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| **Year 3**  **Oh, I do like to be besides the seaside**  Coastlines | |
| **Links made with other subjects** | Art: Drawing tone, pattern and texture  Science: Rocks and soils |
| **The BIG Question** | What would you see if you were at the seaside? |
| **The BIG Outcome** | Children will demonstrate the knowledge they have learnt during this unit by being able to identify the coastal feature / erosion to its description and then be able to discuss this. The children will be able to discuss the similarities and differences between Filey and Los Gigantes in relation to what has been learnt. |
| **Geography objectives**  (link to NC) | * Describe the physical and topographical features of the United Kingdom including coasts. * Describe and understand key aspects of coasts. * Understand geographical similarities and differences through the study of physical geography of a region in the UK and in a European country. * Use maps, atlases, globes and digital/computer mapping to locate and describe features studied. |
| **Prior knowledge**  What prior knowledge is needed for children to be successful in this unit? | *Children already know:*   * Y1 – Town Mouse, Country Mouse (and Seaside Mouse too!) (Comparing a city, town and coastal town). |
| **Future learning**  Consider the conceptual knowledge within a subject that pupils need for future learning not just the recall of facts but the importance of concepts | This unit gives prior knowledge to:   * Y4 – The journey to the Sea. (Rivers) |
| **Geographical strands** | Geographical Skills   * To use pictures, a range of maps and models to understand. * To use four figure grid references. * To draw sketches to explain and describe.   Locational Knowledge   * To use the 8 points of a compass to describe the location of features.   Place Knowledge   * To know that the Filey has a coastline. * To know that a coastline is continuous. * To know that a coastline changes over time.   Environmental, human and physical geography   * To know the features of a coastline. * To know how changing coastlines impact humans. |
| **Vocabulary/ Glossary** | Coastline, cliff, beach, sand dunes, shore platform, headland, stack, arch, erosion, estuary, mud flat, salt marsh, sea, tide, attrition, abrasion, waves, caves |
| **Knowledge** (see italics for knowledge to remember) | The knowledge that children will learn and remember:   1. The key features of a coastline:  * Beach: Low, flat stretch of sand that gets covered by the tide. * Cliff: High, rocky ledge often covered by grass. * Shore platform: Rocky shelf often found at the bottom of a cliff. * Headland: Rocky cliff sticking out into the sea. It has water on each side of it. * Mudflat: Low land which is muddy. Often gets covered when the tide is in. * Estuary: Where a river meets the sea. * Saltmarsh: Low land found near an estuary. Lots of animals live there because grasses grow there. * Sand dunes: A hill of sand piled up by the wind.  1. Notice the difference between coastlines:   - Know that as you travel along the coastline from Filey to Bempton Cliffs/Flamborough you will see a number of coastal features. Shore Platform, headland, beach, cliffs.   1. Erosion happens when high powered waves hit against a cliff and wear the rock down. 2. Soft rock gets worn down (eroded) faster than hard rock which is why we have bays and headlands. 3. The sand in the bay is the eroded rock from the cliff face that over time the waves have broken down. 4. What happens when a coastline is eroded:  * Hydraulic action: The weight of a wave crashing on a cliff face, pushing the air in cracks and caves, under pressure, to force open the crack/cave * Attrition: Small rocks are smashed against each other making smaller rocks. * Abrasion: Little rocks getting picked up by the waves and being smashed on to the cliffs * Stack: Where the sea has eroded soft rock and it has broken off from the headland. Comes after an arch. * Arch: Where the sea has eroded soft rock and made a hole through to the other side of the headland.  1. When a headland is eroded, a cave, then an arch then a stack is created. 2. Know that coastal erosion is causing houses and even villages to disappear into the sea. 3. Human and physical features of Filey  * Shore platform * Cliffs * Beach * Promenade * Shops * Restaurants * Hotels   *-* Children will be able to identify different features.   1. A four-figure grid reference shows a location on a map. The   first two numbers indicate a reading along the bottom. The next two indicate to read up.   1. Human and physical features of Tenerife (Playa de los Gigantes)  * Cliffs * Black sand (children learn this is because of volcanoes) * Harbour * Swimming Pool * Shops * Restaurants * Hotels  1. Compare Filey and Los Gigantes:  * Both have cliffs * Both have a beach * Both have shops * Both have hotels * Both have shops * Los Gigantes has a harbour, pool, black sand * Filey is a much longer beach and has a headland and shore platform. |
| **SEND expectations** | The knowledge that children will learn and remember:   1. The key features of a coastline:  * Beach: Sandy and flat * Cliff: High, rocky ledge * Shore platform: Rocky shelf * Headland: Rocky cliff sticking out into the sea. * Mudflat: Low land which is muddy. * Estuary: Where a river meets the sea * Saltmarsh: Low land found near an estuary. * Sand dunes: A hill of sand piled up by the wind.  1. Erosion happens when high powered waves hit against a cliff and wear the rock down. 2. Children will be able to identify different features. |
| **Teaching ideas/ resources** | * Books: The Secret of Spiggy Holes – Enid Blyton   Clifftoppers – Fleur Hitchcock  Look and Say What you See at the Seaside – Sebastien Braun This book is the perfect stimulus for exploring the different features of a coast. It gives a profile of each one.   * <https://www.bbc.co.uk/bitesize/clips/zccd2hv> * Trip to Bempton Cliffs and Filey front – link in with lifeguard station there. |
| **Suggested Teaching Sequence** | **Session One**  Point 1. Children know the features of a coastline and complete mapwork using atlases and a map outline of the UK to find examples of these along the British coastline.  **Session Two**  Point 2. Children know that there are different coastal features along the coastline from Bempton Cliffs to Filey. Children use aerial view map (google maps) and/ or satellite maps to complete this.  **Session Three**  Points 3, 4, 5, 6 and 7. Children know and model what erosion is.  **Session Four**  Point 8. Children know the human and physical impact of coastal erosion.  **Session Five**  Point 9 and 10. Children will know what a four-figure grid reference is. They will use this to find and identify human and physical features of Filey.  **Session Six**  Points 10, 11 and 12. Children will use a four-figure grid refence to find features of Los Gigantes and compare these to the features they found in Filey.  **Session Seven: Assessment** |