



Year 1, Term 3

The Seaside	
<p><i>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 theme links with the work for history this term.</i></p>	<p>Vocabulary Children are likely to use:</p> <ul style="list-style-type: none"> • <i>seaside, beach, weather, town, country, holiday, human, physical, features, buildings, lifestyle, bathing, transport, poster, postcard, costume</i>
<p>Learning Intentions Children should learn to:</p>	<p>Activities</p>
<ul style="list-style-type: none"> • To name and investigate places • To use geographical terms • To use maps and atlases • To conduct a survey 	<ul style="list-style-type: none"> • 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, e.g. <i>town, countryside, seaside</i>, 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.
<ul style="list-style-type: none"> • What the seaside is like and why we like to go there • To use maps and atlases • To use a variety of resources to find out information • To investigate the effects of weather on people and their surroundings 	<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • How the seaside is different from our locality • To use aerial photographs • To compare their own locality with a different locality 	<ul style="list-style-type: none"> • Observe aerial photographs discussing the features that they can see. • Compare photographs. What are the similarities and differences • Ensure that geographical features such as beach, shore, and cliff are discussed.
<ul style="list-style-type: none"> • There are seaside places in other parts of the world • 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 	<ul style="list-style-type: none"> • 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.