

Geography Curriculum at TEAM Multi Academy Trust

Coastal Explorers



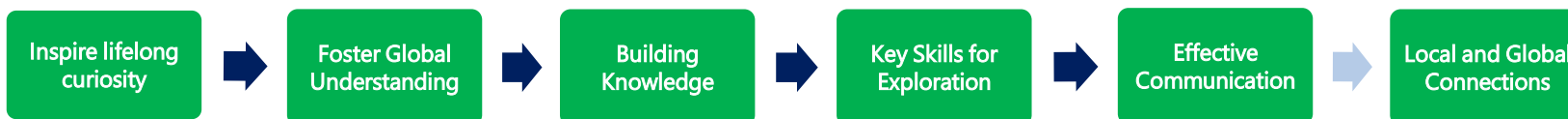


Geography

Vision

- **Inspire Lifelong Curiosity:** Our geography curriculum is designed to spark a deep curiosity about the world, encouraging pupils to explore and question the diverse landscapes, cultures, and phenomena they encounter.
- **Foster Global Understanding:** By immersing students in the study of different places and peoples, we aim to cultivate a profound understanding and appreciation of the interconnectedness of the world, fostering empathy and global awareness.
- **Build Lasting Knowledge and Skills:** Through engaging and dynamic lessons, we ensure that students not only acquire essential geographical knowledge but also develop critical thinking and analytical skills that will serve them throughout their lives.

Intent



Implementation



Impact



Substantive Knowledge and Disciplinary Knowledge

From the Early Years Foundation Stage up to the end of Key Stage 2, the substantive knowledge progresses through conceptual development. Meanwhile, disciplinary knowledge is developed through historical enquiry and interpretation. To ensure pupils can learn more and know more over time, we believe it is crucial that our Geography curriculum develops both categories of knowledge as well as Geographical skill.

Reviewing Prior Learning: Speak Like an Expert

Purpose: Sessions that ensure effective retention & recall of information.

Regular sessions at the start of every lesson to review prior learning.

Friday sessions
Dedicated sessions reviewing the week's learning helping to make connections.

Format
Activities include recap quizzes, group discussions, visual aids, role playing, teacher feedback.

Benefits
Students develop strong retention skills, articulate historical knowledge & concepts.

Intent



Inspire Curiosity	Spark deep curiosity about the world, encouraging pupils to explore and question diverse landscapes, cultures, and phenomena.
Foster Global Understanding	Cultivate empathy and global awareness by helping children understand the interconnectedness of the world and their role as global citizens.
Building Knowledge	Enhance learning through educational visits that provide practical experiences and real-world contexts for geographical concepts.
Developing Key Skills for Exploration	Develop essential geographical skills such as map reading, data collection, analysis, and fieldwork techniques to enable pupils to explore the world effectively.
Effective Communication	Teach various ways to communicate geographical information, including through maps, numerical data, written expression, and presentations
Local and Global Connections	Teach various ways to communicate geographical information, including through maps, numerical data, written expression, and presentations

Implementation

Passion for Exploring the World	Our two-year programme ensures complete coverage of the KS2 National Curriculum, enabling children to name and locate significant places around the globe.
Name and Locate Places of the World	We develop pupils' geographical skills through hands-on fieldwork, where they collect, analyse, and communicate data. Leaders and governors rigorously monitor this aspect to maintain high standards.
Geographical Skills and Fieldwork	We inspire a passion for exploring the world by incorporating real-life contexts and educational visits, making learning relevant and engaging. External experts, trips, and visitors bring geography to life for our students.
Human and Physical Geography	Our curriculum covers both human and physical geography, ensuring that children understand the interaction between people and their environments. We continually enhance resources and integrate technology to support this learning.
Geographical Vocabulary	We assess and build upon pupils' understanding of geographical vocabulary before and after each unit, ensuring they can effectively communicate their knowledge.
Global and Local Connections	Through partnerships, such as our link with a school in India, and our focus on local geography, we deepen pupils' understanding of their locality and the wider world, fostering a sense of global citizenship.

Coastal Explorers

Subject: Geography

Year: 1 and 2

Term: Autumn

National Curriculum Aims

Key Objectives:

- WALT understand how to read and create simple maps using symbols and a key, and to collect and organise data from maps.
- WALT name and locate the seas surrounding the UK, as well as the five oceans and seven continents around the world on a world map or globe.
- WALT identify and describe the physical and human features of a coastal town.
- WALT describe and compare the human and physical features of two coastal towns: Whitby and Westward Ho!
- WALT draw or read a range of simple maps that use symbols and a key, and learn about Grace Darling and her contributions to coastal safety.
- WALT understand why Grace Darling became famous and retell her story through drama, art, and music.
- WALT review our prior learning and demonstrate our understanding of geographical vocabulary, and create a display museum about coastal features and Grace Darling.

Key Elements

Key Elements:

Maps and Symbols/World Geography/Physical and Human Features/Locality Study and Comparisons/Maps and Historical Figures/Historical Events and Creative Expression

Key Questions

Five Key Questions:

- Why is it important to know how to read and create maps? How can this skill help us in real life?
- How does knowing the location of seas and oceans help us understand the world better?
- Why is it important to understand the physical and human features of a coastal town?
- How do the physical and human features of Whitby and Westward Ho! differ and why are these differences important?
- How did Grace Darling’s actions impact coastal safety and the RNLI?
- How can we use drama, art, and music to keep the memory of historical figures like Grace Darling alive?
- How does sharing our knowledge with others help us understand and remember what we have learned?
- How do the coastal features and cultural aspects of coastal towns in the UK and Karnataka compare, and what can we learn from these similarities and differences?

