



 Children's prior learning in this area	 Cultural Capital Opportunities	 Key vocabulary and glossary
<p><b><u>Reception</u></b></p> <p><b>Understanding the World</b></p> <p>Names and signs of seasons</p> <p>Names of common weather patterns eg. rain, cloud, sun</p> <p>The name of where they live – Poole by the sea</p> <p>What a map is and how it works</p> <p><b><u>Year 1</u></b></p> <p>Poole Harbour – children will be able to identify the difference between harbours, beaches, lakes and rivers.</p> <p>Children will know that where they live is their settlement and that they live near to the South Coast of England.</p> <p><b><u>Year 2</u></b></p> <p>Tourist attractions</p>	<p>How to look after our environment.</p> <p>Visit to local beach.</p>  <p>PSHE – Beach Safety</p> 	<p>Equator</p> <p>Coastal</p> <p>Climate</p> <p>Tourism</p> <p>Population</p> <p>Waste</p> <p>Compass</p> <p>Direction</p> <p>Ariel view</p> <p>Human impact</p> <p>Economic benefits/impact</p> <p>Pollution</p> <p>Waste</p>

Enquiry Question: Where do I find hot and cold places?	Enquiry Question: Where are beaches in the UK?	Enquiry Question: What are the human and physical features of our local beach?
<b>Concept: Location &amp; Place Mapping</b> 	<b>Concept: Mapping</b> 	<b>Concept: Human &amp; Physical</b> 
<p> Children will use a world map to recognise that hot places are closer to the equator and cold places are further from the equator. They will know where the UK is located on a world map. They will know that beaches are located on the coast and evaluate why people might choose to visit them.</p> <p><b>Task:</b></p> <p><b>Recall &amp; Retrieve:</b> Children will recall Year 1 Spring unit on Poole Harbour and where we live on a map of the UK. Art – hot and cool colours.</p> <p><b>Practice (substantive): I know where hot and cold places are</b> Children will know that the equator is an invisible line that goes around the earth. They will know that the closer a place is to the equator, the hotter it will be. They will know that the further away from the equator, the colder it will be.</p> <p><b>Apply (disciplinary): I know how to use a map to identify hot and cold places.</b> Children will use a blank map of the UK to identify the coastal areas (identifying the seas surrounding them too) They will look at a climate map of the world and consider the hot and cold beaches. They will use colours to identify the hot and cold places.</p> <p><b>Deepen:</b> Evaluate and explain which ones might be visited at different times of the year and why. (Recall and Retrieve – Year 1 Seasons)</p>	<p> Children will know that a beach is an area of sand or stones beside the sea or ocean, they are coastal. Children will look at and identify beaches across the UK (Sandbanks vs Brighton vs Blackpool etc). They will know that beaches are a tourist attractions in the UK typically in the summer.</p> <p><b>Task:</b></p> <p><b>Recall &amp; Retrieve:</b> Tourism, what does it mean? Vocabulary: coastal (R&amp;R Y1)</p> <p><b>Practice (substantive): I know what a beach is.</b> Children will complete a closed passage identifying what a beach is and what makes it different to a harbour.</p> <p><b>Apply (disciplinary): I know how to locate beaches on a map of the UK)</b> Children will locate beaches across the UK using a variety of maps (Population, Weather and Climate, Tourist)</p> <p><b>Deepen</b> Children will evaluate tourist maps with focus on the seasons and explain <b>why</b> beaches are busier in the UK in the summer.</p>	<p> Children will know the human and physical features of their local beach. They will explore and identify the differences and similarities. They will know that the more human features there are, the more waste there is likely to be.</p> <p><b>Human features:</b> buildings, beach huts, restaurants, tourist attractions, car parks, toilets <b>Physical features:</b> beach, sea, sand, hills, pebbles, sand dunes .</p> <p><b>Task:</b></p> <p><b>Practice:</b> Children will sort pictures of beaches from across the world into human and physical.</p> <p><b>Apply:</b> Children will identify which ones they believe might be located in the UK. They will identify which ones they might find at their local beach. They will know why their local beach might have this feature.</p> <p><b>Deepen:</b> “If a beach has more human features, there will be more waste” Do you agree? Explain.</p>

<b>Enquiry Question: Map making</b>	<b>Enquiry Question: What human impact can I observe?</b>	<b>Enquiry Question: What impact do humans have on our beaches?</b>
<b>Concept: Directional Skills, Mapping</b> 	<b>Concept: Fieldwork</b> 	<b>Concept: Environment &amp; Sustainability</b> 
<p> Children will know that a road maps features could include a key, roads, symbols. Children will know how to create and build their own map with a key of a local beach. They will use this map to the location and relative position of features in relation to one another using simple compass directions (North, South, East, West)</p> <p><b>Task:</b></p> <p><b>Recall &amp; Retrieve:</b> What is a key on a map? How does it help us to read a map? – identify different information on a map and how the key helps.</p> <p><b>Practice (substantive): I know how what features make a successful map</b></p> <p>Children will evaluate different types of simple maps e.g. without compass directions, without a key, varying details (too simple/too overcrowded). They will know that the best maps are ones that have as much information as possible without confusing the reader.</p> <p><b>Apply (disciplinary): I know how to make a map of my local beach</b></p> <p>Children will create their own map of their local beach after looking at aerial view. Their maps will include a key, human and physical features, compass directions, symbols and main roads. Their features will be at a relative position to one another.</p> <p><b>Deepen:</b></p> <p>Evaluate yours and others maps using geographical vocabulary</p>	<p> Children will know that human impact on the environment means changes to the land, animals or natural disasters caused directly by humans. They will observe the human impact on our beaches and the waste it produces. They will record and present their findings using simple equipment.</p> <p><b>Task:</b></p> <p><b>Practice (substantive) I know how humans can impact the environment</b></p> <p><b>Apply (disciplinary) I know how to observe human impact in my environment</b></p> <p>Trip to local beach (or look at pictures of beach during the seasons – focus on <i>after</i> summer events e.g. Bournemouth Air Show. Children will analyse the human impact on beaches/wildlife/waste.</p> <p><b>Deepen (disciplinary) I know how to present my findings.</b> Children will present their findings using any of the following: bar charts, pictograms, tally. They will draw conclusions as to whether they think the human impact is positive or negative at their local beach.</p>	<p> Children will evaluate the human impact on beaches. They will draw conclusions based on their fieldwork and consider, agree or challenge the opinions of others.</p> <p><b>Positive impacts:</b> increased tourism, economic benefits and fun!</p> <p><b>Negative impacts:</b> waste (rubbish, pollution, conservation, damage), safety</p> <p><b>Task:</b></p> <p>Children will draw their unit of learning together by presenting their findings to another yeargroup or parents. They will evaluate the pros/cons of using our beaches and the human impact that it causes. They will persuade and explain why they have drawn that conclusion.</p>