
















# Beside the Seaside: Features of the Seaside

<p><b>Aim:</b> To use basic geographical vocabulary to refer to human and physical features in the context of coastal/seaside locations. I can use key words to describe seaside locations. To use aerial photographs and to recognise landmarks and basic human and physical features in the context of coastal/seaside locations. I can observe aerial photographs of seaside locations.</p>	<p><b>Success Criteria:</b> I can use key words to talk about the key features of the seaside. I can begin to say which features are 'human' and which are 'physical'. I can spot key features of seaside locations using aerial photographs. I can use my senses to say describing words about what I can see in aerial photographs.</p>	<p><b>Resources:</b> <b>Lesson Pack</b> Mini whiteboards and pens</p>
	<p><b>Key/New Words:</b> Seaside, coast / coastline, beach, human, physical, aerial view, bird's-eye view, observe, sand, sea, promenade, cliffs, coast, pier, vegetation, harbour, shop, sand dunes, bay, lighthouse.</p>	<p><b>Preparation:</b> <b>I Spy at the Seaside Activity Sheet</b> per pair <b>Differentiated Features of the Seaside Activity Sheet</b> as required <b>Differentiated In the Picture Activity Sheet</b> as required</p>

**Prior Learning:** It will be helpful if children have some basic knowledge about seaside resorts from books, the Internet, photographs or their own experiences.

## Learning Sequence

	<p><b>I Spy at the Seaside:</b> As a warm up activity in talk partners, children collect ideas about what things they could see and do at the seaside. This will activate their knowledge for the main activity. Use the <b>I Spy at the Seaside Activity Sheet</b> for children to gather and record ideas.</p> <p> Extend children to classify their ideas into human and physical using a colour code. Feed back and discuss the ideas gathered. Clarify any misconceptions.</p>	
	<p><b>Features of the Seaside:</b> Explain to the children that this lesson will focus on recognising and naming the key features of seaside locations. Ask children to examine the photographs of the seaside resorts on the <b>Lesson Presentation</b> and model an example of one of the key features (e.g lighthouse, cliffs, beach) that can be identified from the photograph. Ask: <i>What can you see? What do you think is happening here? What things can you see which are 'human' (man-made)? What things are physical (natural)? What is the weather like?</i> Children work together to label the key features they can identify using the differentiated <b>Features of the Seaside Activity Sheet</b>.</p> <p> Children are supported by use of a word bank on the sheet. Feedback and share children's observations, discuss any locations where children have seen these features first hand from their own experience.</p>	
	<p><b>Seaside Sort:</b> Using the keywords on the <b>Lesson Presentation</b>, children sort the key features into human (use man-made for ease of language) and physical (natural). Model how to make a simple sorting table on mini whiteboards. Take feedback from children and show the correct sorting on the <b>Lesson Presentation</b>.</p>	
	<p><b>In the Picture:</b> Use the <b>Lesson Presentation</b> to show the aerial photograph of the seaside resort. See if children can name the photograph type. Ask: <i>What does 'aerial view' mean? How is an aerial photograph different from a forward facing photograph, or a side facing photograph?</i> Discuss the key features. Explain that children will be labelling the features on their own photograph. Then, ask children to put themselves in the picture, closing their eyes for a few minutes and thinking about how the photograph makes them feel. Encourage children to use their senses to describe what they might hear, see, smell, feel and even what they might be able to taste. Model how to record responses on the senses grid on the <b>Lesson Presentation</b>.</p> <p> Using the <b>In the Picture Activity Sheet</b> children look at the photographs and complete the senses grid with how the photograph makes them feel.</p> <p> Using the <b>In the Picture Activity Sheet</b>, children firstly label the key features of the seaside they can identify (a word bank is provided) and then complete the senses grid with how the photograph makes them feel.</p> <p> Using the <b>In the Picture Activity Sheet</b>, children firstly label the key features they can identify in the seaside picture and then complete the senses grid with how the photograph makes them feel.</p>	
	<p><b>Let's Ask:</b> Encourage children to think about questions they would like to ask in order to elicit more information from the aerial photograph. Model an example e.g. What rides are there on the fairground? Where do people visit from? What jobs do people do? Children could write one or two questions on their activity sheet. There are further photographs on the <b>Lesson Presentation</b> to develop questioning. <i>Listen for children asking appropriate geographical questions.</i></p>	

**Taskit**  
**Writeit:** Children could imagine they are on holiday at a seaside resort and write their own postcards describing what the place is like using the **Postcard Template** and **Seaside Word Mat**.  
**Makeit:** Create a seaside scene including the key features using a range of collage materials. Children could add their own pier, harbour, sea, and sand using different materials.