

# -BILSTON CHURCH OF ENGLAND PRIMARY



## MEDIUM TERM PLANNING

Subject	Topic/Key Question	Year Group	Term	Time Allocation
Geography	What is it like by the coast?	1	Summer 2	12 hours

What knowledge and skills will children have gained by the end of this unit?

- To know that a sea is a body of water that is smaller than an ocean.
- To know that there are four bodies of water surrounding the UK and to be able to name them.
- To know that coasts (and other physical features) change over time.
- To know some key physical and human features of the UK.
- To know that a pictogram is a chart that uses pictures to show data.
- Showing on a map the oceans nearest the continent they live in.
- Locating the surrounding seas of the UK on a map.
- Locate the capital cities of the four countries of the UK on a map of this area.
- Describe the key physical features of a coast.
- Describing and understanding the differences between a city, town and village.
- Using an atlas to locate the four capital cities of the UK.
- Naming and locating the five oceans on a world map.

Possible Trips:

Barmouth/ Weston Super Mare (needed for lessons 4 – 6).

Lesson Sequence	Time Allocation	Key Question/WALT	Teaching Activities (Possible computing activities)	Resources	Vocabulary

<p>Lesson 1 and 2.</p>	<p>2 hours</p>	<p>What are the geographical characteristics of the UK?</p> <p>By the end of this lesson children will be able to:</p> <ul style="list-style-type: none"> <li>locate the four capital cities on a map of the UK.</li> <li>identify human and physical features on an aerial photograph.</li> <li>identify the characteristics of the four countries and capital cities of the UK.</li> <li>use locational language and the compass points (N, S, E, W) to describe the location of</li> </ul>	<ul style="list-style-type: none"> <li>Recap and Recall: That the 'UK' stands for United Kingdom and is made up of four countries.</li> <li>The name of the country they live in.</li> <li>That the four countries of the UK are England, Scotland, Wales and Northern Ireland.</li> <li>Human features are the characteristics of a place which are created by humans (e.g. roads, buildings).</li> <li>Physical features are the characteristics of a place that occur naturally (e.g. lakes, mountains).</li> </ul> <p>Provide each pair of children with an atlas and a copy of the <i>Activity: Map of the UK</i>. Ask the children to use the contents page to find a map of the UK. Tell them to use the map to locate the four countries and capital cities of the UK and label these on <i>Activity: Map of the UK</i>.</p> <p>Ask the children to circle their current location on the map. Model and then ask the children to add a compass on their maps with an arrow marking 'N' for north. <b>Questions:</b> What are the four countries of the UK? (England, Scotland, Wales and Northern Ireland.) What are the four capital cities of the UK? (London, Edinburgh, Cardiff and Belfast.) What is the capital city of England? (London.) How far do you live from your capital city? (Children to point out their current location on the map in relation to the capital city.)</p> <p>Ask the children to discuss in pairs what they think the difference between a human feature and a physical feature might be.</p> <p><b>Questions:</b> What is a 'human feature'? (Something that has been built by humans.) What is a 'physical feature'? (Something that is on Earth naturally.) Can you think of any examples of human</p>	<p>Atlas</p> <p>What is it like to live by the coastliner?</p> <p>Resource folder:</p> <ul style="list-style-type: none"> <li>-Activity Map of the UK</li> <li>-UK photographs</li> </ul> <p>iPads</p>	<ul style="list-style-type: none"> <li>-location</li> <li>-locate</li> <li>-human feature</li> <li>-physical feature</li> <li>-landmark</li> <li>-country</li> <li>-capital city</li> <li>-aerial photograph</li> </ul>
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		<p>features on a map.</p>	<p>or physical features? (Children may suggest human features such as houses, roads and bridges. Physical features might include examples such as seas, mountains and rivers.)</p> <p>Provide each pair of children with a copy of the <i>Resource: UK photographs</i> and tell them the photographs show some of the UK's amazing features. These are sometimes called 'landmarks'. They are recognisable and sometimes well-known features of a particular location.</p> <p>Ask them to discuss what each photograph shows before sorting them into human and physical features.</p> <p>Play the <i>Pupil video: Characteristics of the UK</i>. Ask the children to discuss in pairs what they found out about each human and physical feature.</p> <p>Provide each pair of children with a digital device. Model and then ask them to work together using <a href="#">Google Earth</a> to locate each feature in <i>Resource: UK photographs</i> and then label them on their UK maps (see <i>Activity: Map of the UK</i>).</p> <p><b>Questions:</b> Where is the Tower of London located? (London.) Do you recognise any of these features/landmarks? Have you ever visited any of these places? Where would you like to visit?</p>		
Lesson 3	1 hours	<p>What are the names of the seas and oceans surrounding the UK?</p> <p>By the end of this lesson children will be able to:</p>	<p>Recap: Ask the children to think of three things they learnt last lesson, two things they found interesting and one question they still have about the characteristics of the four countries and capital cities of the UK.</p> <p>Hand out the atlases (one between two) and ask the children to find a map of the UK. Call out the name of the four countries of the UK (England, Scotland, Wales and Northern Ireland) and</p>	<p>Atlas</p> <p>What is it like to live by the coastline?</p> <p>Resource folder:</p>	<p>-capital city</p> <p>-country</p> <p>-island</p> <p>-locate</p> <p>-location</p> <p>-ocean</p> <p>-sea</p>

