

Year 1&2: Morecambe Bay and Mombasa



Essential Learning:

By the end of this topic, you will have learned:

Enquiry Drivers:

Where is our nearest seaside?
When would we visit the seaside?
What would we see at the seaside?

- That there are popular seaside locations in each of the countries of the UK
- To use aerial photographs and digital resources to find British capitals and seaside locations including Morecambe and Blackpool
- To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features – Blackpool Tower, Morecambe Bay, housing, rivers
- About the seaside in Mombasa, Kenya, which continent and ocean it is on and the similarities and differences between Mombasa and Morecambe

Process & Changes

Know that places change over time and that there is often a range of evidence to show this

Human Geography

Know some basic human geographical features in the focus area and describe them

Physical Geography

Know some basic physical geographical features in the focus area and describe them

Geographical Vocabulary

Know and understand simple vocabulary related to place

Locations and Environments

Name and locate some key places in their own country and countries in the wider world

Similarities and Differences

Identify basic similarities and differences between a range of locations and environments

Prior Learning:

History of seaside including Morecambe; contrasting locality study; names of continents and oceans; hot and cold regions of the world with reference to the equator

Locality – Carnforth, Morecambe

Curriculum enrichment:

Visit to Morecambe of Leighton Moss
Storytelling with Emily Hennessey

Key Vocabulary: : beach, cliff, coast, ocean, valley, vegetation, climate, continent, hot, cold, hotter, colder, habitats, wildlife,

Unit Focus: Geography

NC: Pupils should develop knowledge about the world. They should understand basic subject-specific vocabulary relating to human and physical geography and begin use it to compare different locations.

Children should:

- Recognise different types of weather and climate
- Make simple comparisons between features of different places and say how these features influence life there
- Identify links between their locality and other places in the world
- Use aerial photographs and plan perspectives to identify landmarks and features
- Express their own views about features of the environment
- Ask and respond to geographical questions about people, places and environments
- Recognise and observe main human and physical features
- Communicate in different ways using simple geographical information and vocabulary
- Use globes, maps and plans

Key Questions:

Where about on a map is the UK? Where are Carnforth and Morecambe? Where is Mombasa, Kenya? What are the physical features that you can see? What are the human features? Which animals can you see when you visit Morecambe? What are the animals you can see when you visit Mombasa? What are the similarities and differences between the two locations?

Sources of evidence

What different sources of evidence and resources can you use to answer these questions?

Evidence may include: the use of direct observation, maps, photographs, asking people who live in the local area, digital resources and other materials. Google Earth also provides visualisation of areas.

Think about both the human and the physical features in the local landscape. Physical geography can be overlooked when studying a relatively 'built-up' area, with the presumption sometimes being that there isn't any physical geography in towns. However, most urban localities in the UK will have physical features underlying their human landscape, be it local streams, rivers or lakes, hills or valleys or areas of woodland and forest.

Resources:

[Leighton Moss | Discovery Education](#)

[Kenya Coast \(kenya-coast.com\)](http://kenya-coast.com)

Skills/National Curriculum Links

History

DT

Science

[PLAN primary science assessment resources \(planassessment.com\)](http://planassessment.com)

Living Things and their Habitats

Pupils should be taught to:

- explore and compare the differences between things that are living, dead, and things that have never been alive
- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- identify and name a variety of plants and animals in their habitats, including micro habitats
- describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Pupils might work scientifically by: sorting and classifying things according to whether they are living, dead or were never alive, and recording their findings using charts. They should describe how they decided where to place things, exploring questions for example: 'Is a flame alive? Is a deciduous tree dead in winter?' and talk about ways of answering their questions. They could construct a simple food chain that includes humans (e.g. grass, cow, human). They could describe the conditions in different habitats and micro-habitats (under log, on stony path, under bushes) and find out how the conditions affect the number and type(s) of plants and animals that live there.

Suggested teaching sequence:

- Explore the outside environment regularly to find objects that are living, dead and have never lived and classify objects.

Subject content Key stage 1:

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment]. When designing and making, pupils should be taught to:

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

NC: Seaside picnic - design a healthy snack to take on a picnic



- Observe animals and plants carefully, drawing and labelling diagrams.
- Create simple food chains for a familiar local habitat from first-hand observation and research. (sea-side)
- Create simple food chains from information given e.g. in picture books (Gruffalo etc.).

Useful resources:

[Living things & their habitats \(Y2\) | PLAN \(planassessment.com\)](https://www.bbc.co.uk/bitesize/topics/zx882hv)

<https://www.bbc.co.uk/bitesize/topics/zx882hv>

Download this from Shared Drive for your unit

Art

- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

Painting:

Collage, Printing & Craft

Collage sea/coast



<https://www.bbc.co.uk/programmes/p0114rt6>

Music

NC:

- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Seaside sounds – what can you hear? Create a soundscape using different tempo, pitch and dynamics

NC:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically

Seaside Songs

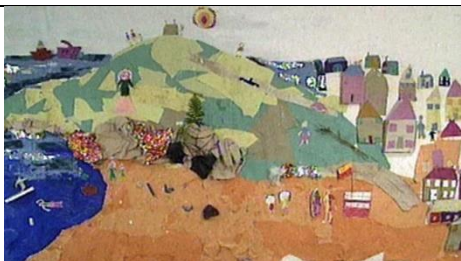
‘We Do Like to be Beside the Seaside’

Listening: To the song and brass band playing – learn some of the instruments in a brass band (trumpet, trombone, French horn, tuba)

Singing: learn ‘Oh I Do Like to be Beside the Seaside’

Composing: Add untuned percussion

Performing: Perform



Simple printing, wax resist



<https://www.oskarswoodenark.com.au/blogs/story/create-magical-wax-resist-ocean-art-copy>



Styrofoam printing.