Curriculum coherence

Building Learning Power - Prior Learning:

In Reception, the children explored a variety of geographical themes through engaging topics. In the Autumn term, they began with ‘Marvellous Me,’ where they learned about their immediate environment, their bodies, senses, families, pets, and where they live. This included an introduction to local geography and the concept of community. As they moved to ‘Let’s Investigate,’ they explored the changes in seasons, focusing on autumn and winter. Through these topics, they began to understand different weather patterns and physical features in their locality.

By the Spring term, the children delved into ‘Caring, Sharing & Daring,’ learning about growing and gardening, which introduced them to natural environments and the life cycles of plants and minibests. This theme encouraged them to observe and explore their surroundings more closely, fostering a sense of curiosity about the world.

In Year 1, building on their reception experience, the children embarked on a broader exploration of geography. They started with learning about continents and oceans, and the physical features of cold climates through the ‘Dinosaur Planet’ and ‘Moon Zoom’ topics. As the year progressed, they studied contrasting locations, such as Britain and a non-European country (India), focusing on human and physical features. The topics ‘Towers, Tunnels & Turrets’ and ‘Chop, Slice & Mash’ allowed them to understand weather, human geography, and the origins of food from around the world. This foundation prepared them well for more advanced geographical concepts in Year 2.

Building Futures - Future Learning through the project:

As the children progress to Year 3 and 4, they will deepen their geographical knowledge through diverse and engaging topics. In 'Rocks, Relics and Rumbles,' they will explore physical features such as volcanoes. 'Misty Mountain and Winding Rivers' will introduce them to the geography of mountains and river systems, incorporating map work and connections to India. The 'Blue Abyss' will revisit rivers and oceans, emphasising physical features, map skills, and environmental issues. 'Urban Pioneers' will expand their understanding of both physical and human features in urban environments.

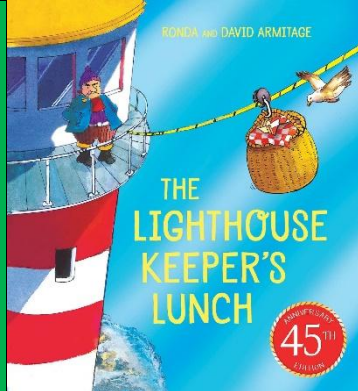
In Years 5 and 6, their geographical education will become even more comprehensive. During Autumn, they will study 'Britain at War,' examining the impact of warfare on geography through a local study of East and West Germany. 'Sow, Grow & Farm' will focus on farming, land use, and environmental concerns, with specific attention to India. In Spring, they will explore 'Dynamic Dynasties,' involving map work and the achievements of the Shang Dynasty in China. 'Hola Mexico!' and 'Groundbreaking Greeks' will look at the geography of Mexico and Greece, respectively, through settlement studies and map work.

Additionally, in 'Maafa' and 'Frozen Kingdoms,' they will learn about the slave trade, civil rights, and the geography of North America, Africa, and the polar regions. The topic 'Peasants, Princes & Pestilence' will cover the history and geography of medieval Europe, while 'Off with Her Head' will explore the setting up of the Church of England. Finally, 'Road Trip USA' will provide a comprehensive study of North American geography, contrasting different regions and cultures within the continent. This progression in geographical learning aims to build a strong foundation for understanding the world, fostering a sense of global awareness and environmental stewardship.

Vocabulary:

UK Seas, Physical Features, Human Features, Grace Darling, Lighthouse, Cliff, Victorian, RNLI, Lifeboat, Compass, United Kingdom, Map Key, Ocean, Westward Ho, Whiby

Key Text

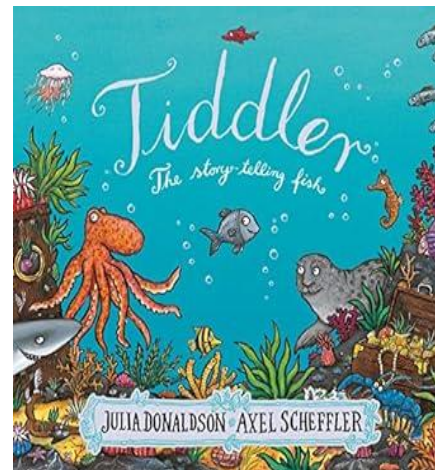


Once there was a lighthouse keeper called Mr Grinling...

Mr Grinling LOVES his food, especially the scrumptious lunch Mrs Grinling sends him every day. But - oh no! - he's not the only one who likes a snack and the local

seagulls have started stealing Mrs Grinling's tasty treats...!

Can Mr and Mrs Grinling come up with a cunning plan to keep those pesky seagulls away?



The smallest fish can tell the tallest tales ...

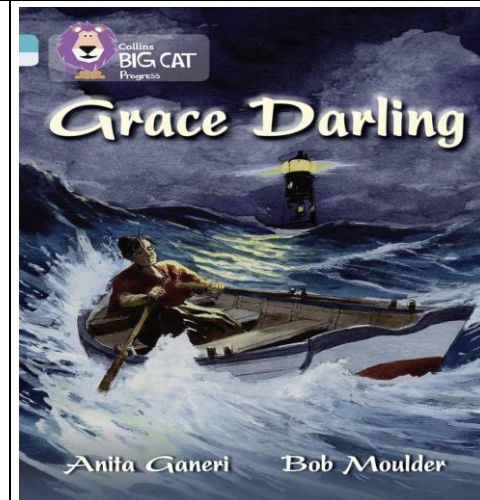
"Sorry I'm late, Miss. I set off really early But on the way to school I was captured by a squid.

