



FENISCOWLES PRIMARY SCHOOL

Striving for Excellence

Why do we love being beside the seaside so much?

Medium Term Plan - Summer Term

Enquiry: *Why do we love being beside the seaside so much?*

What the pupils will know	Geographical techniques the pupils will learn and apply	End Points of Learning																						
<ul style="list-style-type: none"> The difference between the physical and human geographical features of the seaside, countryside and towns and cities The distinction between the concepts of ‘coast’, ‘rural’ and ‘urban’ A range of different physical features of coastlines What is meant by the terms ‘high tide’ and ‘low tide’ Why the seaside is such an attractive place for people to visit Why it is important that seaside environments are conserved That there are many different habitats at the seaside How creatures at the seaside are adapted to their environment Different ways in which people can impact negatively on or pollute seaside environments The location of the seven continents and five oceans of the world together with the North Pole, South Pole and Equator That continents are divided up into countries and that the United Kingdom and Spain are located in Europe The four countries and capital cities of the United Kingdom and its surrounding seas How traditional seaside holidays in the United Kingdom have changed within living memory <p style="text-align: center;">National Curriculum Coverage</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> 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 <p>Human and physical geography</p> <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to key physical and human features <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> 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 	<p>Fieldwork data collection: Eight points of compass</p> <p>Data representation: Bar Graph; Line Graph; Pictogram</p> <p>Mapwork: World maps; Atlases; Globe; Aerial and satellite photographs.</p> <p>GIS: Google Earth Pro</p> <p style="text-align: center;">Disciplinary thinking skills the pupils will use to understand what they know</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Recognise</td> <td>Name and point out who or what something is</td> </tr> <tr> <td>Identify</td> <td>Distinguish something or someone from others that may be similar</td> </tr> <tr> <td>Describe</td> <td>‘Say what you see’. Give an account in words of something or someone</td> </tr> <tr> <td>Observe</td> <td>Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others</td> </tr> <tr> <td>Select</td> <td>Decide upon and choose that information considered most suitable or relevant</td> </tr> <tr> <td>Categorise/Classify</td> <td>Arrange information into particular groups according to shared qualities or characteristics</td> </tr> <tr> <td>Sequence</td> <td>Place a set of related events or things that follow each other into an order</td> </tr> <tr> <td>Compare and contrast</td> <td>Find similarities and differences</td> </tr> <tr> <td>Recall</td> <td>Remember and recount something learned</td> </tr> <tr> <td>Reason/speculate</td> <td>Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition</td> </tr> <tr> <td>Summarise</td> <td>Outline or sum up briefly the main points about something</td> </tr> </table> <p style="text-align: center;">SEND</p> <p>In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in ‘bite size’ steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.</p>	Recognise	Name and point out who or what something is	Identify	Distinguish something or someone from others that may be similar	Describe	‘Say what you see’. Give an account in words of something or someone	Observe	Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others	Select	Decide upon and choose that information considered most suitable or relevant	Categorise/Classify	Arrange information into particular groups according to shared qualities or characteristics	Sequence	Place a set of related events or things that follow each other into an order	Compare and contrast	Find similarities and differences	Recall	Remember and recount something learned	Reason/speculate	Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition	Summarise	Outline or sum up briefly the main points about something	<p>Pupils making a good level of progress will:</p> <ul style="list-style-type: none"> Identify, describe and compare physical and human features of the seaside, countryside and cities Describe what the terms ‘coast’, ‘rural’ and ‘urban’ mean Identify and describe some physical features of the coastline Describe what a tide is and how coastlines have a ‘high’ and ‘low’ tide each day Suggest reasons why the seaside is such a popular place to visit Describe what a <i>habitat</i> is and some of the different habitats found along the coast Describe how some living things are adapted to living along the coastline Identify and give examples of some ways people can impact negatively and pollute coastal environments Name and locate the seven continents and five oceans of the world together with the North Pole, South Pole and Equator on an outline map Name and locate the four countries and capital cities of the United Kingdom and its surrounding seas Describe how continents are divided into countries and that the United Kingdom and Spain are located in Europe Describe and suggest reasons for how traditional seaside holidays have changed in the United Kingdom in recent years <p>Pupils working at greater depth will also:</p> <ul style="list-style-type: none"> Understand that most environments are a mixture of different kinds of rural and urban land uses Explain why seaside holidays abroad are now much more popular than in the 1960s Understand the difference between the concepts of recreation, leisure and tourism <p>Prior Learning</p> <p>Earlier in Key Stage 1 pupils learned:</p> <ul style="list-style-type: none"> The main elements of the weather and how it changes during the four seasons in the United Kingdom The distribution of hot and cold areas of the world How temperatures increase between the Equator and the North Pole and South Pole How the weather is different across the regions of the United Kingdom The main weather experienced in temperate, tropical and polar regions of the world <p>In Nursery and Reception pupils learned:</p> <ul style="list-style-type: none"> Experienced different weather conditions when outside and the clothes they wear accordingly Observed and discussed how the weather changes during the day and four seasons Observed and discussed seasonal signs in the natural world Located the UK on a globe, world map and in an atlas Know that continents are land and oceans water and that there are many countries in the world Talked about their experiences of being at the seaside Recreated seaside environments in sand play
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