Beside the Seaside: Where are Our Seasides?

Aim:	Success Criteria:	Resources:
To use basic geographical vocabulary, in the context of coastal/seaside locations and locations relevant to the children themselves. I can use key words to describe different places and environments. To 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, in the context of coastal/seaside locations. I can use a map to find seaside locations.	I can use key words to describe different places I have visited. I can talk about the different types of environments that people can visit and describe what they are like (town, village, city, countryside, seaside). I can use key words to describe what seaside locations are like. I can locate (find) our nearest seaside resort on a map. I can find out three facts about our nearest seaside resort.	Lesson Pack Visualiser Mini whiteboards and pens Google Maps (or other suitable map/KS1 atlas) Internet access/tablet devices per pair Inflatable globe

Key/New Words:	Preparation:
Visit, locate, resort, holiday, coast, national, international, near, far, village, town, city, countryside, urban, rural, human, physical, tourists, local area.	Read the Unit Overview in advance Beside the Seaside KWL Grid - per child Locate the nearest seaside resort to your school using Google Maps Collect a range of literature: books, maps, photographs etc. about your nearest seaside location Researching Resorts Frame - as required

Prior Learning:	It will be helpful if children have looked at different environments. It will be helpful if children have some knowledge about seaside resorts from books, the internet, photographs or their own experiences.

Learning Sequence

	What Do I Know Already? Children complete the quiz independently on mini whiteboards/geography exercise books. (Pre-learning assessment quiz to check existing knowledge) Assess prior knowledge and understanding via discussion and answers on mini whiteboards. Children complete the **Beside the Seaside KWL grid** to demonstrate existing and future knowledge. Share some of the children's grids to illustrate ideas using a visualiser.	
	Where Have We Visited? Ask the children to discuss for a few minutes with their partner the different places they have visited. Model some examples e.g. day trips, visits to the local area, a holiday to a UK coast, international holiday. What different places have you visited? Are these places nearby or far away? Gather responses and compile a list on the whiteboard. Discuss the different type of environments the children have visited using key words (town, city countryside, seaside, national/international), define the key words together as a class. What type of environment are these places? Use different colours on the whiteboard to highlight the environments; you could use a key to classify. Listen for children using key geographical vocabulary to describe places visited and the types of environment.	
Whole Class	**Sun, Sand and Seasides:** Explain that throughout this unit children will be learning about what seaside locations are like. Ask: What do we know about the seaside? What is the seaside like? What things can you do at a seaside resort? Why do people visit seaside resorts? What are these people called? Have you visited a seaside resort? Where was this? Watch the BBC Video:'A visit to the seaside' and encourage children to think about the main features of the seaside. Gather and collect responses on the whiteboard. Challenge children to classify the features into human and physical.	
	Where Is Our Nearest Seaside? Using Google Maps or a suitable map you have sourced (which shows the location of the local area in relation to the nearest coastline), first model how to pinpoint the location of the school and the local area, then look at the location of the nearest coast. Where do we live? Where is the nearest seaside resort to us? Has anybody visited this resort? What is it like? Provide tablet devices/laptops or suitable maps for children to locate their nearest seaside resort in pairs.	
	Researching Resorts: In pairs or small groups, children work together to research the nearest seaside resort/location using a range of sources including the Internet, books and maps. The research could be presented as a tourist information guide or video, resort leaflet / poster or an internet blog as a travel reporter reviewing the resort! Model and demonstrate how to gather information and in discussion with the children, suggest ways the information could be presented. What things could we find out about? How could we show/present what we have found out?	

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Children use the Researching Resorts Frame LA to structure their research about their chosen seaside location. Adult support, where available.	Children use the Researching Resorts Frame MA/HA to guide their research.	Children use the Researching Resorts Frame MA/HA to guide their research. Challenge children to extend their research to include information about a range of human and physical features of the resort.

Learning Sequence continued...

Spot the Difference: Encourage children to think about how the seaside is the same / different to their own locality. *How is the seaside different to our local area? In what ways might it be the same?* Model an example. Throw an inflatable globe around the classroom and ask children to make comparisons. You could show a range of photographs of your local area on the **Lesson Presentation** alongside the photographs of seaside locations to stimulate discussion.

Task*it*

Survey*it*: Children could visit other classes to survey the range of seaside resorts or places that children have visited, where appropriate. Use the **Seaside Survey Activity Sheet** to support data collection. Children could create graphs, tally charts and even use IT to display their findings. Can they find which is the most popular place to visit?

Map*it*: Look further at the seaside resorts of the UK, using an atlas and pinpointing coastal locations using the **Map of the UK**.

Act*it*: Create a Travel Agent or Seaside Themed Role Play area in your classroom to extend the learning about holidays and seaside locations further using the **Travel Agents Role Play Pack** or the **Seaside Role Play Pack**.