

## Enquiry: *Why do we love being beside the seaside so much?*

What the pupils will know	Geographical techniques the pupils will learn and apply	End Points of Learning																						
<ul style="list-style-type: none"> <li>The difference between the physical and human geographical features of the seaside, countryside and towns and cities</li> <li>The distinction between the concepts of ‘coast’, ‘rural’ and ‘urban’</li> <li>A range of different physical features of coastlines</li> <li>What is meant by the terms ‘high tide’ and ‘low tide’</li> <li>Why the seaside is such an attractive place for people to visit</li> <li>Why it is important that seaside environments are conserved</li> <li>That there are many different habitats at the seaside</li> <li>How creatures at the seaside are adapted to their environment</li> <li>Different ways in which people can impact negatively on or pollute seaside environments</li> <li>The location of the seven continents and five oceans of the world together with the North Pole, South Pole and Equator</li> <li>That continents are divided up into countries and that the United Kingdom and Spain are located in Europe</li> <li>The four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>How traditional seaside holidays in the United Kingdom have changed within living memory</li> </ul> <p style="text-align: center;"><b>National Curriculum Coverage</b></p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>Name and locate the world’s seven continents and five oceans</li> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to key physical and human features</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>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</li> <li>Use simple compass directions and locational and directional language to describe the location of features and routes on a map</li> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</li> </ul>	<p><b>Fieldwork data collection:</b> Eight points of compass</p> <p><b>Data representation:</b> Bar Graph; Line Graph; Pictogram</p> <p><b>Mapwork:</b> World maps; Atlases; Globe; Aerial and satellite photographs.</p> <p><b>GIS:</b> Google Earth Pro</p> <p style="text-align: center;"><b>Disciplinary thinking skills the pupils will use to understand what they know</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Recognise</td> <td>Name and point out who or what something is</td> </tr> <tr> <td>Identify</td> <td>Distinguish something or someone from others that may be similar</td> </tr> <tr> <td>Describe</td> <td>‘Say what you see’. Give an account in words of something or someone</td> </tr> <tr> <td>Observe</td> <td>Identify and distinguish with a degree of analysis some things that may potentially be more noteworthy or important than others</td> </tr> <tr> <td>Select</td> <td>Decide upon and choose that information considered most suitable or relevant</td> </tr> <tr> <td>Categorise/Classify</td> <td>Arrange information into particular groups according to shared qualities or characteristics</td> </tr> <tr> <td>Sequence</td> <td>Place a set of related events or things that follow each other into an order</td> </tr> <tr> <td>Compare and contrast</td> <td>Find similarities and differences</td> </tr> <tr> <td>Recall</td> <td>Remember and recount something learned</td> </tr> <tr> <td>Reason/speculate</td> <td>Thinking and forming ideas about something without necessarily firm evidence yet to back it up – conjecture, supposition</td> </tr> <tr> <td>Summarise</td> <td>Outline or sum up briefly the main points about something</td> </tr> </table> <p style="text-align: center;"><b>SEND</b></p> <p>In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in ‘bite size’ steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.</p>	Recognise	Name and point out who or what something is	Identify	Distinguish something or someone from others that may be similar	Describe	‘Say what you see’. 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