



Topic Plan



Title: Why do we love being beside the sea so much?

Year: 2

Subject Focus: Geography with links to English and art

Rationale: We have chosen to study the seaside to contrast with our prior learning about Canterbury, an urban area. We will be building on our geography skills and knowledge learnt in Year One where we used maps to name and locate the four countries that make up the United Kingdom and using aerial photographs to find human and physical features. We will be looking at local seaside towns and beaches and our main objective is to enable pupils, as young geographers, to identify and begin to understand the key physical and human geographical features of the seaside and to understand the impact that humans have on coastal areas.

Start Date: 7.6.21 **End date:** 16.7.21

Opportunities for Home Learning:

Vocabulary:	Tier 1	Tier 2	Tier 3
	seaside	urban	environment
	countryside	rural	habitat
	town	coastal	adaptation
	city	human	impact
	beach	physical	
	sand	pollution	
	pebbles	pier	
		harbour	

Home learning will be provided in the form of six activities for the term and your child can select one to complete each week. If they wish to read more about the seaside they could go on the MYON website. If you wish to do further learning with your child, a visit to the seaside looking at human and physical features would be very useful. If your child is having to self-isolate then you will find activities for them to complete on the home learning page on the school website.

How we will deepen learning:

We will **Identify** and **describe** the main physical and human features of seaside environments. We will provide **reasons** as to why it is important to protect living things at the seaside and we will **describe** and **explain** how people can take greater care of the seaside environment.

Outcome:

Children will be able to locate popular seaside destinations on a map and identify the four countries that make up the UK. They will be able to identify the human and physical features of a seaside location and discuss the impact that humans have on coastal regions and know ways that we can help to reduce this impact.

Hook:

A seaside topic week with a selection of cross curricular activities taking place.

Sharing Success:

Work will be exhibited on the class page of the school website, through Class Dojos and classroom displays.

How will we embed our school values?

We will aspire to produce our best work and present it as nicely as we can. We will be resilient at learning new facts even if we find it tricky at first. We will share successes with parents through the school website and Class Dojos. The children's successes will be celebrated in our weekly 'virtual' celebration assemblies.



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Milestones Covered in this Topic:	
Lead Subject: Geography	<ul style="list-style-type: none"> • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Name and locate the world's continents and oceans. • Use basic geographical vocabulary to refer to key physical and human features.
Other Subjects: English	<ul style="list-style-type: none"> • Use some characteristic features of the type of writing used. • Organise writing in line with its purpose. • Group related information. • Re-read writing to check it makes sense. • Use well-chosen adjectives to add detail. • Use descriptive language to engage the reader e.g. adverbs and similes
Art	<ul style="list-style-type: none"> • Use colour, texture, pattern and line, to create landscapes (including coastal scenes) and cityscapes in a range of materials. • Describe the work of artists, identifying one similarity and one difference between their work