- name the seas and oceans surrounding the UK.
- label the seas and oceans on a map of the UK.
- describe the location of different seas and oceans using compass directions.

ask the children to point to each one. Ask the children: What are the blue parts? (The sea or ocean.)

Explain that the UK is an island – an area of land surrounded by sea. Point out that oceans are large areas of salt water whereas seas are smaller areas of salt water that are located beside land. Using their atlases, ask the children to locate the seas and oceans of the UK (Atlantic Ocean, North Sea, English Channel and the Irish Sea). Play the song using the *Presentation: Song – Seas and oceans of the UK* and ask the children to point to each sea or ocean as they are mentioned.



Hand out the *Activity: Map of the UK* (one each) and ask the children to:

- Locate and label the four countries of the UK.
- Locate and label the four capital cities of the countries in the UK.
- Locate and label the surrounding seas and oceans.



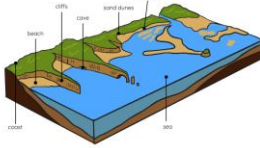
**Questions:** What are the names of the seas and oceans that surround the UK? (Atlantic Ocean, North Sea, English Channel, the Irish Sea.) Which capital cities are located close to the sea or ocean? (Edinburgh, Cardiff and Belfast.)

Ask the children to choose a suitable title for their map and write this at the top.


*Presentation:*  
song – seas and oceans of the UK.

*Presentation:*  
compass directions.

*Activity Map.*

			<p>Display the <i>Presentation: Compass directions</i>. In pairs, ask the children to use the four compass directions to describe the location of the seas and oceans (Atlantic Ocean, North Sea, English Channel, the Irish Sea) in relation to the UK.</p> 		
Lesson 4	1 hour	<p>What is a Coast?</p> <p>By the end of this lesson children will be able to:</p> <ul style="list-style-type: none"> <li>define the coast as a piece of land along the sea or ocean.</li> <li>locate some coasts in the UK.</li> <li>identify some features of a coast.</li> </ul>	<p>Pupil video: Coasts</p>  <p>Play the pupil video: coasts. What features can you see? (Answers may include: sea, cliffs, rocks, beaches, islands, harbour, pier and port.) Explain that the video shows coasts in the UK. Display the image on slide 1 of the <i>Presentation: Coasts</i> and point out some of the features of the coast. Highlight the difference between the coast (the land along the sea or ocean) and the coastline (the boundary where the land meets the water).</p>  <p><b>Questions:</b> Have you been to the coast before? What is the coast? (A piece of land along the sea or ocean. This land could be made of rock, sand, mud or gravel.) What is the coastline? (Where the land meets the sea.)</p>	<p>Pupil video: coasts.</p> <p>Images from slideshow: Kapow.</p> <p>iPad's</p>	<ul style="list-style-type: none"> <li>-cliff</li> <li>-coast</li> <li>-coastline</li> <li>-island</li> <li>-ocean</li> <li>-sand dunes</li> <li>-sea</li> </ul>

