



# Year 2: Spring

## Coastline KRP



### Key Questions

#### Engage

Can I read maps and keys to help me understand the human features of a coastal town?

#### Develop 1

What are the dangers of the coast?

#### Develop 2

Can I understand how Whitby has changed over the years?

#### Innovate

Using the skills learned, can I design my own coastal town?

### Book List

**Katie Morag and the New Pier—book study (Mairi Hedderwick)**

**The Mousehole Cat (Antonia Barber)**

**Hello Lighthouse (Sophie Blackall)**

**Seaside Discover and Share (Angela Royston)**

**Exploring Coasts: A Benjamin Blog and his Inquisitive Dog investigation (Anita Ganeri)**

**Your Local Area: Seaside (Ruth Thomson)**

### Vocabulary

Compass	explorer	emergency	change
Direction	coastguard	coastline	
Holiday	lighthouse	features	pier
Key	life jacket	lifeboat	sea
Royal Navy	location	route	lifeguard
Warning	tourism	Whitby	souvenir

### Ozzie 80 Opportunities

Mini Beast Hunt (Science)

Learn about another country (Geography)

Produce a timeline for a period in History (History)

Take part in a Science experiment (Science)

Perform in a play (Class assembly)

Produce a piece of artwork with an artist (Art—Trip to Laing Art Gallery)

Litter Picking (Geography)

### Programmes of study

#### Geography

- ⇒ Name and locate the world's seven continents and five oceans.
- ⇒ 1 Year 2 Location Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.
- ⇒ 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.
- ⇒ 4 Year 2 Features Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.
- ⇒ 2 Year 2 Features 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.
- ⇒ 4 Year 2 Fieldwork 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 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 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.
- ⇒ 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.
- ⇒ 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.

#### Companion Projects

Beach Hut—DT

Flower Head—Art

Plant Survival—Science

Uses of Materials—Science

**English text types-** Descriptions, adventure narratives, non-chronological report, Haiku poetry

**Geography**—Maps, globes and atlases; World seas and oceans; Human and physical features; Locational language; Compass directions; Physical processes - erosion; Changes over time; Tourism

**Art & Design**—Materials and techniques