

## COASTS KS2 PLANNING

**Class:**

**Term:**

**Subject: Geography**

**Topic: Coasts**

Differentiation and support	Cross curricular links
<p>SEN / EAL: Simplify tasks to focus on collecting less information. Provide with templates and writing frames. Work in mixed ability pairs.</p> <p>GT: require additional, detailed information, presented in correct tone. Support less able peers</p>	<p>English: giving presentations, making notes, new vocabulary and explanations</p> <p>Maths: grid references and statistics</p> <p>Science: coastal habitats and animal adaptations</p> <p>ICT: researching information and creating presentations</p> <p>PSHCE: how to look after the coast and beaches</p>

W	LO	Activities	Resources	Success Criteria
1a	<p>Formative assessment exercise</p> <p>(15 mins)</p>	<p>Children complete a mind map to show what they already know about coasts</p>	<p>Mind map frame</p>	<p>Complete a mind map</p>
1b	<p><i>Adding locations to maps</i></p> <p>To be able to use an atlas to find out information</p> <p>To be able to name and locate some of the famous coastal resorts of the UK and of the world</p> <p>(35 mins)</p>	<p>Intro:</p> <p>Ask children what comes to their minds when they think about the coast and the beach</p> <p>Explain that one way that people use the coast and the beach is for leisure as tourists</p> <p>Ask children to think, pair, share the names of as many coastal tourist destinations as they can, both in the UK and around the world</p> <p>Explain what an atlas is and how it is organised</p> <p>Explain how it contains different types of maps with different types of keys, and maps with different amounts of detail</p> <p>Model how to find places by searching either in the contents or in the index, as well as other skills needed for independent work: using grid references and identifying places</p> <p>Go through some examples with all the children on the carpet</p> <p>Main:</p> <p>Children to find twenty of the major coastal tourist destinations of the UK and the world and add them to a map of the UK or a map of the world</p> <p>Extension: Children to find some more examples of coastal locations and add them to their maps</p> <p>Plenary:</p> <p>Have the map of the UK and of the world on the IWB</p> <p>Add one of the coastal destinations to it at a time, each time asking children to write down the name of the location</p> <p>Children swap their answers and mark each other's</p> <p>Award points to children who named the most correctly</p>	<p>Atlases</p> <p>Blank maps of UK and world</p> <p>List of coastal locations to find</p>	<p>MUST: locate <i>some</i> of the major UK and world coastal tourist destinations and add them on their maps</p> <p>SHOULD: as above, but locate <i>all</i> of the ones given to them to find</p> <p>COULD: find some other coastal tourist destinations and draw them on their maps</p>

2	<p><i>Identifying the country, continent and nearest sea or ocean of coastal areas</i></p> <p>To be able to use an atlas to find out information</p> <p>To be able to name and locate some of the major coastal destinations of the UK and of the world</p> <p>To be able to identify the continents and the world's major bodies of water</p> <p>(45 mins)</p>	<p>Intro: Ask children to think, pair, share the names of as many coastal destinations as they can Revise what an atlas is and how it is organised. Revise how it contains different types of maps with different types of keys, and maps with different amounts of detail. Ask children to think, pair, share the names of the continents and the oceans (and if they can, an example of a country/ies in each continent) Revise how to find places by searching either in the contents or in the index, as well as other skills needed for independent work: using grid references, identifying places, identifying countries and continents and cross-referencing between maps Go through some examples with all the children on the carpet</p> <p>Main: Children to find twenty of the major coastal destinations of the UK and the world, and for each of them record the country they are in, the continent and the sea or ocean that they adjoin Extension: Children to find some more examples of coastal destinations and add them to their maps</p> <p>Plenary: Collect in independent work Give children a quiz based on it e.g. What continent is Rio on? Which body of water is Sharm-el-Sheikh next to? etc Children swap their answers and mark each other's Award points to children who answered the most correctly</p>	<p>Atlases</p> <p>List of coastal destinations to find</p> <p>Table to record coastal destinations, countries, continents and adjoining bodies of water</p>	<p>MUST: locate <i>some</i> of the major UK and world coastal destinations and identify their countries, continents and adjoining bodies of water</p> <p>SHOULD: as above, but locate <i>all</i> of the ones given to them to find</p> <p>COULD: find some other coastal destinations and identify their countries, continents and adjoining bodies of water</p>
3a	<p>To understand how coastal erosion occurs</p> <p>(30 mins)</p>	<p>Intro: Ask children to think, pair, share the names of some coastal destinations and their country, continent and adjoining body of water Watch videos on how coastal erosion happens at: <a href="https://www.bbc.co.uk/bitesize/clips/zqsgkqk">https://www.bbc.co.uk/bitesize/clips/zqsgkqk</a> (if the link does not work, Google 'BBC Bitesize video Coastlines – erosion)</p> <p>Main: Children given statements describing the process of how coastal erosion happens, with these statements in a jumbled up order Children need to rearrange the statements into the correct order Extension: Draw a diagram to show how coastal erosion happens</p> <p>Plenary: Revise how coastal erosion happens Ask children who got on to the extension and created good diagrams to show their work</p>	<p>Check videos open and play OK and close / skip ads</p> <p>Statements to cut and stick</p> <p>Scissors</p> <p>Glue</p>	<p>MUST: understand that the coast is eroded by the sea</p> <p>SHOULD: correctly order the steps of how coastal erosion occurs</p> <p>COULD: also draw a diagram to show how coastal erosion occurs</p>

3b	<p>To understand the processes that cause coastal erosion</p> <p>(20 mins)</p>	<p>Intro: Watch video about the processes of coastal erosion at <a href="https://www.bbc.co.uk/programmes/p00xr65v">https://www.bbc.co.uk/programmes/p00xr65v</a> (if link does not work, Google 'BBC coastal erosion and landforms')</p> <p>Main: Watch the video again (stopping it at suitable places, or watching it a few times) Children to answer questions on the video on a 'fill in the blanks' worksheet The words that they need to use are given in a box at the top of the worksheet</p> <p>Plenary: Collect in worksheets In pairs / teams, ask children the questions from the worksheet again Award points to the pair / team that remember the most correctly</p>	<p>Check video opens and plays OK</p> <p>Worksheets</p> <p>Paper for plenary competition</p>	<p>MUST: understand that the coast is worn away by waves</p> <p>SHOULD: extract information from the video and use it correctly</p> <p>COULD: remember the vocabulary and processes of coastal erosion, without being given a choice of answers</p>
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To access the complete version of this [Coasts planning](#), and every resource needed to teach each lesson, visit:

<http://www.saveteacherssundays.com/geography/year-4/406/>