

ST. HUGH'S CATHOLIC PRIMARY – GEOGRAPHY MEDIUM TERM PLANNING

Miss Blood, Miss Noor & Miss Webster – Years 5 & 6

Big question: How has climate change affected the Lincolnshire Coastline?



Basic geographical knowledge

- 1) **Location and position of Skegness and North Sea:** Children can locate Skegness and the North Sea and other key local beaches along the Lincolnshire coastline. Children can also locate coastlines and beaches throughout the UK. Children understand that Skegness is in the county of Lincolnshire which is in England and located above the equator. (Reference to children's general knowledge and building on from previous years learning.)
- 2) **Biome/Climate/Weather:** Children understand that biomes are areas of the planet with similar climates, landscapes, animals and plants. What lives in each biome depends on: how warm or cold it is, how dry or wet it is and how fertile the soil is. The UK's biome is that of deciduous forest and its climate is temperate. Children understand that the UK has seasons, and the climate and weather are determined by the seasons. (Reference to location of England and UK in relation to the Equator - counties further up North as they are further away from the equator, their weather and climate will be wetter and colder.)
 - 1) **Bordering countries:** Reference to children's general knowledge and building on from previous years learning will recognise that England is part of the UK and that England borders with Scotland, Wales and Northern Ireland. England is in the Northern Hemisphere and above the Tropic of Cancer.
 - 2) **Prior learning & skills:** Children write down initial ideas/prior learning related to the unit of work, as well as what they would like to know.
 - 3) **At the start of each lesson:** Before the start of every lesson there is a recap of key points from the previous lesson, secure links are made as to how the next lesson which is about to commence links to the previous lesson and enhances the children's deeper understanding of their learning.
 - 4) **Misconceptions:** misconceptions are addressed throughout lessons as and when needed.

LEARNING CHALLENGE	KEY KNOWLEDGE AND SKILLS	POSSIBLE ACTIVITIES	KEY VOCABULARY
Revise 1) Where are the counties and human and physical geography of the UK located?	By the end of the lesson children will be able to: <ul style="list-style-type: none"> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features - including hills, mountains, coasts and rivers. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Ask geographical questions. 	Before unit of learning commences – general recap on the countries and counties and major cities of UK of the UK and its key human and physical geography. Children start with their own country ‘Lincolnshire’ and then surrounding counties and then move further out. Ensure key landmarks in Lincolnshire are located and named, local river is River Witham, nearest sea – North Sea, Highest point in Lincolnshire – Lincolnshire Wolds, Lincoln cathedral, Lincoln Castle, Brayford Warf etc., then naming and locating several landmarks in each country. This work then needs to be placed in the children’s books.	County City Human geography Physical geography Boundaries Regions
2) Where is the Lincolnshire Coastline?	By the end of the lesson children will be able to: <ul style="list-style-type: none"> Develop a knowledge of the location of significant places in the context of their own locality. Accurately use maps, atlases and digital technology to assist in locating and naming key locations. Ask geographical questions. Discuss thoughts, ideas and observations based on personal experiences in relation to geographical outings/knowledge. 	<u>Assessment of prior knowledge – linked to topic KWL to be completed to assess prior knowledge and learning.</u> <u>Capturing prior knowledge:</u> As a start to the topic – discuss the big questions: How has climate change effected the Lincolnshire Coastline? And record comments and knowledge of prior learning. Children then offer their thoughts and ideas about coasts and experiences at the beach and coastline– this is recorded on a KWL grid or written in their books along with the knowledge organiser which is also discussed and explained at the start of the topic after the KWL has been completed. Discuss what a coastline is – assess prior learning, ask them what coastal areas they have visited? Where were they? What were they like? Ask children to	Coastline Climate change Litter Pollution Erosion Cliffs Beach Holiday Tourist North South East West

think, pair, share their ideas. Go through the slides on PP of what a coastline is and talk through the definition of a coastline. **The coast is the land along a sea. The boundary of a coast, where land meets water, is called the coastline. Waves, tides, and currents help create coastlines.** Ask children if they know where the Lincolnshire coastline is – link to last week’s lesson on counties, key landmarks of Lincolnshire/UK.

Ask the children what they notice about the coastline e.g., there are beeches – has anyone been to a beach near Lincoln, can they name them and make a list of them.

Task:

Children make a brief description in their own words of what a coastline is and the coastlines or beaches they have visited – at least one reference to a Lincolnshire beach and any other beach or coastline they have visited worldwide. They need to describe what they liked about them – e.g., family going on a holiday together, ice cream van nearby, wonderful yellow sand, blue clear sea etc.

