



# Year 2: Spring Coastlines KRP



## Key Questions

Engage - How can I understand the Geographical coastline features of the U. K?

Develop 1 - What are the dangers of the coast?

Develop 2 - How can I compare Whitby – past and present?

Innovate - Design a coastal town that tourists would want to visit. You will need to choose a location along the coastline of the United Kingdom to place your town and describe its physical and human features. You will also need to give visitors advice for ways to stay safe during their visit.

## Vocabulary

coastline	town	dangers	features
Whitby	United Kingdom	compare	contrast
erosion	key	physical	human
RNLI	coastal signs	waves	tourism
	shanties		sea

## Book List

Katie Morag and The New Pier - Book Study

Seaside Towns (Beside the Seaside) - Clare Hibbert

Captain Cook (Usborne Famous Lives) - Rebecca Levene

Exploring Coasts: A Benjamin Blog and his Inquisitive Dog Investigation - Anita Ganeri

Your Local Area, Seaside - Ruth Thomson

At the Beach - Roland Harvey

The Lighthouse Keeper's Lunch - Ronda and David Armitage

The Lighthouse Keeper's Catastrophe - Ronda and David Armitage

Sally & the Limpet - Simon James

My First Book of Haiku Poems - Japanese Haiku

## Ozzie 80 Opportunities

Write a letter with purpose (English)

Visit The Winter Gardens ( Science)

Build a Den (DT)

Take part in a Science experiment (Science)

Make a sculpture (A + D)

## Companion Projects

Flower Head - Art and Design

Use of Materials- Science

Beach Hut- D&T

Plant Survival - Science

## Programmes of study

### Geography

- Name and locate the world's seven continents and five oceans.
- Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.
- Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
- Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.
- Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.
- Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
- 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.
- Develop contextual knowledge of the location of globally significant places - both terrestrial and marine - including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
- Are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

**English text types-** Description, Adventure Narratives, Non- Chronological Report and Persuasive Writing

**Science investigations** - Will it degrade?

**History** - Jobs in the past, Captain James Cook