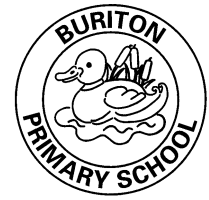


# Year R/1: Boats and Beaches



What do you want children to learn?

## YEAR 1

### History:

Substantive knowledge (significant concepts and facts / content matter)

1. **The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in a different period (for example Mary Seacole and/or Florence Nightingale)**

### Geography:

Substantive knowledge (significant concepts and facts / content matter)

1. **Name, locate counties and identify characteristics of the four countries and capital cities of the UK and surrounding seas**
2. **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.**
3. **Use basic geographical vocabulary to refer to: Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.**
- 4.

Disciplinary Knowledge (action taken to gain knowledge to be a geographer)

5. **Use world maps, atlases, globes and to identify the UK and its countries, as well as the countries, continents and oceans studied.**
6. **Use simple compass directions (North, South, East and West)**
7. **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.**
8. **Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment.**

## YEAR R

### Understanding the World

1. **Know similarities and differences between things in the past and now, drawing on their experiences and what has been read in class**
2. **Understand the past through settings, characters and events encountered in books read in class and story telling.**
3. **Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps**
4. **Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.**

**Key statement:**

***Our local coasts are different***

<p style="text-align: center;"><b>Key Vocabulary</b></p> <p style="text-align: center;"><b>Coast, beach, cliff, hill, sea, ocean, city, town, port, harbour</b></p>		<p style="text-align: center;"><b>Cross Curricular Links</b></p> <p><b>Science: Animals, including humans and plants</b></p> <p><b>Literacy: Recount of school trip</b></p> <p><b>Art: Rock pool pictures</b></p>	
What is the key question?	What geography content are you going to teach?	What resources are you going to use?	What knowledge, understanding and skills will children take away?
<p>What can we identify at our local coast (Southsea)?</p> <p>G1-7 YR: 3, 4</p>	<p>Children will identify and describe where Southsea is.</p> <p>Children will identify the human and physical features surrounding the coast.</p> <p>Children will describe what the coast is like.</p> <p>Children explain whether they would like to visit/re-visit Southsea</p>	<p>Atlas, maps, aerial photos, Google maps, street view, photos</p>	<p>Children will identify and describe the location of Southsea.</p> <p>Children will identify human and physical features to describe what the coast is like and what the local area has to offer.</p> <p>Children will explain whether they would like to visit Southsea using evidence from they have observed and discussed during the lesson.</p>
<p>What can we identify at our local coast (Dell Quay)? (Field trip)</p> <p>G 1-7 YR: 3,4</p>	<p>Children will identify and describe where Southsea is.</p> <p>Children will identify the human and physical features surrounding the coast.</p> <p>Children will describe what the coast is like and compare it to Southsea.</p> <p>Children describe the weather on the day they are learning about the coast and explain whether they would like to revisit Dell Quay.</p>	<p>Atlas, maps, aerial photos, Google maps, street view, photos</p> <p>Visit to Dell Quay</p>	<p>Children will identify and describe the location of Dell Quay.</p> <p>Children will identify human and physical features to describe what the coast is like and what the local area has to offer.</p> <p>Children will explain how Southsea and Dell Quay are different.</p> <p>Children link the weather</p>

			to activities they could do at the coast.
<p>Who was Grace Darling and why is she significant?</p> <p>HI YR: 1, 2</p>	<p>Show video:  <a href="https://www.bbc.co.uk/teach/class-clips-video/history-ks1-ks2-grace-darling/z4y7pg8">https://www.bbc.co.uk/teach/class-clips-video/history-ks1-ks2-grace-darling/z4y7pg8</a>            (12 mins long)</p> <p>Revisit key events and discuss why Grace Darling is a significant person in history using Twinkl powerpoint.</p> <p>Children complete fact file.</p>	<p>BBC video</p> <p>Twinkl powerpoint</p>	<p>Children will learn facts about Grace Darling and will identify why she is significant.</p> <p>They will complete a fact file.</p>

**Additional information**

Assessment – Children not yet on track	Assessment – Children working at a greater depth