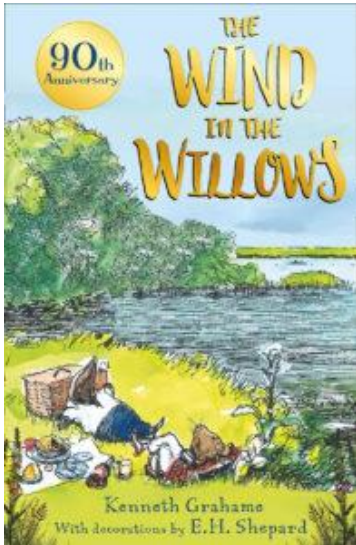
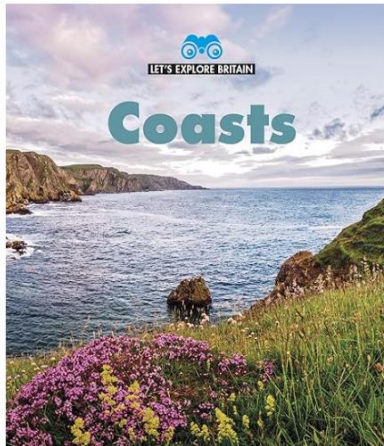
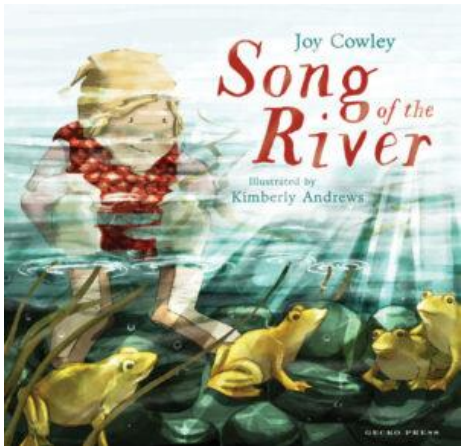


Unit of Work	Coasts
Text Driver	  
NC Objectives	KS2 - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time KS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle KS2 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Unit of Work Summary	Children will then investigate what coasts are, how they are formed, how they are protected and why they are constantly changing. Study the processes of erosion and deposition and how they affect the coast, find out the names of some different coastal formations and find out what disasters can happen on precarious cliff edges.
Prior Learning	Knowledge of seaside places from learning in Early Years and KS1. Most children will have some knowledge of coastal places from visiting coastal places in the UK. Children visit Scarborough in Year 2 as part of the seaside unit of work.
Sticky Knowledge	• To name and locate the main rivers and seas of the UK. • To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of the UK's rivers and seas. • To identify rivers and seas using an atlas or map • To start to have an understanding of how coasts are formed, including looking at the processes of erosion and deposition. • To locate coastal areas they have been to on a map and investigate different coastal areas around the country. • To understand what coastal erosion is and how it affects coastlines. • To look at features that are formed by erosion, such as caves and stacks, as well as some of the ways that coastal erosion can cause cliff instability. • To express why coastal management strategies are necessary before looking at some specific systems such as groynes, gabions and revetments. • To consider some of the advantages and disadvantages of using coastal management systems. • To identify different types of beaches. • To be able to use maps and secondary sources to research and describe coastal areas. • To learn how changes in land use will affect people and the environment in different ways

New Vocabulary	River, sea, North Sea, English Channel, Irish Sea, Atlantic Ocean, River Thames, River Severn, River Tay, River Bann, coast.
Post Learning	<u>Planned Curriculum Units of Work</u> Rivers unit of work and field work in Year 5. Children will learn about the Amazon River as part of the study of the Rainforest in Year 6. They will also continue to develop the concept of pollution and looking after our planet as part of work on climate change. <u>Wider Curriculum</u> Children will revisit the impact of climate change part of world events covered in collective worship. (Picture News coverage of World events.) <u>Climate Change Group</u> School has a climate change group to support the school's work in making the school and wider community a greener place to live.