I wriggled and I struggled till a turtle came and rescued me."

"Oh, no, he didn't."

"OH, YES, HE DID."

Tiddler is a little fish with a BIG imagination!



In 1838 a young woman named Grace Darling was thrown into the

spotlight after helping her lighthouse keeper father to save a group of people who had been shipwrecked on the rocks in a storm. This biography by Anita Ganeri explains the true story that captured the imagination of the Victorian public.

Development of Knowledge	Lesson	Lesson Content	Substantive Knowledge	Disciplinary Knowledge
	Lesson 1	<p>NB: Stick A5 widgit vocabulary sheet in children's books prior to starting the lesson.</p> <p>Lesson 1: Introduction to Coastal Explorers and Map Skills</p> <p><i>Lesson Objective:</i></p> <p>WALT understand how to read and create simple maps using symbols and a key, and to collect and organise data from maps.</p> <p><i>Recap on Prior Learning (10 mins):</i></p> <p>Briefly discuss what the students already know about maps and why they are useful.</p> <p><i>Activity 1: Introduction to Maps and Symbols (20 mins)</i></p> <ul style="list-style-type: none"> • Show the Coastal Town Map Picture Card: <ul style="list-style-type: none"> ○ Point out the symbols on the map and explain that each one represents a physical or human feature. ○ Ask the children to make suggestions for what each symbol might represent, encouraging them to give reasons for their suggestions. • Show the Coastal Town Map with Key: <ul style="list-style-type: none"> ○ Ask, "Were any of your suggestions correct?" and recap on the purpose of a key. • Task: <ul style="list-style-type: none"> ○ In pairs, look more closely at the map and complete the Coastal Town Map Question Sheet, which also recaps on direction of travel. <p><i>Activity 2: Exploring Whitby (20 mins)</i></p> <ul style="list-style-type: none"> • Introduce the Coastal Town of Whitby: <ul style="list-style-type: none"> ○ Share its location on a map and ask if anyone has visited. • Explore Whitby's Physical and Human Features: <ul style="list-style-type: none"> ○ In pairs, invite the children to examine the town's features using the Whitby map and its key. ○ Encourage the children to think back to their coastal visit, identifying and discussing any similarities and differences between the location they visited and Whitby. • Task: <ul style="list-style-type: none"> ○ Use the Similarities and Differences Recording Sheet to record their observations. <p><i>Note:</i></p> <ul style="list-style-type: none"> • Highlight examples of how maps and keys are used in real life: <ul style="list-style-type: none"> ○ Discuss the importance of maps in planning routes and identifying features. <p><i>Adaptation Note for SEND Pupils:</i></p> <ul style="list-style-type: none"> • Provide simplified map and key with symbols pre-labelled. • Offer a summary of the map features with key points highlighted. <p><i>Diving Deeper Challenge:</i></p> <ul style="list-style-type: none"> • Task: 	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • Children understand that maps help people to plan a route and locate features. • Children know that maps use symbols and a key to represent geographical features. 	<p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> • Children can draw and read simple maps using symbols and a key. • Children can collect and organise data in charts and tables from primary and secondary sources.

	<ul style="list-style-type: none"> ○ Create a simple map of the classroom or school grounds using symbols and a key. Add labels and captions to describe the features. <p><i>Conclusion (10 mins):</i></p> <ul style="list-style-type: none"> ● Review the Lesson: ○ Use an interactive whiteboard (IWB) to revisit the Coastal Town Map and Whitby Map. ○ Discuss why maps are important and how symbols and keys help us understand them. ● Big Question: ○ Why is it important to know how to read and create maps? How can this skill help us in real life? 		
Lesson 2	<p>Lesson 2: Exploring the Seas and Oceans</p> <p><i>Lesson Objective:</i> WALT name and locate the seas surrounding the UK, as well as the five oceans and seven continents around the world on a world map or globe.</p> <p><i>Recap on Prior Learning (10 mins):</i> Briefly discuss what the students have learned about maps and symbols.</p> <p><i>Activity 1: Exploring World Maps, Globes, and Atlases (20 mins)</i> Set out a range of large world maps, globes, and atlases: Encourage the children to explore these resources.</p> <p>Task: Challenge the children to find the names and locations of seas and oceans around the world, including those that surround the UK. Discuss the definition of an ocean and explain that the United Kingdom is an island surrounded by the Atlantic Ocean, English Channel, Irish Sea, and North Sea. Mention other significant world seas such as the Black Sea, the Red Sea, and the Caspian Sea.</p> <p><i>Activity 2: Focus on the United Kingdom (20 mins)</i> Examine the United Kingdom Map: Explain that the United Kingdom is made up of many islands and has a vast and expansive coastline. Use the map to clarify the names and locations of the bodies of water that surround the UK.</p> <p>Task: Children will use this information to complete the labels on the United Kingdom recording sheet. Ask the children to work with a partner to check that they have correctly labelled their maps.</p> <p><i>Note:</i> Highlight the importance of knowing geographical locations: Discuss how this knowledge helps in understanding the world and planning travel routes.</p> <p><i>Adaptation Note for SEND Pupils:</i> Provide simplified maps with some labels pre-filled.</p>	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> ● Children understand that an ocean is a large sea. ● Children know that the United Kingdom is an island surrounded by the Atlantic Ocean, English Channel, Irish Sea, and North Sea. ● Children are aware of other significant seas such as the Black Sea, the Red Sea, and the Caspian Sea. 	<p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> ● Children can name and locate seas, oceans, and continents on a world map or globe. ● Children can use maps, globes, and atlases to gather geographical information.

