

KS1.CB.T3	Area of study: Coasts  Unit aims / outcome:  To know the features of coastlines and to understand how humans use coastlines in different ways	
<b>Disciplinary knowledge:</b>  Know how to use aerial photographs to identify physical and human features of a coastline  Know how to use simple compass directions (North, East, South and West) to describe the location of features on a map  Know how to use directional language to describe routes and locations  Know how to devise a simple map using basic symbols in a key  Know how to compare an inland location with a coastal location	Geographical concepts to organise knowledge:  <b>Location</b> – to locate Hoylake and other coastal areas on a map  <b>Place</b> – to know what a coast line is like  <b>Physical and Human features:</b> beaches, cliffs, dunes, rocks and the sea  piers, promenades, harbours, lighthouses and lifeboat stations  <b>Geographical skills, fieldwork and observations</b> – aerial map work and fieldwork through coastal visit	
Key strands of learning:  <b>Settlements</b>  <b>Population</b>  <b>Environment</b>  <b>Physical and human features</b>		
Learning in Reception:  The children will know what the sea is and a beach. Some will have visited a beach before. The children will know that people often go to beaches for holidays.  The children will know different people who help them and have met many of these different professions.	<b>Tier 2</b>  <u>New</u> coast lifeguard harbour / port cliffs dunes <u>Review</u> Ocean	<b>Tier 3</b>  <u>New</u> Coastal Tourism Pier promenade <u>Review</u>

	Lighthouse beach	
NC objective:	Vocabulary and crucial knowledge:	
Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom	<p><b>Context of study:</b></p> <p>This unit of work builds upon the children’s understanding of human and physical features from their previous learning about villages, towns and cities (KS1.CA.T1) and countries, cities and seas of the UK (KS1.CB.T2). The children will already know that physical features are naturally occurring and that human features are built by people. This unit introduces the children to coastal environments.</p> <p>The children will study the features of the coastline through the local context of Hoylake. Through a seaside visit and fieldwork opportunities, the children will observe the similarities and differences between an inland area such as Stone and a coastal location. This provides meaningful real-life experiences to support the children’s geographical understanding.</p> <p>The visit to Hoylake and the RNLi Lifeboat Station provides opportunities for children to observe how humans use and care for coastal environments. The children will develop an understanding of how the coast is used for tourism, transport, safety and leisure. This learning supports future understanding of sustainability and human impact on environments which is revisited in later geography units including oceans and continents (KS1.CA.T2), weather and water cycle (LKS2.CA.T2) and natural resources and trade (LKS2.CB.T3).</p> <p>The children will continue to develop their map skills through using aerial photographs, simple maps and directional language. This builds upon previous learning using maps of the local area and prepares the children for later work using atlases, digital mapping and four-figure grid references in KS2.</p> <p><b>Crucial Knowledge:</b></p> <p><b>Coasts</b></p> <p>Know that a coast is where the land meets the sea</p> <p>Know that the coastline is the edge of the land beside the sea</p>	

Know that the sea is made of salt water

Know that not all places in the UK are on the coast

Know that Hoylake is a coastal town in England

Know that Stoke-on-Trent and Stone are inland locations

### **Physical features**

Know that physical features occur naturally

Know that physical coastal features include beaches, cliffs, dunes, rocks and the sea

Know that beaches can be made from sand or pebbles

Know that the sea can change depending on the weather and tide

### **Human features**

Know that human features are made or built by people

Know that human coastal features include piers, promenades, harbours, lighthouses and lifeboat stations

Know that people visit the seaside for holidays and leisure activities

Know that lifeboat stations help keep people safe at sea

Know that the RNLI rescues people who are in danger in the sea

### **Environment and sustainability**

Know that people use the coast for work and leisure

Know that humans can damage coastal environments through littering and pollution

Know that rubbish left on beaches can harm wildlife

Know that people can help protect coastal environments by keeping beaches clean

Know that the coast is an important habitat for plants and animals

### **Skills and observations:**

Know how to use aerial photographs to identify physical and human features of a coastline

Know how to use simple compass directions (North, East, South and West) to describe the location of features on a map

Know how to use directional language to describe routes and locations

Know how to devise a simple map using basic symbols in a key

	Know how to compare an inland location with a coastal location
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