Inform the children that we are going to research, locate and name the nearest coastline to Lincoln and identify its beaches and record this on a map.

Children are then given, maps/atlasses/digital media of the UK and have to research, locate and accurately name the following beaches:

- Skegness Beech
- Mablethorpe Beach
- Anderby Creek

		<p>Chapel St. Leonards Beach Cleathorpes Beach Theddlethorpe dunes Saltfleetby</p> <p>Task differentiated accordingly with TA support for less able and possibly location of beaches identified but the children have to label which beach it is.</p> <p>Challenge: Can children locate beaches further North or South of Lincolnshire Beaches: Hornsea Beach Bridlington Beach Great Yarmouth Beach Caister Beach Locate and name other key beaches across the UK: Fistral Beach - England Woolacombe Beach - England Bramburgh Beach - England Blackpool Pleasure Beach - England Cocklawburn Beach – Scotland Morfa Beach – Wales Tenby Beach - Wales Ballyholme Beach – Northern Ireland West Strand beach - Northern Ireland</p>	
3) How are coasts formed?	<p>By the end of the lesson children will be able to:</p> <ul style="list-style-type: none"> Identify coastal areas using maps, atlases and digital technology 	<p>Recap Prior learning: Recap on key points from last weeks lesson, using maps, atlases and digital technology to locate and name coastline and beaches</p>	<p>erosion Landforms Depositional Landforms Shingle beach</p>

	<ul style="list-style-type: none"> • Understand that coastal areas are constantly changing? • Explain what erosion and depositional landforms are? • Explain longshore drift. 	<p>near to Lincoln. Explain that this lesson builds upon the previous lesson as now we are going to look at the coastline and beaches in more detail.</p> <p>Go through the slides explaining that coastal areas are in a constant state of change. Some areas are being worn away (erosion landforms) and some are being built up (depositional landforms). Explain that different rock types affect how the coast is shaped.</p> <p>http://maps.google.co.uk/maps Go to Google maps or similar and explore some of the different coastal areas around Britain.</p> <p>Task:</p> <p>Using the 'satellite' view, zoom in to coastal areas such as the cliffs of Dover, Brighton's shingle beaches and the sandy beach at Blackpool. How have each of these coastal areas been formed?</p> <p>Children then complete work on the different types of beaches, either drawing and describing the beaches. Children then go onto investigate where they may find 3 depositional landforms and 3 erosion landforms.</p> <p>They then write in their own words a description of one of the key beaches in Lincolnshire, explaining what type of beach it is including detail on the impact of longshore drift.</p> <p>Children then investigate the following questions:</p> <ol style="list-style-type: none"> 1) Describe what the coast is like in Kynance Cove, Cornwall, England. <i>It has brilliant turquoise water and white sand, with islands, caves and unexpected views. The beach's defining features are the serpentine rock</i> 	<p>Cliffs Headlands Sediments Tides Dunes Undercut Longshore drift Swash Backdrop</p>
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		<p><i>formations, including the distinctive pinnacle to the north of the beach. This red and green stone, which is found throughout the Lizard Peninsula, has been formed into otherworldly shapes over the milenia to form caves, sea stacks and islands. At low tide you can explore the caves and islands close-up, however you need to keep an eye on the tides as it is possible to get cut off.</i></p> <p>2) Find Laguna Beach in California, USA. Why do you think it is popular with sun-bathers and holiday-makers? <i>The City of Laguna Beach is a small town of picturesque beaches, hiking trails, a walkable downtown, and summer art festivals. Located in southwest Orange County, Laguna Beach occupies 8.84 square miles, has a population of 23,000 and welcomes six million visitors each year. It also has water sports, it has also built a reputation for having an excellent network of trails that afford numerous hiking, biking, and running options in 20,000+ acres of protected land.</i></p> <p>3) What is the most southern coastal town in Australia? What is the coast like there? <i>Dover is the southernmost town of its size in Australia, located on the western shores towards the southern end of the D'Entrecasteaux Channel, just south of the Huon Valley, southwest of Hobart, located on the head of Port Esperance in Tasmania. Lots of Sand, No Rocks. Dover Beach is an excellent spot to tan or just hangout on the Beach. The water is very warm and clear. A few good beach restaurants available as well.</i></p>	
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		<p><i>Links to previous years learning of rivers, water cycle and materials.</i></p> <p>4) Describe what the coast is like near Wick, Scotland. <i>Wick, royal burgh (town) and fishing port, Highland council area, historic county of Caithness, Scotland. An ancient Norse settlement on the North Sea, situated about 14 miles (23 km) south of John o’Groats, Wick developed as a fishing port and centre and was designated a royal burgh in 1589. It expanded rapidly during the herring boom of the 19th century. Since then, herring fishing has declined and been replaced by the smaller whitefish industry. Perhaps one of the most unique features on the coast, and not to be missed by those who are able, WICK - THE NAME COMES FROM THE NORSE 'VIK' MEANING BAY. THE TOWN WAS ONE OF EUROPE'S LARGEST HERRING PORTS IN THE 19TH CENTURY is Whaligoe Steps. 365 flagstone steps lead down the 250ft cliffs to what was once a small fishing port. Boats would land their fish – herring, ling, cod or haddock</i></p> <p>Task differentiated accordingly with TA support for less able and completion 4 questions.</p>	
<p>4) What are the physical features of a coast and</p>	<p>By the end of the lesson children will be able to:</p> <ul style="list-style-type: none"> • Understand how coastal erosion take place? 	<p>Recap Prior learning: Recap on key points from last week, defining definition of a coastline, and locating and researching different types of beaches – erosion</p>	<p>Erosion Chalk Landform</p>

