map. EXT- Can you think of any features which could improve Hornsea town? Give reasoning.
Lesson 5	LO: To compare 2 different coasts in the UK. SK: All seasides are different. Hornsea has more human features but Ceannabeinne Beach has more physical features.	Look at a map of The United Kingdom. Locate Hornsea, Bridlington, Scarborough on the East coast. Look at some photos of these places. Discuss why they are similar/ different by their human and physical features. Now locate Ceannabeinne Beach (North of Scotland) and look at photos. What do you notice about this beach in comparison to the others we have looked at and visited? Which beach do you prefer? Why? Discuss What physical and human features are similar and different? LA: children sort information onto grid from provided options how Hornsea and Ceannabeinne are different. ARE/GD: Photograph (stickers) of Hornsea and Ceannabeinne in books. Children write about their similarities and differences. Extension: People would like to visit … because (write for both places).

Working towards	**End of unit assessment** Working at Age related expectations	Working at a greater depth