



# Belfield CP School

## Medium Term Plan



Subject: Geography / History		Term: Summer 2			Year: Two			
Topic: Going to the Seaside / Seaside Holidays in the past		Teacher: Mrs Helen Crompton						
SoW / NC	Week	Learning Objectives	Pupil Activities	Assessment Evidence	Resources	Key Vocabulary	EAL	Cross-Curr.Links
Geog Unit 4 Hist Unit 3	1	Pupils will know the features of different types of environment and settlement. Pupils will be able to use maps to gather information. Pupils will be able to sort local places according to their appearance and land use.	<p>Give the pupils a brief overview of what they will be covering this topic and that History and Geography will be interrelated</p> <p>Show pupils the photographs of a town, countryside and seaside area. Talk about what they can see in each photograph and what the differences are between them.</p> <p>Show the pupils a large map such as a road atlas and explain the locations of each type of area. Tell the pupils that seaside areas are along the coast and use my finger to outline Britain. Tell the pupils that towns are busy places with lots of roads, buildings and traffic. Point these out on the map as large shaded parts with many roads around them. Tell the pupils that countryside areas are quieter with less roads and buildings. Point these out as the smaller shaded areas and help the pupils to notice they often surround the town areas, and have fewer roads.</p>	Map work List of places on work sheet.	TA Town, countryside and seaside photographs, number of road atlas, copies of 'Town, Countryside, Seaside' worksheet.	Town Countryside Seaside Roads Traffic Britain	Oracy 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13.  Literacy 1, 2, 3, 6, 7, 8.	Geog – Hist. Literacy  Possible; ICT Art

			<p>Test the pupil's understanding by pointing to places on the map and asking pupils to say whether they think it is a town, countryside or seaside area giving justification.</p> <p>Look again at the different photographs. Decide whether the place they live and go to school in looks like a town, countryside or seaside area and write the name under the appropriate photograph. Ask the pupils other places they know and again write them under the appropriate photograph. Encourage them to give justifications for their placing by referring to appearance, buildings and land use. Ask pupils to come up and find the name of a town, countryside or seaside area on the map to copy onto the list.</p> <p>Provide pupils with the worksheet with the 3 photographs on and a map. Pupils then make their own lists of town, country and seaside areas.</p> <p>As a group check what answers people have, pupils judging if they are correct.</p> <p>As an extension activity pupils could carry out a survey with other pupils to find out the favourite place that they like to go this could be turned into a graph on the computer or a pictogram.</p>					
Geog	2	Pupils will have	Locate Southport, near Liverpool on a	Q & A	TA	Advertisement,	Oracy	Geog – Hist.