<p>how does erosion impact on them?</p>	<ul style="list-style-type: none"> • Accurately label/draw key physical features of a coastline. • Describe how caves, stacks and arches are formed? • Understand that human activity can also cause erosion? 	<p>landforms depositional landforms. Show children different beaches on the slides – can the children accurately name the types of beaches and explain what they are given that name. Explain that this lesson builds upon the previous lesson as now we are going to look at key features of a coastline and research how erosion impacts on it. Establish prior learning and assess if any children know any key features of a coastline and if they can explain what erosion is and how it would impact on key features.</p> <p>Show children the pictures on the slides of caves, stacks and arches and ask them to explain how they think they were formed. Go through the slides explaining their formations. Ensure children understand that it is often because of weak spots, such as cracks, that these features are formed. How else could coastal erosion be caused? Ask children to think, pair, share their ideas.</p> <p>Show slides in how human activity can also cause erosion. Explain what happened to the Holbeck Hall Hotel in Scarborough in 1993. Why do you think building on a cliff edge can increase the risk of cliff instability?</p> <p>Task: Give children photos of examples of coastal stacks, caves and arches. Ask children to sketch, draw or paint an example of each one and write a short explanation or label depending on ability of how each are formed. They also write a report of what happened to Holbeck Hall Hotel and explain the impact of erosion in that area.as a challenge – children write what they think we can do to reduce</p>	<p>Landslide Stacks Cave Arches Weak spots Limestone Holbeck Hall Hotel Economy Tourism</p>
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		<p>the risk of coastal landslides and what strategies can be used to limit the risks.</p> <p>Differentiated accordingly to ability and with TA assistance.</p>	
<p>5) To explore different strategies of coastal management.</p>	<p>By the end of the lesson children will be able to:</p> <ul style="list-style-type: none"> • Identify and explain different strategies for coastal management? • Describe advantages and disadvantages of using coastal management strategies? • Understand how coastal management strategies affect people’s lives now and in the future? 	<p>Recap Prior learning: Recap on key points from last week, naming and explaining the key features of a coastline and the impact of erosion on the land, can children remember what happened to Holbeck Hall Hotel?</p> <p>Explain that this lesson builds upon the previous lesson as now we are going to look at how coastal strategies could have been used to possibly prevent the landslide at Holbeck Hall.</p> <p>Recap on explaining coasts are constantly changing and there is always a danger of landslides in certain coastal areas.</p> <p>Discuss Holbeck Hall Hotel disaster. Do they know of any strategies to prevent events like this happening – what strategies did they think of last week in their writing. How can we protect our shores from damage? What other dangers are there in coastal areas? Ask children to think, pair, share their ideas.</p> <p>Go through the slides explaining some coastal management strategies against flooding and land damage. What if we did nothing? Are we going against nature by putting these strategies into action?</p> <p>Task:</p>	<p>Sea wall Revetments Gabions Groynes Coastal erosion Longshore drift Tide Beach nourishment Unmanaged beach Managed beach</p>

