

**Block Rational:**

Building on my immediate local area, we will explore the wider locality considering the beach and seaside where we live, exploring the features of the environment and how these compare to what we know about other places.

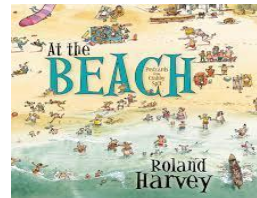
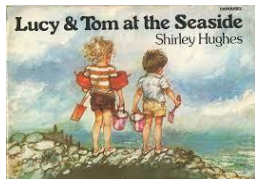
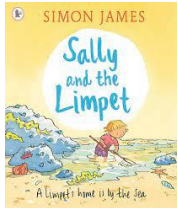
We will explore the use of maps to help us get to places and mark the main features of a beach following a visit.

We will further our understanding of Human and Physical geography by picking our features and comparing these within our own locality to other places around the world.

**Subject Links:**

- Art – Andy Goldsworthy. Beach sculptures
- Science – Sea Animals.

**Key Texts:**



**Fieldwork/Practical Opportunities:**

- Small world investigations – beach/seaside/rock pools
- Trip to the beach

**Links to Prior Learning:**

EYFS

- Expanding from home and immediate area to looking at local beaches.
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**Links to Future Learning:**

Y1/2

- Built on in KS1 topic 'Besides the Sea'
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**Steps to Learning**

**End Point:**

I can name and talk about familiar features that I see in my own environment

I can talk about local places and environments,

I notice that some places and environments are different to the place where I live.

I can identify simple similarities and differences.

I can identify key human and physical features of a location.

I can use photos, maps, books and my own experiences in order to compare

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(home/school) house, tree, road, garage, shed, classroom					different places and environments across the UK.	different places and environments across the world.
<b>Core Concepts:</b> Place, Time and Scale.			<b>Substantive Concepts:</b> Environment Change	<b>Physical Geography</b>		
<b>Key Vocabulary:</b> Beach Seaside Sea Sand Cornwall Porthleven Praa Sands Newquay Spain Mallorca Cala Agulla			<b>Human</b> Building Road Shop House Cafe <b>Physical</b> Mountain Plants/trees Cliff	<b>Foundation Stage:</b> 3/4 Year olds <ul style="list-style-type: none"> <li>• Use all their senses in hands-on exploration of natural materials.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul> Reception <ul style="list-style-type: none"> <li>• Draw information from a simple map.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Explore the natural world around them.</li> <li>• Recognise some environments that are different to the one in which they live.</li> </ul>		
<b>Sticky Knowledge:</b> <ul style="list-style-type: none"> <li>- I can locate Porthleven on a map</li> <li>- I can talk about my own experiences of going to the beach.</li> <li>- I know that human features are those that are built.</li> <li>- I know that physical features are natural, and can name those found at the beach.</li> <li>- I can locate Spain on a map.</li> <li>- I can locate Mallorca on a map</li> <li>- I know it takes 2hours 20 mins to get to Mallorca from Bristol</li> <li>-</li> </ul>			<b>Home Learning Opportunities:</b> Children will be asked to share pictures of their own beach experience – bringing these to school and talking about them with their peers.  Beach trips will be encouraged.			