	<p>Offer a summary of the key points with visual aids.</p> <p><i>Diving Deeper Challenge:</i> Task: Create a poster showing the five oceans and seven continents, including the seas surrounding the UK, with labels and descriptions.</p> <p><i>Conclusion (10 mins):</i> Review the Lesson: Use an interactive whiteboard (IWB) to revisit the world map and the UK map. Discuss why it is important to know the names and locations of seas and oceans.</p> <p>Big Question: How does knowing the location of seas and oceans help us understand the world better?</p>		
Lesson 3	<p>Lesson 3: What Are the Features of a Coastal Town? <i>Lesson Objective:</i> WALT identify and describe the physical and human features of a coastal town.</p> <p><i>Recap on Prior Learning (10 mins):</i> Briefly discuss what the students have learned about maps, seas, oceans, and coastal physical features in the previous lessons.</p> <p><i>Activity 1: Preparing for the Trip (20 mins)</i> Introduction to Coastal Features: Explain the difference between physical features (natural elements) and human features (man-made structures) of a coastal town. Show pictures of physical features such as beaches, cliffs, rock pools, and human features such as shops, cafes, promenades, and piers. Task: Children will discuss in pairs and list examples of physical and human features they might see on the trip.</p> <p><i>Activity 2: Trip to Northam Burrows and Westward Ho! (1 hour)</i> Northam Burrows Exploration: Rock Pooling Activity: Children explore rock pools to observe and discuss the physical features of the coast. Provide a checklist for identifying different physical features (e.g., rocks, seaweed, marine life). Walk to Westward Ho!: Human Features Observation:</p>	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • Children understand that physical features include natural elements like beaches, cliffs, and rock pools. • Children know that human features include man-made structures like shops, cafes, promenades, and piers. 	<p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> • Children can identify and describe the size, location, and position of physical and human features. • Children can observe, record, and categorise features of a coastal town

	<p>Walk through Westward Ho! and identify human features such as shops, cafes, promenades, and piers. Use a tick list/treasure hunt to find and record different features.</p> <p><i>Practical Resources:</i> Clipboards and pencils Tick list/treasure hunt sheets Northam Burrows and Westward Ho! maps Checklist for rock pooling Cameras or tablets for taking photos</p> <p><i>Note:</i> Highlight the Importance of Observing Both Physical and Human Features: Discuss how these features together make up the unique character of a coastal town.</p> <p><i>Adaptation Note for SEND Pupils:</i> Provide simplified checklists with pictures. Offer additional adult support during the trip.</p> <p><i>Diving Deeper Challenge:</i> Task: Create a detailed report or drawing of one physical and one human feature observed during the trip, explaining their significance and role in the coastal environment.</p> <p><i>Conclusion (10 mins):</i> Review the Trip: Discuss the physical and human features observed during the trip. Use an interactive whiteboard (IWB) to display photos taken during the trip and revisit maps of Northam Burrows and Westward Ho!.</p> <p>Big Question: Why is it important to understand both the physical and human features of a coastal town?</p>		
	<p>Lesson 4 Lesson 4: Comparing Two Coastal Towns</p> <p><i>Lesson Objective:</i> WALT describe and compare the human and physical features of two coastal towns: Whitby and Westward Ho!</p> <p><i>Recap on Prior Learning (10 mins):</i> Briefly discuss what the students have learned about coastal features and the characteristics of Westward Ho! from the previous lesson.</p>	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • Children understand the key human and physical features of Whitby and Westward Ho! 	<p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> • Children can describe and compare the human and physical features of different coastal towns.

	<p><i>Activity 1: Study of Whitby Town (20 mins)</i></p> <p>Introduction to Whitby: Show the CM video and photos of Whitby. Discuss the human and physical features observed in the video and photos.</p> <p>Task: Children will make a list of the human features (e.g., shops, harbour, piers) and physical features (e.g., beaches, cliffs, rivers) of Whitby. Use maps and atlases to locate Whitby and identify the seas surrounding it.</p> <p><i>Activity 2: Comparison with Westward Ho! (20 mins)</i></p> <p>Review of Westward Ho!: Recap the human and physical features of Westward Ho! observed during the trip.</p> <p>Comparison Activity: Task: In pairs, children will use a Venn diagram to compare the features of Whitby and Westward Ho! They will identify similarities and differences in both human and physical features. Discuss the surrounding seas and their significance to each town.</p> <p><i>Practical Resources:</i> CM video and photos of Whitby Maps and atlases Venn diagram worksheets Clipboards and pencils</p> <p><i>Note:</i> Highlight the Importance of Understanding Different Coastal Towns: Discuss how comparing different coastal towns helps us appreciate the diversity and uniqueness of each location.</p> <p><i>Adaptation Note for SEND Pupils:</i> Provide simplified Venn diagrams with pictures. Offer additional adult support during the comparison activity.</p> <p><i>Diving Deeper Challenge:</i></p> <p>Task: Write a short report or create a presentation comparing the two towns, including maps and illustrations of the human and physical features.</p> <p><i>Conclusion (10 mins):</i></p> <p>Review the Comparison: Use an interactive whiteboard (IWB) to display the completed Venn diagrams and discuss the findings. Ask students to share their thoughts on what makes each town unique.</p> <p>Big Question: How do the physical and human features of Whitby and Westward Ho! differ and why are these differences important?</p>	<ul style="list-style-type: none"> • Children know the seas surrounding each town and their significance. 	<ul style="list-style-type: none"> • Children can use diagrams and maps to organise and present geographical information.