<p>Unit 4 Hist Unit 3</p>		<p>knowledge of a locality in the UK. Pupils will know some features of seaside places. Pupils will be able to follow a journey on a map. Pupils will be able to compare their own locality with a seaside locality.</p>	<p>map. Ask the pupils what sort of area they think it is and seek justification. Talk about the fact it is on the coast. Ask pupils what sort of things they think they would see if they went there.</p> <p>Explain that you are now going to show the pupils a slide show of Southport, with lots of photographs of what they would see if they went. It's like they're going on a trip without having to leave the classroom! Show the pupils the map of Southport and point out where they are going to start their journey, on Stanley Street. Take the pupils through the slide show, talking through the photographs, asking questions and helping pupils to follow the journey on the map. Look at Teachers Notes for points to notice and talk about. Slide Show  <a href="http://www.schoolsnet.com/educate/teacher_zone/classroom/geography/unit4_lesson2_slide1.htm">http://www.schoolsnet.com/educate/teacher_zone/classroom/geography/unit4_lesson2_slide1.htm</a></p> <p>When looking at the final photographs of the beach, allow the pupils' time to look closely and notice things. Ask the pupils what people are doing, and help them to notice different features of the landscape and buildings. Talk about what the weather is like and look at people's clothes to reinforce these ideas. Help pupils to imagine they are there. What would they choose to do?</p>	<p>Posters</p>	<p>Internet for slide show IWB Copies of Southport Map Blank A4 paper</p>	<p>Seaside, Town, Activities, World Map.</p>	<p>1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13.</p> <p>Literacy 1, 2, 3, 6, 7, 8.</p>	<p>ICT</p>
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			<p>Create a 'Come to Southport' poster; pupils can work in pairs or individually to do this.</p> <p>Look at the poster, asking where the pupils got their ideas? Would this attract you to come to Southport? What other things could be there.</p>					
Geog Unit 4 Hist Unit 3	3	Pupils will know some seaside places around the world. Pupils will be able to compare and contrast the appearance of seaside places around the world. Pupils will be able to use secondary sources to find out about the wider world.	<p>Q &amp; A re-cap on where the Seaside is and what you could find there.</p> <p>Explain to the pupils that there are many seaside places in the UK and point out the large area of coast around the country on a map. Tell the pupils that there are also many seaside places all over the world; that many things are the same as seaside places in our country and that some things can be different. Ask pupils who have been abroad on holiday to a beach to talk about the sort of things they did, what the weather was like etc.</p> <p>Show the pupils the travel brochures. Talk about how they help people decide where they want to go on holiday and also give us lots of information about places all over the world. Ask the pupils to use the travel brochures to find seaside places all over the world. Show them how to find where a place is using the information in the brochure. Ensure they know features they will see in a seaside scene (beach, sea) and don't mistake pictures of hotel swimming pools for seaside scenes! Help</p>	Q & A Travel sheets	TA Travel brochures  Copies of 'Travel Brochure Writing Frame'  World map, atlas.  Post Card Template.	Advertisement, Seaside, Town, Activities. World Map	Oracy 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13.  Literacy 1, 2, 3, 6, 7, 8.	Geog – Hist. Literacy

		<p>individual pupils to find their place on a world map.</p> <p>Talk through the language and style of a travel brochure using the simplified version. Discuss how sentences are written to make the place sound wonderful, never bad. Brainstorm words that could be used - glorious, beautiful, fabulous, fantastic etc. Work through the process to complete the Travel Brochure page making sure the pupils understand the steps.</p> <p>Hand out the 'Travel Brochure Writing Frame' worksheets. Pupils can use a photograph from their travel brochure to illustrate their page; this is not be stuck down until writing is finalised. After writing the page pupils can work with a partner to edit and check vocabulary used.</p> <p>More able could choose a seaside picture of a place they would like to visit and use it to make a postcard. They should write it as though they were there - what the place and weather is like, getting there (long or short journey), what they are doing etc. Use the postcard template for this.</p> <p>Look at the language used for the Travel Brochures and could it be made for exciting? Look at real life travel brochures and decide if it sounds an</p>					
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			<p>exciting place to visit.</p> <p>Display idea; Brochure pages could be displayed around a world map, using string to point out where the places are. Postcards received showing seaside scenes could also be added to this display.</p>					
Geog Unit 4 Hist Unit 3	4	<p>Pupils will know that seaside holidays have been taken for a long time. Pupils will know features of the seaside in different time periods. Pupils will be able to place pictures and activities on the beach chronologically</p>	<p>Recap on activities that take place at the seaside today. Help the pupils to understand that they will see photographs from 100 years ago up to the present day. 1900, 1950 to Present day.</p> <p>Using the Magic Granddad Holidays of the past CD, concentrating on activities on the beach. Help pupils to notice when photographs were first used, and when photographs became colour. Work through the various activities.</p> <p>Less able work on 'Seaside's through time' template writing / drawing things that they had in 1900 and what we have now.</p> <p>More able work on 'Seaside then and now' template writing / drawing the things that we have now that they had in 1900 and things that are different.</p> <p>Pupils do an oral feedback as to what they have learned from this lesson.</p>	<p>Q &amp; A. Work on templates. Oral feedback.</p>	<p>TA</p> <p>Magic Granddad CD-Rom &amp; IWB</p> <p>'Seaside's through time' template for LA.</p> <p>'Seaside's then and now' template for A.A. and H.A.</p> <p>From the past slide show. On the internet with IWB.</p>	<p>Seaside Past 1900 1950 Present day Bathing Machines Donkeys Picnic Sunbathing Costume</p>	<p>Oracy 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13.</p> <p>Literacy 1, 2, 3, 6, 7, 8.</p>	<p>Geog. – Hist. ICT Literacy Art</p>