			<p>Using slide 2 of the <i>Presentation: Coasts</i>, show the images of five different UK coasts. Remind the children what a physical feature is – a landform occurring naturally on Earth.</p> <p><b>Question:</b> What physical features can you see? (Answers may include: sea, cliffs, beaches, sand dunes, caves and coastlines.)</p> <p>Hand out the devices (one between two) and the children's completed copies of the <i>Activity: UK maps</i> from Lesson 1. Ask the children to use the link: <a href="#">Google Earth</a> to locate and label the named UK coasts (from slide 2) on their maps. They then need to choose one colouring pencil to shade the five different coasts.</p> <p>Remind the children that a key is a list of symbols on a map explaining each feature. Ask the children to draw a box with the heading 'Key'. Inside they should add the colour they used when shading the coasts, with the label 'coast' next to it.</p> <p>Invite the children to share their maps and describe the location of the five UK coasts they labelled using the four compass directions.</p> <p>Note – keep the children's copies of the <i>Activity: Map of the UK</i> for use throughout this unit.</p>		
Lesson 5	1 hour	<p>What are the physical feature of the coast?</p> <p>By the end of this lesson children will be able to:</p>	<p>Recap:</p> <p>What are the 4 countries in the UK? (England, Scotland, Wales and Northern Ireland).</p> <p>What are the names of the capital cities of each country in the UK? (London, Edinburgh, Cardiff and Belfast).</p> <p>What is a coast? (It is where a strip of land meets the sea.)</p>	Kapow	<p>Coast</p> <p>Capital City</p> <p>Country</p> <p>Land</p> <p>Sea</p> <p>Cliff</p> <p>Cave</p> <p>Coastline</p> <p>Sand dune</p>

		<ul style="list-style-type: none"> <li>name the features of the coast.</li> <li>Label the features of the coast.</li> </ul>	<p>What is the coast made of? (It can be sand, mud, gravel or rock.)</p> <p>Use Google Earth to zoom in on a UK coastline. Children need to discuss what they notice and see. Talk about each area, what is it made of, what do they see/notice? Now show children an image of a coast (Kapow) have them explore the features and try to match them to the correct area on the map of the coast. E.g. cliff, cave, sea, sand dune etc.</p> <p>Now show children the map with the correct labels. Go over this a few times until children are confident to label it themselves.</p> <p>Task: Give children a map of a coast, provide a word bank and have the children label each feature of the coast.</p>		
Educational Visit	Day	What do you notice at Weston-Super-Mare.	Go on an educational visit to Weston-Super-Mare. Have children talk about what they see as they arrive on the coach. Do they notice the human features of Weston-Super-Mare. Teacher to make a note of what the children see.		Human features Physical features
Lesson 6	1 hour	<p>How do people use the local coast?</p> <p>By the end of this lesson children will be able to:</p> <ul style="list-style-type: none"> <li>follow a route on a map.</li> <li>identify human features.</li> <li>record data in a tally chart.</li> </ul>	<p>To follow a map use Google Earth and retrace steps you took at Weston-Super-Mare. Have children complete the task of writing down the information, creating a tally.</p> <p><u>Part 1</u></p> <p>Display the images in the <i>Presentation: Villages, towns and cities</i>. Ask the children to discuss what they can see in the images.</p> <p><b>What can you see?</b></p> 	<p>What is it like to live by the coastline?</p> <p>Resource folder:</p> <p>Presentation images.</p> <p>iPads.</p>	<ul style="list-style-type: none"> <li>-city</li> <li>-data collection</li> <li>-fieldwork</li> <li>-human feature</li> <li>-tally chart</li> <li>-town</li> <li>-village</li> </ul>





Explain that the images show a village, a town and a city. Define each of these terms (see Vocabulary definitions). **Questions:** Which is the largest place? (A city.) Which is the smallest place? (A village.) Is your school in a village, town or city?

Explain that the children will carry out fieldwork to investigate how people use the local area. Show the children the location they will be visiting using the link: [Google Earth](#). Point out the route they will be taking when they get there. Recap that a human feature is a large feature that was built by people, such as a road, bridge or town.

Draw a table with two columns – physical and human features – on the whiteboard or flipchart. Ask the children to identify the features they can see and record these in the correct column.


Explain to the children that they will collect data – information which can be used to answer questions or spot patterns.

Demonstrate how to fill a tally chart with 'five-bar gate' tally marks using the *Presentation: Tally chart*. The children will be recording the number of human features they see throughout their fieldwork. Demonstrate how to fill a tally chart with 'five-bar gate' tally marks using the *Presentation: Tally chart*. The children will be recording the number of human features they see throughout their fieldwork.

