GEOGRAPHY LEARNING JOURNEY – How have seaside holidays changed over time?	YEAR 2 SUMMER TERM

THEME OVERVIEW	BUILDING ON PRIOR LEARNING	PREPARING FOR FUTURE LEARNING	KEY VOCABULARY
Children have identified human and physical features in an area that they are familiar with (Farsley). This unit will teach children all about the coast and a range of physical features. This unit works well as it builds up to the school trip to Filey where children will be able to see all the features that they have learned about. In addition to this, children will continue to develop their knowledge of the UK through naming and locating the 4 countries and capital cities.	Naming and locating the 4 UK countries is first covered in Year 1.	This unit will help children gain an understanding of the UK, which will prepare them for their geography learning in Year 3 where children will be comparing Yorkshire to Switzerland.	island cliff coast sea ocean port harbour pier lighthouse bay town seaside coastline United Kingdom

NC COVERAGE and SKILLS PROGRESSION	SUGGESTED SEQUENCE OF LEARNING/KNOWLEDGE
Pupils should be taught to: ● **Develop knowledge about the world, the United Kingdom and their locality.** ● **They should understand basic subject-specific vocabulary relating to human and physical geography** ● **They should begin to use geographical skills, including first-hand observation, to enhance their locational awareness** **Locational knowledge** ● Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas **Human and physical geography** ● Identify seasonal and daily weather patterns in the United Kingdom ● Use basic geographical vocabulary to refer to: key physical features, including: **beach, cliff, coast, *forest, hill, mountain, sea,***	**This Learning Challenge covers both geography and history objectives. The history sequence of knowledge is on a separate learning journey.** **Why did people start having their holidays at the seaside? (1.5 hours) Refer to history learning journey.** **Session 1:** **Key Question: Which countries and capital cities make up the UK? (Geographical skills and UK locational knowledge)** **L.O: to identify and locate the four countries and capital cities of the UK and the surrounding seas (1 hour** ● Be able to locate, identify the four UK countries and capital cities on a map of the UK. ● Be able to name and locate the North Sea, Irish Sea, Celtic Sea and English Channel on a map of the UK. Paired task: Use an atlas to locate the countries, capital cities and seas of the UK ***written, floor book, practical exploration, investigations, group work, play based learning, oracy, outdoor learning, active learning*** ***Key Drivers: Collaboration, Determination, Risk-Taking, Curiosity, Independence and Respect*** **Session 2:** **Key Question: Are all the UK countries the same?** **L.O: to describe the characteristics of the UK countries (1 hour)** ● Be able to locate, identify and describe human and physical characteristics of the UK countries ● Be able to locate, identify and describe human and physical characteristics of the UK capitals Starter: Facts around the room of each UK country, children collect facts. Main: Teacher input about each country. Children then learn more information independently from resources around the room.

ocean, river, soil, valley, vegetation, season and weather key human features, including: ***city, town, village, factory, farm, house, office, port, harbour and shop*** **Geographical skills and fieldwork** ● 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. ● Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. ● use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features	Independent task: Children complete a fact file about their chosen country. Group task: Each group shares information about their chosen country. ***written, floor book, practical exploration, investigations, group work, play based learning, oracy, outdoor learning, active learning*** ***Key Drivers: Collaboration, Determination, Risk-Taking, Curiosity, Independence and Respect*** **Session 3:** **Key Question: Where are our seasides? (Geographical skills and UK locational knowledge)** **L.O: to locate British seasides on a map of the UK (1.5 hour)** ● Know that the coast is where the land meets the sea. ● Know some British seasides and to locate them on a map of the UK. Main: Introduce what the coast is, children discuss what they already know about the coast. Task: Introduce Yorkshire coastal towns and key features. Children use atlas to locate Scarborough, Filey, Blackpool and Saltburn. ***written, floor book, practical exploration, investigations, group work, play based learning, oracy, outdoor learning, active learning*** ***Key Drivers: Collaboration, Determination, Risk-Taking, Curiosity, Independence and Respect*** **Session 4:** **Key Question: What do you see when you're beside the seaside? (Geographical skills)** **L.O: to identify the human and physical features of the seaside (1 hour)** ● Be able to identify human and physical features of a seaside. ● Be able to name and locate human and physical features of a seaside from a variety of images. Main: Discuss human and physical features of the seaside Group task: 4 images of the Yorkshire seaside towns. In green pen, write human features they can see and in red pen write physical. Each group feeds back on their Yorkshire seaside town. ***written, floor book, practical exploration, investigations, group work, play based learning, oracy, outdoor learning, active learning*** ***Key Drivers: Collaboration, Determination, Risk-Taking, Curiosity, Independence and Respect*** **How have seaside holidays changed? (1.5 hours) Refer to history learning journey** **How have holidays changed over time? (2 hours) Refer to history learning journey** **Key Question: What is an island? (locational knowledge)** **Session 5:** **L.O. to understand what an island is and to locate British islands (1 hour)** ● Know that an island is a piece of land surrounded by the sea ● Be able to name and locate some British islands. Main: explanation of what an island is, introduce the British Isles. Watch a video of living on a small island – this embeds the idea of sea surround land. Paired task: Children use an atlas to locate British islands – Isle of man, Anglesey, Isle of white, Skye, Orkney Islands, Shetland Islands. ***written, floor book, practical exploration, investigations, group work, play based learning, oracy, outdoor learning, active learning*** ***Key Drivers: Collaboration, Determination, Risk-Taking, Curiosity, Independence and Respect***

END POINT
By the end of this unit most children will: ● Be able to name and locate UK countries (England, Wales, Scotland and Northern Ireland), capital cities (London, Cardiff, Edinburgh, Belfast) and the North Sea, Irish Sea and English Channel on a map of the UK. ● Be able to locate, identify and describe human and physical characteristics of the UK countries (UK physical characteristics examples: mountains, hills, rivers, forests, coasts. ● Be able to identify and locate human and physical features of a seaside (examples of physical features of the seaside: coast, cliff, sea, bay, beach. ● Be able to name and locate some British Islands using a map of the UK ● Know some UK human characteristics examples: castles, churches, statues, houses, farms. ● Examples of human features of the seaside: port, harbour, pier, lighthouse ● Know that the coast is where the land meets the sea ● Know that an island is a piece of land surrounded by water