		<p>LA: Ask children to draw a labelled diagram of each coastal management strategy and then write a list of advantages and disadvantages to using the coastal management strategies and how this may have impacted if used to help Holbeck Hall Hotel.</p> <p>MA: Ask children to describe each coastal management strategy and then write a list of advantages and disadvantages to using the coastal management strategies and how this may have impacted if used to help Holbeck Hall Hotel.</p> <p>HA: Children describe different coastal management strategies, describe where each would be used, and draw a labelled diagram of each one. When finished, write a list of pros and cons of using coastal management strategies and how this may have impacted if used to help Holbeck Hall Hotel.</p> <p>Children then discuss if they owned Holbeck Hall Hotel, how do you think you would feel about these coastal management strategies? Would you want to preserve the natural environment, or would you prefer to make sure that there was as little danger as possible? Children write an explanation as to how they feel, explaining any impact to livelihood, tourism, wildlife and the impact on the future of that area etc.</p>	
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<p>6) To investigate if climate change has had an impact on Lincolnshire's coastline.</p> <p>Field Trip to Skegness – with a focus on Skegness Beach and Saltmarsh.</p>	<p>By the end of the lesson children will be able to:</p> <ul style="list-style-type: none"> • Read and locate key locations on an ordnance survey map. • Accurately read compass directions to pinpoint locations. • To conduct investigations into the coastal management of Skegness beach and Saltmarsh. • Collection of data. • Complete an observational sketch. • Ask geographical questions. • To observe flooding and flood defenses and understand how they impact on local residence and wildlife. • To observe how an area can change over time. 	<p>Recap Prior learning: Recap on key points from previous weeks, then explain that the field trip is a bringing together of all our geographical knowledge and understanding of coastlines and that we are now going to be using our fieldwork skills to investigate if climate change is having an impact on Lincolnshire's coastline.</p> <p>Recap over how to read and Ordnance Survey map and use a compass as these geographical pieces of equipment will assist us with our investigation.</p> <p>Field Work & Geographical enquiry: Children investigate if climate change is having an impact on the Lincolnshire Coastline - Skegness Beach and Saltmarsh.</p> <p>Children use OS maps and compasses to assist them with locating key human and physical geography of both areas.</p> <p>Children conduct observations and collect data on longshore drift/erosion and the different types of beach management that is used/the number of people on the beach/the litter/ & pollution on the beach.</p> <p>Children complete an observational drawing of both areas. And become aware of the impact of tourism in the area and the use of the North Sea in front of Skegness Beach being used to generate power and electricity – by Triton Knoll, Offshore Windfarm and Bolton Gas Field Project – North Sea Southern.</p>	<p>Sea wall Revetments Gabions Groynes Coastal erosion Longshore drift Tide Saltmarshes Tourism Fieldwork Ordnance survey map Compass Beach nourishment</p>
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		<p>Children are also presented with historical photos of Skegenss and Saltmarsh and understand how these areas have changed over time. (Small tour of Skegness on coach and specific historical photos of the area that they are working in.)</p>	
<p>7) Write up: Presentation and analysis of data collected from trip on how climate change having an impact on Lincolnshire's coastline.</p>	<p>By the end of the lesson children will be able to:</p> <ul style="list-style-type: none"> • Present and analysis data. • Ask geographical questions. • Compare similarities and differences in two different areas. 	<p>Recap Prior learning: Recap on field trip and talk through the investigation, children talk about the field trip, the geographical skills that they used and their findings.</p> <p>Have a mockup of data from the trip on longshore drift , litter, people, wildlife etc model drawing a graph and look at key points that the graph is making. E.g., which site had the fastest waves? Etc.</p> <p>Children discuss the graphs and make their analysis of the data. Children then look beyond the graph and explain longshore drift/erosion and the different types of beach management that is used/the number of people on the beach/the litter/ & pollution on both sites.</p> <p>Children talk through the data on tourists and become aware of the impact of tourism in the area and the use of the North Sea in front of Skegness Beach to be used to generate power and electricity – by Triton Knoll, Offshore Windfarm and Bolton Gas Field Project – North Sea Southern.</p> <p><u>Field Work & Geographical enquiry write up:</u></p>	<p>Presentation Analyse Conclusion Wind farm – Triton Knoll Bolton Gas Field Project – North Sea Southern</p>

