Year 1 Geography: Beside the Seaside		Summer Term
What can you see and do at the seaside?		

Geographical Skills:
- To use secondary sources- photos, stories, DVDs.
- To begin to use geographical terms and directions such as North, South, East and West.
- To utilise digital media and label images.

Fieldwork:
- Visit to St. Marys's Lighthouse, Whitley Bay

Prior Learning:
My Country, My School

Curriculum Skill(s)	Learning Intention	Knowledge and Key Vocabulary
Locational Knowledge: - To understand that the world extends outside their locality. - To locate and name major features of the UK on a map- e.g. *London, surrounding seas.* - To begin to identify and describe where places are through use of simple maps, atlases and globes.	**Where in the world are we? Where is our nearest seaside?** Recap prior learning from previous topic - - To use maps of the world and globes to locate where England is - To use a map of the UK to locate England, Scotland, Wales, Northern Ireland and Ireland as well as the seas and oceans that surround us - To locate Whickham and London on a map of the UK and know that London is the capital city of England - To use Google Earth to explore where the nearest coastline is in comparison to Whickham, following the river Tyne along to the coast and finding out which sea it leads to	**Knowledge:** - Know that our country is called England but is part of the United Kingdom - Know that the capital city of England is London - Name and locate the four countries of the UK - Name and locate the main seas around the UK - Know that the river Tyne is our nearest major river and that this leads to the North Sea if we travel east - Name some of the beaches nearest to us such as Tynemouth, Whitley Bay and South Shields **Vocabulary:** England, Scotland, Wales, Ireland, Northern Ireland, UK, London, Whickham, capital city, North sea, Irish sea, English Chanel, Atlantic ocean, river Tyne, Newcastle, Gateshead, east, seaside, beach, coastline, Tynemouth, Whitley Bay, South Shields.
Place Knowledge: - To begin to ask geographical questions about places in their immediate locality. - Begin to use geographical vocabulary to describe features of the locality.	**Why visit the seaside?** - To research more about the Whitley Bay area. What features does this area have to attract visitors? Have they visited this area? Why? Why not? - To look at other ways seaside and coastal areas are used e.g. ports for cargo ships, fishing boats, ferries for transport.	**Knowledge:** - Name some reasons why people visit Whitley Bay e.g. to play on the beach, to surf, to fish, to swim, to visit amusement parks, go for fish and chips, visit other attractions in Whitley Bay etc. - To know that coastal areas are not just used for holidays and trips out but are also important for ports, ships, cargo ships, fishermen and ferries. **Vocabulary:** Visit, resort, holiday, coast, tourists, attractions, ports, ships, cargo ships, fishing boats, ferries

Human and Physical Geography:	**What features of Whitley Bay can we identify on a map?**	**Knowledge:**
• To begin to ask geographical questions about places and environments (human and physical features of the seaside town).	• To use Google Earth to look at an aerial view of Whitley Bay. What features can we see? Which are human and which are physical? **How are beaches formed?** • To look at how the waves can break down and move rocks around and deposit them on the shore to create a beach • To look at how coastlines have high tides and low tides based on the moon's position to earth	• To name some of the key human features of Whitley Bay e.g. roads, buildings, car parks, promenade, caravan park, skate park, lighthouse, harbour • To name some of the key physical features of Whitley Bay e.g. trees, fields, rocks, beach, bay • To give a simple explanation as to how beaches are formed • To know that the gravitational pull from the moon causes high tides and low tides
		Vocabulary: Human, physical, roads, buildings, hotels, caravans, parks, lighthouse, harbour, promenade, trees, fields, rocks, , beach, sand, bay, waves, erosion, deposit, high tide, low tide
Geographical Enquiry: • Using: maps, counts, photographs, graphs, measurements, films and reports • Researching secondary sources • Engaging with people, communities, views and opinions • Tackling issues and relevant events • Proposing outcomes and taking actions • Working at different scales of enquiry e.g. local, regional, global but in connected ways • To recognise which places are linked to other places in the world e.g. through food	**Where would you rather go on holiday to? Whitley Bay in England or Malaga in Spain?** • To locate Malaga on a map and compare its position and climate to the UK • To look at an aerial view map on Google Earth of Malaga to identify human and physical features and compare to Whitley Bay • To give an opinion on which they would visit and why • Have any of the children been on holiday abroad to a seaside resort? What did they enjoy about it? Plot these places on a world map.	**Knowledge:** • Know that Spain is another country south of England and closer to the equator and therefore has warmer temperatures and less rainfall • Know that the coastline of Malaga is on the Mediterranean sea which is also warmer than the North sea • Identify some of the human and physical features of Malaga and compare to Whitley Bay • Give an opinion on which they prefer and why
		Vocabulary: Spain, south, equator, temperature, rainfall, climate, Mediterranean sea, North sea, human, physical, abroad

Thinking Deeper:

What are the pros and cons to travelling abroad vs travelling within the UK?

Links to other subjects:

- Subject Specific links – ICT: Use of Google Earth for maps and internet to research visitor attractions
- Personal Development – Seaside safety; keeping beaches tidy; environmental impacts of travelling abroad
- SMSC – Impacts of tourism
- Cultural Capital – What attracts people to the UK?
- Careers – Tour operators, shipping industry, travel industry
- British Values – Being aware of other countries, cultures and languages
- Equality – Travelling abroad – is this accessible to everyone?