	Lesson 5	<p>Lesson 5: Maps and the Story of Grace Darling</p> <p><i>Lesson Objective:</i> WALT draw or read a range of simple maps that use symbols and a key, and learn about Grace Darling and her contributions to coastal safety.</p> <p><i>Recap on Prior Learning (10 mins):</i> Briefly discuss what the students have learned about maps and the features of coastal towns from previous lessons.</p> <p><i>Activity 1: Exploring the RNLI Interactive Map (20 mins)</i></p> <p>Introduction to Lifeboat Stations: Show the "Find My Nearest Lifeboat Station" interactive map on the RNLI website. Encourage children to explore the map using the interactive tools.</p> <p>Task: Ask questions such as, "Can you find a lifeboat station on the east coast beginning with S? Can you find an all-weather lifeboat station on the south coast?" Give the children a copy of the RNLI Lifeboat Stations Recording Sheet. Children will use the RNLI interactive map to fill in the missing lifeboat stations, using the key to add the correct colours for each site. Encourage the children to add two or three lifeboat stations of their choosing.</p> <p><i>Activity 2: Learning About Grace Darling (20 mins)</i></p> <p>Introduction to Grace Darling: Explain who Grace Darling was and her heroic efforts in saving lives at sea. Discuss how her life was different from ours, focusing on Victorian times.</p> <p>Task: Use a timeline to compare life in Victorian times to the present day. Discuss key aspects of Grace Darling's life and how she contributed to coastal safety.</p> <p><i>Practical Resources:</i> Computers or tablets with web access RNLI Lifeboat Stations Recording Sheet Timeline templates Information sheets about Grace Darling Clipboards and pencils</p> <p><i>Note:</i></p> <p>Highlight the Importance of Lifeboat Stations and Grace Darling's Contributions: Discuss why there are so many lifeboat stations on the UK coastline and the role of lifeboat crews in coastal safety.</p> <p><i>Adaptation Note for SEND Pupils:</i> Provide simplified recording sheets with some stations pre-filled. Offer additional adult support during the map exploration activity.</p> <p><i>Diving Deeper Challenge:</i></p> <p>Task:</p>	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • Children understand that maps help people to plan a route and locate features. • Children know that maps use symbols and a key to represent geographical features. • Children learn about Grace Darling and her contributions to coastal safety. 	<p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> • Children can draw and read simple maps using symbols and a key. • Children can compare life in different historical periods using timelines. • Children can gather and record information from interactive maps
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	Lesson 6	<p>Lesson 6: The Story of Grace Darling</p> <p><i>Lesson Objective:</i> WALT understand why Grace Darling became famous and retell her story through drama, art, and music.</p> <p><i>Recap on Prior Learning (10 mins):</i> Briefly discuss what the students have learned about coastal safety and the importance of lifeboat stations in the previous lessons.</p> <p><i>Activity 1: Telling the Story of Grace Darling (15 mins)</i></p> <p>Introduction to Grace Darling: Read the story of Grace Darling to the children, highlighting key events and details. Discuss why Grace Darling became famous and her contributions to coastal safety.</p> <p><i>Activity 2: Mantle of the Expert - Drama and Role-Play (25 mins)</i></p> <p>Mantle of the Expert Approach: Explain that the children will become experts in telling the story of Grace Darling. Divide the class into small groups and assign roles (Grace Darling, her father, survivors, and narrators). Task: Each group will act out the story, focusing on the key events: Waking up to the storm Spotting the shipwreck Rowing to rescue the survivors Bringing the survivors back to the lighthouse Caring for the survivors until the storm passes Provide props such as toy boats, scarves for rain, and binoculars for the telescope.</p> <p><i>Activity 3: Art and Music (20 mins)</i></p> <p>Art Activity: Provide materials for children to create illustrations of key scenes from Grace Darling's story. Task: Children will draw scenes such as the stormy night, the rescue, and the lighthouse.</p> <p>Music Activity: Introduce sea shanties and discuss their importance in maritime culture. Task: Children will create a simple sea shanty or song to accompany their drama performance.</p> <p><i>Practical Resources:</i> Story of Grace Darling (printed copies) Props for drama (toy boats, scarves, binoculars)</p>	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • Children understand the key events in the story of Grace Darling. • Children know why Grace Darling became famous and her contributions to coastal safety. 	<p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> • Children can retell historical events through drama, art, and music. • Children can work collaboratively to create and perform a story.

		<p>Art supplies (paper, crayons, markers) Instruments for creating sea shanties (optional)</p> <p><i>Note:</i> Highlight the Importance of Retelling Historical Events: Discuss how storytelling through drama, art, and music helps us remember and understand important historical events and figures.</p> <p><i>Adaptation Note for SEND Pupils:</i> Provide additional support during the drama activity. Offer simplified drawing tasks and assistance with creating the sea shanty.</p> <p><i>Diving Deeper Challenge:</i> Task: Write a diary entry from Grace Darling’s perspective, describing the events of the rescue and how she felt during and after the rescue.</p> <p><i>Conclusion (10 mins):</i> Review the Lesson: Invite each group to perform their drama and share their illustrations and sea shanties. Discuss what they learned about Grace Darling and why she is remembered as a hero.</p> <p>Big Question: How can we use drama, art, and music to keep the memory of historical figures like Grace Darling alive?</p>		
	Lesson 7	<p>End-of-Unit Review and Assessment Lesson 7: Speak Like an Expert - Creating the Grace Darling Museum</p> <p><i>Lesson Objective:</i> WALT review our prior learning and demonstrate our understanding of geographical vocabulary, and create a display museum about coastal features and Grace Darling.</p> <p><i>Recap on Prior Learning (10 mins):</i> Briefly discuss the key topics covered in the previous lessons, including: Maps and symbols Coastal towns and their features Seas and oceans around the UK The story of Grace Darling Ask students to review their widgit sheets with geographical vocabulary.</p> <p><i>Activity 1: Vocabulary Review - Speak Like an Expert (20 mins)</i> Task: Children will work in pairs to discuss the vocabulary on their widgit sheets. Each child will select a few words and explain their meaning and how they relate to what they have learned. Encourage students to use full sentences and specific examples from their lessons.</p> <p>Group Sharing:</p>	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> Children understand and can explain key geographical vocabulary related to coastal features and maps. Children know the important aspects of the RNLI, coastal features, the story of Grace Darling, and coastal towns. 	<p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> Children can review and articulate their learning through discussion and presentation. Children can create informative and visually appealing displays to share knowledge.