Human feature	Tally	Total
shop 		
hotel 		
cafe or restaurant 		
park 		


**Questions:** How do you think people use your local coast? How can you stay safe during your fieldwork? (Answers may include: not touching litter, animals or unknown substances; wearing clothes



			<p>appropriate to the destination such as raincoats and closed-toe, sturdy shoes; ensuring they stay close to their designated adult; resisting climbing on uneven ground and staying in the designated area.)</p> <p>Divide the class into pre-prepared groups of 5-7 children with an allocated adult supervisor. Provide each group with a device for recording. Hand out the map with the pre-prepared route (one between two), the <i>Activity: Tally chart</i>, pencils and clipboards (one each).</p> <p>Travel to the fieldwork site to collect data. (Weston Super Mare, Barmouth).</p> <p>Once at the site, remind the children of the boundaries they must stay within, to stay with their supervising adult and to complete the tally chart.</p> <p><u>Part 2</u></p> <p>Children to transfer the data they collected and used in their tally chart and create a bar chart to show their findings. Children then need to discuss this with a partner and say why some people use human features at the coast, instead of just the physical features.</p>		
Lesson 8	1 hour	<p>How do people use our coast? (Findings)</p> <p>By the end of this lesson children will be able to:</p>	 <p><b>Speak like an expert</b></p> <p>Work with a partner - take it in turns to present what you found out about how people use the local coast last lesson.</p>	<p>What is it like to live by the coastline?</p> <p>Resource folder:</p>	<ul style="list-style-type: none"> <li>-data collection</li> <li>-fieldwork</li> <li>-human feature</li> <li>-pictogram</li> <li>-tally chart</li> </ul>

		<ul style="list-style-type: none"> <li>• discuss the types of human features I saw.</li> <li>• create a bar chart to represent how people use the local coast.</li> </ul>	<p>Show the presentation slide 'Speak like an expert'. Ask the children to work in pairs and take it turns to present what they found out about how people use the local coast in the last lesson.</p> <p>Hand out the children's <i>Activity: Tally chart</i> from Lesson 7 and the <i>Activity: Pictogram</i> (one each). Ask the children to look at the data collected and tell their partner something they found out about how people use their local coast. Take feedback.</p> <p>Show children how to create a bar chart. Show children how to label each axis. Ask children to use their tally chart to create a bar chart to show their findings.</p> <p><b>Questions:</b> What picture could you use for the cafe or a shop? (The children may suggest: a cup or a shopping bag.) How many tally lines does one picture represent? (The children may choose ones, twos or fives.)</p> <p>Ask the children to choose appropriate labels for the x-axis (Type of human feature) and y-axis (Number of each human feature). The children should add an appropriate title to their pictogram (such as: A pictogram to show the different human features in at the coast).</p> <p>Amend the following questions to suit the local coast: Which human feature was the most common? Why do you think this is? Which human feature was the least common? Why do you think this is? Did you see a human feature you did not expect to see? How do people use your local coast? (Answers may include: for shopping, to go to work, to visit cafes and restaurants, for a holiday or to visit the beach.) What is it like to live by the coast?</p>	<p>-Speak like an expert' presentation.</p> <p>-Pictogram presentation.</p>	
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Lesson 9	1 Hour	<p>What are the physical features of Weston-Super-Mare.</p> <p>By the end of this lesson children will be able to:</p> <ul style="list-style-type: none"> <li>• write a postcard, commenting on the physical features they saw at Weston-Super-Mare.</li> </ul>	<p>Recap:</p> <p>What is a coast?</p> <p>What are physical features? What are human features?</p> <p>Discuss: Have we been to a coast recently? Where? What did you notice when we were there?</p> <p>Talk about the physical features of the seaside. Name these.</p> <p>Can children use the skills from English lessons to support their writing to create a postcard detailing the physical features of the seaside. Create a mind map of each physical feature and have children give adjectives to describe each feature. – The waves crashed loudly onto the soft, golden sand. The sand dunes stood tall, with green wavy grass.</p>		<p>Physical features</p> <p>Waves</p> <p>Sand dunes</p> <p>Sand</p>
Lesson 10	1 hour	<p>How do people use the coast now compared to the past?</p>	<p>Recap previous lessons – what is the coast? Name the 4 countries of the UK.</p> <p>Discuss what people do when they visit the beach. Relate this to your trip to Weston-Super-Mare. What did the children do? Show images of buckets and spades, dinky rides, ice creams.</p> <p>Now use the Twinkl powerpoint to show how people used to use the beach. Note how people used to dress, if beaches were segregated into male and female, what did etc.</p> <p>Have the children cut out images of beach activities and stick them into columns of past, present and both.</p>	Twinkl	<p>Past</p> <p>Present</p> <p>Human features</p>
Lesson 11	1 hour	<p>What are the names of the five oceans and where are they?</p>	<p>Recap that oceans are large areas of salt water whereas seas are smaller areas of salt water that are located beside land.</p> <p>Show the <i>Presentation: Oceans</i> and explain to the children there are five oceans in the world (Pacific Ocean, Atlantic Ocean, Arctic Ocean, Indian Ocean and Southern Ocean). Ask for</p>	<p>What is it like to live by the coastline?</p> <p>Resource folder:</p>	<p>-location</p> <p>-locate</p> <p>-country</p> <p>-continent</p> <p>-land</p> <p>-ocean</p>