		<p>Children present and analyse findings from field work conducted on Skegness Beach and Saltmarsh.</p> <p>Children present data collected from field trip and draw conclusions based on their findings. Children are able to give detailed explanations based on their observations and investigations into if climate change has had an impact on Lincolnshire’s coastline.</p> <p>Children produce a graph based on findings of erosion – longshore drift and compare the two sets of data from both sites. They also explain the different types of coastal management at both sites and why they important to the area.</p> <p>They also include details based on their findings on the number of wildlife, humans and litter in both locations and give their understanding if this is linked to climate change.</p> <p>Children stick in their books the observational drawings of both areas that they had completed on the fieldtrip.</p> <p>Children also draw a conclusion regarding the impact that Triton Knoll, Offshore Windfarm and Bolton Gas Field Project – North Sea Southern has had on the area and if this has been linked to climate change.</p>	
8) How has Skegness beach changed?	<p>By the end of the lesson children will be able to:</p> <ul style="list-style-type: none"> • Understand that human and physical geography can change over time. • To observe flooding and flood defenses have an impact on local residence 	<p>Recap Prior learning: Recap on previous lesson and the findings and analysis of field trip to Skegness and Saltmarsh.</p> <p>Today’s lesson is building upon previous lessons learning and focusing on how Skegness has changed its physical location since the Medieval times.</p>	<p>Fishing village Clock tower Flooding Flood defenses Trade Tourism</p>

	<ul style="list-style-type: none"> • Knowledge of scientific processes used on the physical geography of the area to trade and create energy. • Understand trade and tourism has an impact on coastal resorts 	<p>Show PP on Skegness and its history, purpose and current use, look at the location of 'Old Skegness' which has been washed away and covered by the sea in the 14th century due to erosion and rising sea levels, children compare it to the current location.</p> <p>Children are given historic photos of Skegness from field trip and compare them with current photos, and observations from fieldtrip.</p> <p>Children discuss major differences which have occurred over the years - expansion of the town, changes in sea defenses, rising sea levels, the impact of tourism and use of the North Sea by energy companies to create power.</p> <p>Useful websites: https://www.youtube.com/watch?v=KhX5f2-E57M http://www.visitthepast.co.uk/skegness-lumley-rd-4#photo https://www.francisfrith.com/uk/skegness/photos https://www.jimmackley.com/post/skegness http://www.slha.org.uk/photogallery/?thislocation=Skegness https://www.lincolnshireworld.com/news/old-skegness-lost-to-the-sea-could-be-hiding-ancient-treasures-728199</p> <p>Task: LA – Children plot new and old locations of Skegness on two maps to show the difference in geographical location and write about the reasons why the geographical location and the physical geography of the area has changed over time. They then answer 5</p>	<p>Primary sources Secondary sources</p>
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		<p>questions regarding the major changes that have occurred in Skegness – with support of TA.</p> <p>MA - Children plot new and old locations of Skegness on two maps to show the difference in geographical location and write about the reasons why the geographical location and the physical geography of the area has changed over time. They then answer 6 questions regarding the major changes that have occurred in Skegness – with limited support.</p> <p>HA - Children plot new and old locations of Skegness on two maps to show the difference in geographical location and write about the reasons why the geographical location and the physical geography of the area has changed over time. They then answer 7 questions regarding the major changes that have occurred in Skegness –task completed independently.</p> <p>Challenge: Children write their opinion about two major changes that have occurred in Skegness that they feel strongly about, one positive and the other negative – children offer their thoughts and ideas and understanding of the changes and address the positive and negative impacts from their point of view.</p>	
<p>9) What is the Impact of plastic pollution in Lincolnshire beaches?</p>	<p>By the end of the lesson children will be able to:</p> <ul style="list-style-type: none"> • Ask geographical questions • Know that humans affect physical geography in a negative way and have to employ safe 	<p>Recap Prior learning: Recap on previous lesson, on how Skegness has changed over time and the children’s findings and analysis of the field trip to Skegness and Saltmarsh.</p>	<p>Plastic pollution Beached fulmars Molecules</p>

	<p>strategies to keep our oceans and seas' plastic free.</p>	<p>Today's lesson is building upon previous lessons learning and focusing on how pollution affects Lincolnshire's beaches and our seas and oceans in general.</p> <p>Show PP on pollution in the North Sea based on studies of the stomach content of beached fulmars – birds. Children discuss their views of pollution in the oceans. Show the PP on plastic pollution in the world's seas and oceans.</p> <p>Task: Children build upon knowledge by researching information about the pollution/plastic pollution in the North Sea and pollution/ plastic pollution in the worlds seas and oceans and write a report about their findings. Children make links to pollution and climate change & global warming and the impact to the planet and enhance understanding of how climate change has affected the Lincolnshire coastline. Task differentiated accordingly.</p>	
<p>10) Has the Lincolnshire coastline been affected by erosion?</p>	<p>Quiz – to consolidate learning and identify misconceptions and gaps in learning to be revisited.</p>		