	<p>Invite pairs to share their discussions with the class. Encourage students to ask questions and provide additional information.</p> <p><i>Activity 2: Creating the Grace Darling Museum Display (40 mins)</i></p> <p>Introduction to the Museum Display: Explain that the class will create a museum display to showcase their learning about the RNLI, coastal features, Grace Darling, and coastal town studies. Divide the class into small groups, each focusing on a different section of the museum:</p> <p>Group 1: RNLI and lifeboat stations Group 2: Coastal features (e.g., beaches, cliffs, rock pools) Group 3: The story of Grace Darling Group 4: Coastal town study (Whitby and Westward Ho!)</p> <p>Task: Each group will create a display board or table section with the following: Drawings, maps, and diagrams Written descriptions and labels Photos and illustrations Any other relevant materials (e.g., timelines, artefacts)</p> <p>Materials: Provide large sheets of paper, markers, crayons, printed photos, and any additional craft supplies needed for creating the displays.</p> <p><i>Practical Resources:</i> Widgit sheets with geographical vocabulary Large sheets of paper, markers, crayons Printed photos and illustrations Craft supplies (scissors, glue, etc.) Clipboards and pencils</p> <p><i>Note:</i> Highlight the Importance of Reviewing and Sharing Knowledge: Discuss how creating a museum display helps consolidate learning and allows students to share their knowledge with others.</p> <p><i>Adaptation Note for SEND Pupils:</i> Provide additional support during the vocabulary review and display creation. Offer simplified tasks and visual aids as needed.</p> <p><i>Diving Deeper Challenge:</i> Task: Write a brief guide for visitors to the museum display, explaining the key points of each section and why they are important.</p> <p><i>Conclusion (10 mins):</i> Review the Museum Displays: Allow each group to present their section of the museum display to the class.</p>		
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		<p>Encourage students to ask questions and provide feedback.</p> <p>Big Question: How does sharing our knowledge with others help us understand and remember what we have learned?</p>		
<p>GSP Lesson</p>	<p>Lesson 8</p>	<p>Global Schools Lesson <i>This lesson will provide an opportunity for students to apply their knowledge from previous lessons and learn about coastal towns in a different part of the world, fostering a sense of global awareness and cultural appreciation. Adjustments have been made to ensure clarity and engagement for Year 1 and 2 pupils.</i></p> <p>Lesson 8: Comparing Coastal Towns in the UK and Karnataka, India <i>Lesson Objective:</i> WALT compare and contrast the coastal features, human features, and cultural aspects of coastal towns in the UK and Karnataka, India. <i>Recap on Prior Learning (10 mins):</i> Briefly discuss the key topics covered in the previous lessons, including: Maps and symbols Coastal towns and their features Seas and oceans around the UK The story of Grace Darling The importance of lifeboats and coastal safety <i>Activity 1: Introduction to Coastal Towns in Karnataka (15 mins)</i></p> <ul style="list-style-type: none"> • Introduction to Karnataka: <ul style="list-style-type: none"> ○ Show a map of India and point out the location of Karnataka in the southern part of the country. ○ Highlight the coastal areas of Karnataka, focusing on towns like Mangalore and Karwar. ○ Discuss the physical features (beaches, cliffs, rivers) and human features (ports, lighthouses, markets) of these coastal towns. <p><i>Activity 2: Comparing Coastal Features (20 mins)</i></p> <ul style="list-style-type: none"> • Task: <ul style="list-style-type: none"> ○ Divide the class into small groups. Each group will receive a comparison chart with columns for the UK (Whitby and Westward Ho!) and Karnataka (Mangalore and Karwar). ○ Using their knowledge from previous lessons, groups will fill in the chart with information about the physical and human features of each coastal town. ○ Encourage students to use maps, photographs, and any other resources provided to help them fill in the chart. <p><i>Activity 3: Cultural Exchange Project (20 mins)</i></p> <ul style="list-style-type: none"> • Cultural Aspects: <ul style="list-style-type: none"> ○ Discuss the cultural aspects of coastal towns in Karnataka, such as local festivals, traditional fishing practices, and the importance of seafood. 	<p>Substantive Knowledge:</p> <ul style="list-style-type: none"> • Children understand the key physical and human features of coastal towns in the UK and Karnataka. • Children know the cultural aspects of coastal towns in both regions. 	<p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> • Children can compare and contrast geographical features and cultural aspects of different coastal towns. • Children can create informative and visually appealing presentations to share their findings.