		<p>By the end of this lesson children will be able to:</p> <ul style="list-style-type: none"> <li>• understand the difference between oceans and seas.</li> <li>• name the five oceans.</li> <li>• locate the five oceans on a world map.</li> </ul>	<p>volunteers to drag and drop the oceans on the left to their correct locations. Click to reveal the answers.</p>  <p>Hand out the atlases (one between two), and ask the children to use the contents page to find a world map.</p> <p>Play the <i>Pupil video: Song – Oceans</i> (see Watch) and ask the class to join in. Play the song again and using the world map in their atlases, ask the children to point to the locations of each ocean in time with the song.</p> <p>Ask the children to close their atlases. Hand out their copies of the <i>Activity: World map</i> (from lesson 2) and ask the children to label each of the five oceans on their maps.</p> <p><b>Questions:</b> What are the names of the five oceans? (Pacific Ocean, Atlantic Ocean, Arctic Ocean, Indian Ocean, Southern Ocean.) Which ocean is the largest? (Pacific Ocean.) Which ocean is the smallest? (Arctic Ocean.) Which ocean is the closest to the UK? (Atlantic Ocean.)</p> <p>Ask the children to check they have located each ocean correctly using the world map in their atlas.</p> <p>Again, display the <i>Presentation: Oceans</i> which shows a world map. Select a child to come up to the board to drag and drop the name of an ocean onto the correct location. Continue by selecting different children until all five of the oceans have been correctly labelled.</p>	<p>-Oceans presentation.</p> <p>-Pupil video: ocean song.</p> <p>Activity Map from lesson 2.</p>	<p>-sea -lake -river -aerial photograph</p>
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			Where are the five oceans located? (The Pacific Ocean stretches from Asia and Oceania to North and South America; the Atlantic Ocean stretches from North and South America in the west to Europe and Africa in the east; the Indian Ocean is located between Africa, Asia and Oceania; the Southern Ocean is next to Antarctica and the South Pole; the Arctic Ocean is the furthest north.) Which ocean is located the furthest south? (Southern Ocean.) Which ocean is located the furthest north? (Arctic Ocean.)		
Lesson 12	1 hour	<p>What is the difference between Bilston and Weston-Super-Mare?</p> <p>By the end of this lesson children will be able to:</p> <ul style="list-style-type: none"> <li>• discuss the difference between Bilston and Weston-Super-Mare.</li> <li>• State what a rural and urban area is.</li> </ul>	<p>Recap our visit to Weston-Super-Mare. What physical features were there? What human features were there?</p> <p>Look at the definition of rural and urban areas. What is Bilston? Are children able to say why Bilston is an Urban area? Have children understand that Bilston is town within a city. Now discuss Weston super Mare. Is it rural or urban? Is it a town or city?</p> <p>The children will be able to say that both Bilston and Weston-Super-Mare are both Urban towns as they each have large populations. Discuss what the difference is between both towns. WSM is a coastal town whereas Bilston is an industrial town.</p> <p>WSM is on the coast, it has many physical features. Compare these to the physical features of Bilston. Compare the human features.</p>		<p>Physical features</p> <p>Human features</p> <p>Coastal town</p> <p>Industrial town</p> <p>Rural</p> <p>urban</p>

Links to the National Curriculum:

Locational knowledge

Pupils should be taught to:

- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- name and locate the world's seven continents and five oceans.

### Human and Physical Geography

- 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. Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

### Geographical skills and fieldwork

Pupils should be taught to:

- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.
- 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 fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.