Computing/ICT

Copyright and ownership

NC: Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

PSHE

Money and Safety – 6 lessons

Value – Responsibility

Mathematics Link (Y1 National Curriculum) *Recognise and know the value of different denominations of coins and notes.* (Y2 National Curriculum) *Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.*

<p>Use the following website to find relevant resources: - Search and Access Resources ▶ Strand ▶ Copyright and Ownership (proiectevolve.co.uk)</p> <p>Data organising NC: Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Pupils should be taught to: -</p> <ul style="list-style-type: none"> ▪ Develop classification skills by carrying out sorting activities ▪ Use simple graphing software to produce pictograms and other basic tables, charts or graphs. ▪ Use graphing software to enter data and change a graph type, e.g., pictogram to bar chart. ▪ Interpret the graphs, discuss the information contained and answer simple questions. ▪ Sort and classify a group of items by asking simple yes / no questions. This may take place away from the computer, e.g., a ‘Guess Who’ game. ▪ Use a branching database program to sort and identify items. ▪ Use basic search tools in a prepared database to answer simple questions e.g., how many children have brown hair? <p>Useful links:- Tables, graphs and charts - KS1 Maths - BBC Bitesize Espresso</p>	<p>English Link (Y2 National Curriculum) <i>Develop positive attitudes towards and stamina for writing by writing for different purposes</i></p> <p>Harold's money (Y1) LO: Explain where people get money from; List some of the things that money may be spent on in a family home.</p> <p>Surprises and secrets (Y1) LO: Explain the difference between a secret and a nice surprise; Identify situations as being secrets or surprises; Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep. (Statutory)</p> <p>Taking care of something (Y1) (Value Link) LO: Demonstrate responsibility in looking after something (e.g. a class pet or plant); Explain the importance of looking after things that belong to themselves or to others. (Statutory)</p> <p>Harold saves for something special (Y2) LO: Understand that people have choices about what they do with their money; Know that money can be saved for a use at a future time; Explain how they might feel when they spend money on different things.</p> <p>How safe would you feel? (Y2) LO: Identify situations in which they would feel safe or unsafe; Suggest actions for dealing with unsafe situations including who they could ask for help. (Statutory)</p> <p>What should Harold say? (Y2) LO: Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe. (Statutory)</p>
R.E.	Cross-curricular Maths:
<p>Christianity (Church) How might some people show that they ‘belong’ to God? Coverage:</p> <ul style="list-style-type: none"> • Baptism • Belonging 	<p>2D shape – make a seaside picture. (Revisit Summer 1, Week 3)</p> <p>Time – tidal times. (Revisit Summer 1, Week 5)</p>

English

Guided Reading: Stage 1 'The Seaside' ; Stage 2 'The Seaside'

Possible Texts: Wave by Suzy Lee; Seaside Poems by Jill Bennett; At the Beach by Roland Harvey

Grammar links: Noun phrases

Writing Task 1: Poems on a theme – seaside; see plan in RESOURCES

Reading Phase: Using Seaside Poems by Jill Bennett

Read a range of poems at different times. Discuss preferences and reasons; consider obvious similarities and differences between the poems. They join in with and 'perform' the poems in a variety of ways, including where appropriate singing, adding music, rhythms or sounds.

Gathering Content: models and explores writing a simple, patterned poem on the same theme, as a shared composition, for example collecting words and phrases and then making up simple couplets or verses, based around them

Writing: children in pairs or individually write their own simple patterned texts on the given theme, developing their writing by adding further words or phrases to a specified beginning, following a given pattern or writing within an appropriate frame. Stimulus and support are provided through first-hand experience (trip to the beach) and through images, sounds, music, (power points, easy teach) etc., and children are encouraged to explore ideas verbally before writing. Outcomes are then shared and discussed. They could be recorded on audio or video as a vehicle for both sharing and review.

Global Links:

Comparison to Mombasa, Kenya

Writing Task 2: - Poetry

Reading Phase: Read poems and appreciate poetic language and imagery; link with language experienced in 'Made by the Moon'. Using poems - *The Day of the Gulls* by Jennifer Curry; *Little Trotty Wagtail* by John Clare

Watch [CBeebies - Our Planet, Monkeys and Birds Flying, How birds use their wings \(bbc.co.uk\)](#)

Gathering Content: Understand and use noun phrases in writing description using the model poems; Use correct sentence punctuation: capital letters, full stops, question marks, exclamation marks, commas.

Read and compare poems; learn poems by heart and recite these - *A Bird* by Emily Dickinson, *Little Robin Red Breast* by Anon, *Time to Rise* by Robert Louis Stevenson, *Ducks Ditty* by Kenneth Grahame.

Collect interesting and adventurous vocabulary to add to working wall.

Writing: Using bird illustrations from Morecambe Bay as starting point - [Birds-of-the-Bay-leaflet-web-version.pdf \(morecambebay.org.uk\)](#). Use various pictures of birds on large sheets to work collaboratively and write nouns, adjectives, descriptive noun phrases and then extend to include similes of features e.g. the slim, shiny beak of the sandpiper as sharp as a needle.

Children to choose a bird and compose a descriptive poem.

Independent Writes:

Recount – based on seaside visit

Instructions – how to make a sandwich/something for the picnic

Local links:

Seaside visits and locations