	<ul style="list-style-type: none"> ○ Compare these cultural aspects with those of coastal towns in the UK, such as local traditions, tourism, and historical events like the story of Grace Darling. ● Task: ○ Each group will create a poster or digital presentation that showcases the similarities and differences between the coastal towns in the UK and Karnataka. ○ Include maps, pictures, key vocabulary, and short descriptions of cultural aspects. <p><i>Practical Resources:</i></p> <ul style="list-style-type: none"> ● Maps of the UK and Karnataka ● Comparison charts ● Photos and illustrations of coastal towns in the UK and Karnataka ● Craft supplies (paper, markers, crayons) or digital tools for presentations ● Clipboards and pencils <p><i>Note:</i></p> <p>Highlight the Importance of Understanding Different Cultures: Discuss how learning about coastal towns in different parts of the world helps us appreciate the diversity and similarities of our global community.</p> <p><i>Adaptation Note for SEND Pupils:</i> Provide additional support during the comparison activity and project creation. Offer simplified charts and visual aids as needed.</p> <p><i>Diving Deeper Challenge:</i></p> <p>Task: Write a letter or create a video message to the partner school in Karnataka, sharing what they have learned about UK coastal towns and asking questions about the coastal towns in Karnataka.</p> <p><i>Conclusion (10 mins):</i></p> <ul style="list-style-type: none"> ● Review the Lesson: ○ Allow each group to present their poster or digital presentation to the class. ○ Encourage students to ask questions and provide feedback on each presentation. ● Big Question: ○ How do the coastal features and cultural aspects of coastal towns in the UK and Karnataka compare, and what can we learn from these similarities and differences? 		
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Vocabulary

UK seas	The large bodies of salty water around the United Kingdom, such as the Atlantic Ocean, North Sea, English Channel and Irish Sea
Physical Features	Natural parts of the landscape, like mountains, rivers, beaches, and cliffs.
Human Features	Things built by people, like houses, roads, bridges, and shops.
Grace Darling	A brave woman who lived a long time ago and became famous for rescuing people from a shipwreck.
Lighthouse	A tall building with a bright light at the top, built near the coast to help ships navigate safely.
Cliff	A high, steep rock face, often found by the sea.
Victorian	The time when Queen Victoria was the queen of England, from 1837 to 1901.
RNLI Lifeboat	A special boat used by the Royal National Lifeboat Institution to rescue people in trouble at sea.
Compass	A tool with a needle that always points north, used to help find directions.
United Kingdom	The country made up of England, Scotland, Wales, and Northern Ireland.
Map Key	A guide on a map that explains what the symbols and colours mean
Ocean	A very large body of salty water that covers most of the Earth's surface.
Westward Ho!	A seaside town in Devon, England, known for its beach and coastal features
Whitby	A coastal town in North Yorkshire, England, famous for its historic abbey and being a fishing port

Compass directions



Write the words north, south, east or west to describe the direction of travel.

