YEAR 2

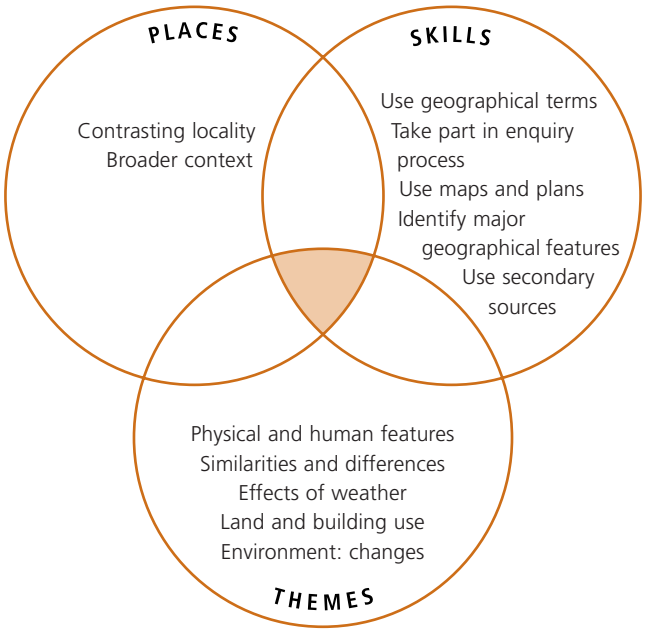
Unit 4 Going to the seaside

ABOUT THE UNIT

This is a 'medium' unit. The theme of the seaside is set mainly in a geographical context but uses a historical perspective to help children understand how seaside places have evolved over time. The activities at the end of the unit have a more global emphasis which will be particularly suitable for more able children.

The seaside is also the theme of Unit 3 in the history scheme of work. Schools may wish to use them in combination.

This unit offers links with literacy, speaking and listening, history and IT.



VOCABULARY

In this unit, children are likely to use:

- seaside, beach, weather, town, country, holiday, human, physical, features, buildings, lifestyle, bathing, transport, poster, postcard, costume

They may also use:

- words linked to Victorian England
- words associated with specific pictures they are shown

RESOURCES

- Ordnance Survey map, scale 1:10,000 and 1:25,000
- aerial pictures of the seaside from modern and earlier times
- globe
- travel brochures
- *Lucy and Tom at the seaside* by Shirley Hughes

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PRIOR LEARNING

It is helpful if the children have:

- investigated their school grounds and their immediate locality using a range of secondary sources as well as fieldwork, as in Unit 1, for example
- looked at the functions of buildings and carried out simple land use surveys, as in Unit 2, for example
- studied a variety of environments, as in Unit 3, for example
- drawn simple graphs using information they have collected

EXPECTATIONS

at the end of this unit

most children will:	recall information about their local area and use this to help them study a contrasting area, *eg the seaside*; recognise how each environment is different and changing; use a variety of resources to find out information
some children will not have made so much progress and will:	use selected information to form a picture of what the seaside places were like in the past; identify, with help, other places in the world where seaside holidays may be taken
some children will have progressed further and will also:	identify a variety of seaside places around the world and give some reasons for their popularity

FUTURE LEARNING

This unit provides a basis for studying more distant places. Some schools may also be able to visit a seaside place to give children the opportunity to undertake fieldwork. In key stage 2, the theme of water could be revisited, *eg Unit 11*, and a seaside town could be used as a contrasting UK locality; see Llandudno in Unit 13.

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LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
Who has visited other places? Where are they? How far away are they? How did they get there?			
• to name and investigate places • to use geographical terms • to use maps and atlases • to conduct a survey	• Ask the children what places they have visited and compile a list. • Help the children to locate the places by using a map and atlas and group them into types of environments, *eg town, countryside, seaside*, and represent the information pictorially or graphically. • Help the children to design and carry out a school survey to find other places that children have visited, and find out, for example, which is the most popular place. Help the children to enter this information onto a database, using a datafile with structure that you have created.	• identify places and relate them to different types of environments • organise a survey • use ICT to present findings • reach conclusions from evidence • know where the seaside is in relation to their locality	IT: the survey provides opportunities to use IT when using a datafile and plotting the results on a graph.
What is the seaside like? Why do we like to go there?			
• to use maps and atlases • to use a variety of resources to find out information • to investigate a place • about the effects of weather on people and their surroundings	• Ask the children to use a map and atlas to locate the nearest seaside place. • Discuss with the children why people like to go to the seaside and, using pictures, photographs and appropriate stories, elicit from the children the main features of the seaside.	• relate specific human and physical features to a given place	Speaking and listening: children will speak and listen when discussing the seaside. Make explicit the development phases of the discussion, *eg developing an understanding of the difference between the tentative or anecdotal talk, and a concluding summary of the ideas expressed.*
How is the seaside different from our locality?			
• to use aerial photographs • to compare their own locality with a different locality	• Ask the children to use a key to label human and physical features of the seaside area on a base drawing of an oblique photograph. • Review what the children learned about the use of land and buildings in their own locality to look at how the land and buildings are used in the seaside area. • Ask the children to look at photographs and text and identify specific buildings found only at the seaside.	• complete a sketch map by obtaining information from a photograph • relate knowledge and understanding of their own locality to another area • compare their lifestyle at home with that of living by the sea	Literacy: these activities could be extended to allow children to compare what they have learned about localities to fictional story settings, reinforcing the distinction between fact and fiction.
What was the seaside like in the past?			
• to identify features of the seaside in the past • to make comparisons with the seaside today	• Using photographs, prints or paintings of the seaside in the past, talk with the children about life there then using headings such as clothes, transport, the beach, children, the place. • Ask the children to make a wall frieze to show life at the seaside now and in the past, or design a holiday poster for the seaside in earlier times, using the knowledge gained so far. • Ask the children to write a short report or a poem about a day at the seaside now and then.	• detect differences in the seaside between then and now, using a range of resources • write a short report or a poem about a day at the seaside now and in the past	History: these activities can link with work on the way of life of people in Britain in the past, chronology and historical enquiry.
Where else in the world can we have a seaside holiday?			
• to use secondary sources to find out information • to develop awareness of the wider world • about the nature of places • about the effects of weather on people and their surroundings	• Divide the children into groups and ask each group to use travel brochures to identify between six and eight seaside places around the world. • Ask the children to talk about places they would like to visit. • Ask the children to write a report about different seaside places.	• find places and plot them on a map • find out and record in which countries different places are	Literacy: before children write a report on different seaside places, they will need to know how to organise and present ideas. This could be done by highlighting the characteristic language use and structure of travel brochures.