			<p>Extension activity use the 'Seaside from the past' slideshow  <a href="http://www.schoolsnet.com/educate/teacher_zone/classroom/geography/unit4_lesson4_slide1.htm">http://www.schoolsnet.com/educate/teacher_zone/classroom/geography/unit4_lesson4_slide1.htm</a></p>					
Geog Unit 4 Hist Unit 3	5	<p>Pupils will know that seaside holidays have been taken for a long time. Pupils will know features of the seaside in different time periods. Pupils will be able to place pictures and activities of seaside entertainment chronologically</p>	<p>Question, what did we focus on last week (activities on the beach), tell the pupils that this week we will be looking at Seaside entertainment. Recap that they will see photographs from 100 years ago up to the present day. 1900, 1950 to Present day.</p> <p>Using the Magic Granddad Holidays of the past CD, concentrating on entertainment at the seaside  Work through the various activities.  Sorting the pictures of activities chronologically and listening to Magic Granddad talk about what they did, then using IWB to click on certain pictures to investigate further.</p> <p>Pupils choose a type of Seaside entertainment and draw a picture with labels depending on ability with a title and a short sentence as to why they chose that particular style of entertainment.</p> <p>Leave piece of work on their desks and the pupils move around class not touching the work but looking at what others have done. (self evaluating through use of peers work and evaluating the work of peers)</p>	Q & A. Picture and writing on an activity.	TA  Magic Granddad CD-Rom & IWB  A4 Plain paper	<p>Seaside  Past  1900  1950  Present day  Bathing  Machines  Donkeys  Picnic  Sunbathing  Costume  Fair  Big wheel  sandcastles</p>	<p>Oracy  1, 2, 3,  4, 5, 6,  7, 8, 9,  11, 12,  13.</p> <p>Literacy  1, 2, 3,  6, 7, 8.</p>	Geog. – Hist. ICT Literacy Art

Geog Unit 4 Hist Unit 3	6	Pupils will know that seaside holidays have been taken for a long time. Pupils will know features of the seaside and transport in different time periods. Pupils will be able to place pictures and activities of different types of transport chronologically	<p>Recap on what we have learned so far about Seaside holidays of the past on the beach and the seaside entertainment of the 1900, 1950 and present day.</p> <p>Using the Magic Granddad Holidays of the past CD, concentrating on the journey to the seaside. Work through the various activities. Sorting the pictures of activities chronologically and listening to Magic Granddad talk about what they did, then using IWB to click on certain pictures to investigate further.</p> <p>Pupils draw their own seaside scene onto the seaside template, past or present. bring back to the group for an oral feedback from pupils of findings of this particular topic</p> <p>As an extension pupils could discuss and colour pictures of the new seaside scene and the old seaside scene. Make a poem about the seaside past or present.</p>	Q & A Oral feedback Their own seaside picture.	TA  Magic Granddad CD-Rom & IWB  Copies of 'Seaside scene template'  Copies of 'New seaside scene'  Copies of 'Old seaside scene'	Seaside Past 1900 1950 Present day Bathing Machines Donkeys Picnic Sunbathing Costume Fair Big wheel sandcastles car	Oracy 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13.  Literacy 1, 2, 3, 6, 7, 8.	Geog.– Hist. ICT Literacy Art
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