Whitby to Portsmouth

Hornsea to Lytham St Annes

Harwich to Cromer

Poole to Seahouses

Plymouth to St Ives

Kinlochbervie to Campbeltown

Aberdeen to Seahouses

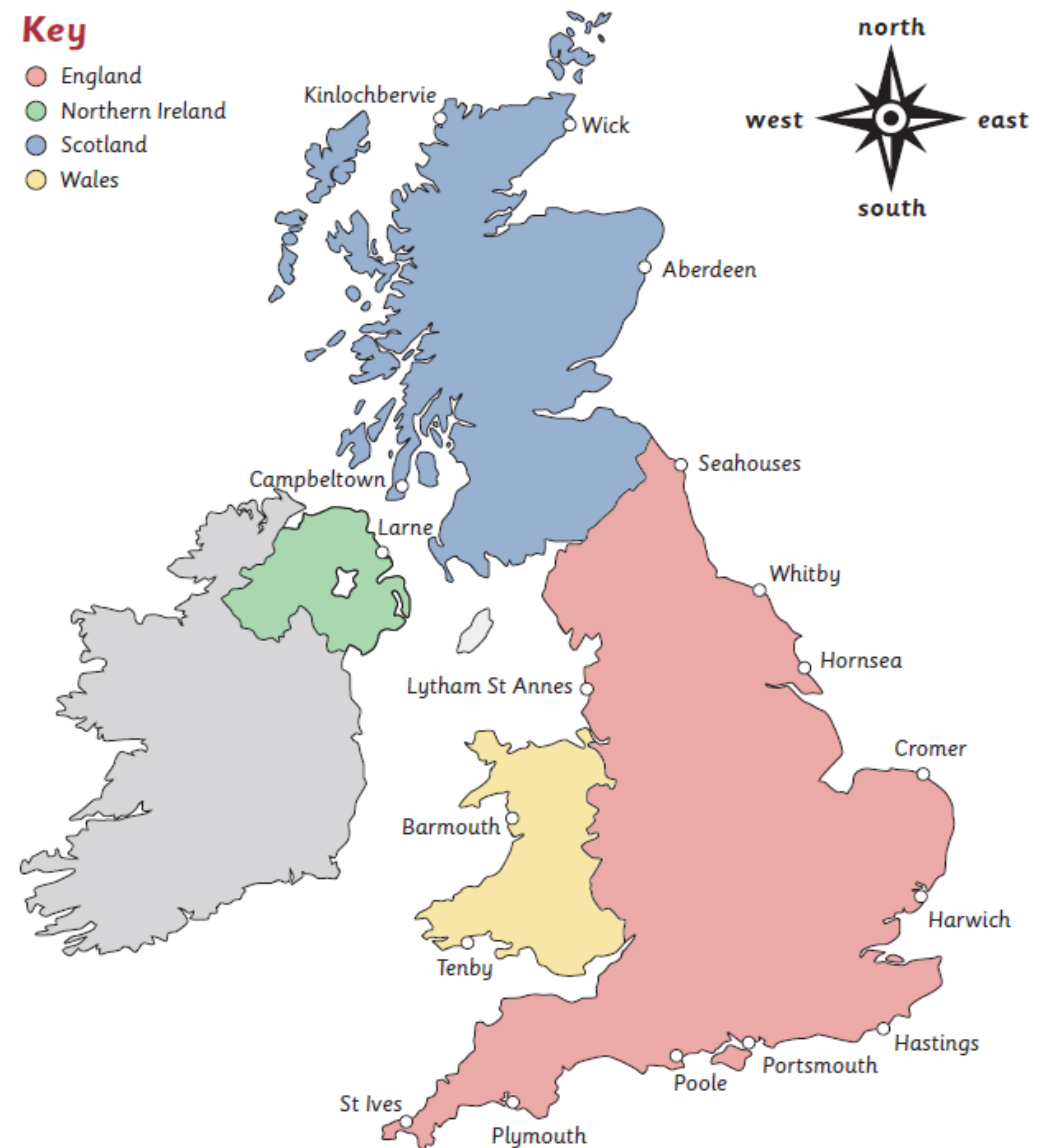
Whitby to Larne

Portsmouth to Hastings

Poole to Wick

Key

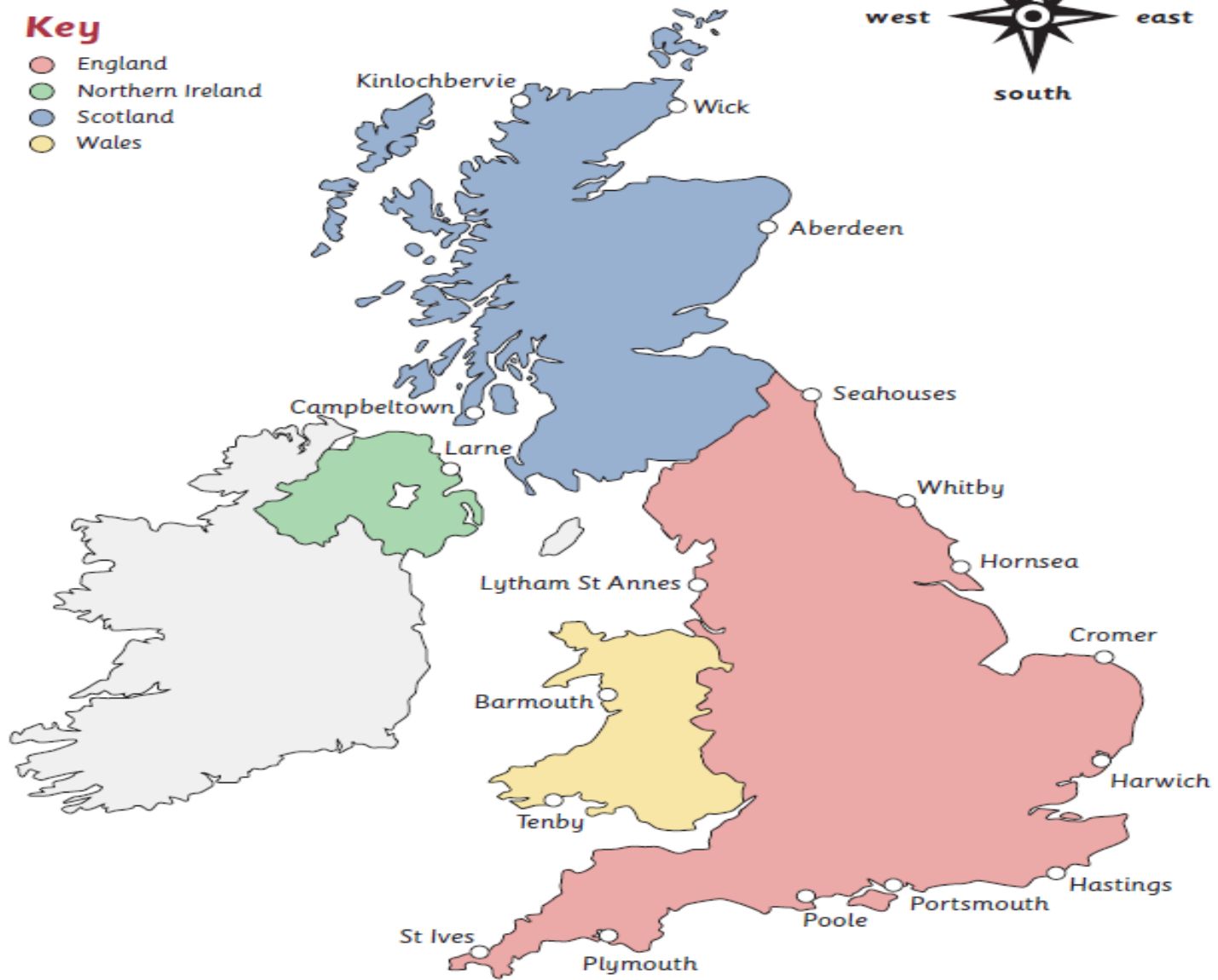
- England
- Northern Ireland
- Scotland
- Wales



United Kingdom coastline

Key

- England
- Northern Ireland
- Scotland
- Wales



Whitby



Key	
	abbey
	beach
	bridge
	building
	bus station
	campsite
	cliff
	footpath
	forest
	heritage centre
	information
	lifeboat station
	lighthouse
	museum
	nature trail
	parking
	pier
	place of worship
	public toilet
	railway station
	railway track
	road
	sports centre
	tourist feature
	visitor centre

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