

Geography: Key Stage 1

Teachers Professional Development Programme

Enquiry 2: Why do we love being beside the sea so much?



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Connecting the curriculum through enquiry based learning

Key Question: Why do we love being beside the sea so much?

Learning objectives

During the enquiry, pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to:

- **Identify** and **describe** the main physical and human features of seaside environments;
- Provide **reasons** as to why it is important to protect living things at the seaside;
- **Describe** popular activities undertaken at the seaside;
- **Understand** the interdependence of living things in seaside environments;
- **Identify, describe** and **categorise** living things within a rock pool habitat;
- **Identify, categorise** and begin to **explain** the distribution of sea shells on a beach;
- **Identify, describe** and offer **reasons** for the presence of pollution on a beach;
- **Describe** and **explain** how people can take greater care of the seaside environment;
- **Describe** and **explain reasons** why seaside holidays have changed in living memory;
- **Identify, describe** and offer **reasons** for European flight destinations from their nearest regional airport;
- **Compare** and **contrast** modern day experiences of the seaside with those of

Purpose of the enquiry

The primary objective of this enquiry is to enable pupils, as young geographers, to identify and begin to understand the key physical and human geographical features of the seaside as one example of the broader concept of 'coasts'. Through the investigation they become able to distinguish between common coastal land uses and those that frequently occur in rural or urban environments. Pupils can come to understand that the seaside is only one example of the many different places around the world, where the land meets the sea.

Geography is distinguished from all other subject disciplines by its unique focus on understanding the inter-relationship of people with their environments at both local and global levels. Since many young people will share direct experience of the seaside (or this can be arranged by schools through fieldwork visits), such an environment is an ideal place to exemplify the very essence of geography and establish a range of key concepts that will run throughout the Year 1 – 6 *Connected Geography* programme. Every aspect of the world is connected, interrelated and interdependent so establishing and illustrating this idea with young people, is easily achieved through the study of the seaside. As a consequence meaningful links are made with Science, History, Art and Design and Music and the conventions of English and Mathematics are applied regularly throughout as a means of consolidating understanding.

Context

At the outset of the enquiry pupils are encouraged to investigate the small seaside location of Wembury in south Devon. Wembury exemplifies the key physical and human features of the coast in the United Kingdom as well as being the setting of the very well-known children's book, *Sally and the Limpet*. Reflecting upon the key messages in this book provides the impetus in the investigation for pupils to think more broadly about seaside environments. In particular, potential human impact can be considered and how this might be managed more sustainably. Throughout the *Connected Geography* programme, links will be made in many of the enquiries with southwest England to enable the pupils to build up a picture of the distinctive human and physical geography features of this region of the United Kingdom.

National Curriculum coverage Geography

Locational knowledge

- Name and locate the world's seven continents and five oceans.
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

Human and physical geography

- Identify daily and seasonal weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the north and south poles.
- Use basic geographical vocabulary to refer to key physical and human features.

Geographical skills and fieldwork

- Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this key stage.
- Use simple compass directions and locational and directional language to describe the location of features and routes on a map.
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.
- Use simple fieldwork and observational skills to study key human and physical features of environments.

Connections to the subject content of other curriculum areas

English

Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in English is an essential foundation for success in all subjects.

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older members of their families or the Victorians.

Key Subject Vocabulary

Seaside; Countryside; Town; City; Urban; Rural; Flats; Sand; Beach; Pebbles; Mountain; Rocks; Field; High Street; Sea; Shops; Road; Street; Heath; Trees; Wood; Crops; Farming; Cliff; Houses; Hill; Traffic; Habitat; Environment; Adaptation; Camouflage; Nutrition; Food chain; Plankton; Pollution; Continent; Ocean; Country; North Pole; South Pole; North America; South America; Europe; Africa; Asia; Australia; Antarctica; Ocean; Pacific Ocean; Indian Ocean; Arctic Ocean; Southern Ocean; Atlantic Ocean; Compass; Map; River; Mountain; Desert; Island; Capital; Resort; Region.

Spoken language

Pupils should be taught to speak clearly and convey ideas confidently using Standard English. They should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. They should be taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing.

Reading and writing

Teachers should develop pupils' reading and writing in all subjects to support their acquisition of knowledge. Pupils should be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure. Schools should do everything to promote wider reading. They should provide library facilities and set ambitious expectations for reading at home.

Pupils should develop the stamina and skills to write at length, with accurate spelling and punctuation. They should be taught the correct use of grammar. They should build on what they have been taught to expand the range of their writing and the variety of the grammar they use. The writing they do should include narratives, explanations, descriptions, comparisons, summaries and evaluations: such writing supports them in rehearsing, understanding and consolidating what they have heard or read.

Numeracy and Mathematics

Teachers should use every relevant subject to develop pupils' mathematical fluency. Confidence in numeracy and other mathematical skills is a precondition of success across the national curriculum.

Teachers should develop pupils' numeracy and mathematical reasoning in all subjects so that they understand and appreciate the importance of mathematics. Pupils should be taught to apply arithmetic fluently to problems, understand and use measures, make estimates and sense check their work.

Pupils should apply their geometric and algebraic understanding, and relate their understanding of probability to the notions of risk and uncertainty. They should also understand the cycle of collecting, presenting and analysing data. They should be taught to apply their mathematics to both routine and non-routine problems, including breaking down more complex problems into a series of simpler steps.

Science

Animals including humans

Pupils should be taught to:

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores.

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.

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Art and design

Pupils should be taught to:

- Use a range of materials creatively to design and make products.
- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Computing

Pupils should be taught to:

- Recognise common uses of information technology beyond school.

History

Pupils should be taught about:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.

Music

Pupils should be taught to:

- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

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Ancillary Question 1: How is the seaside different from other places?

Divide the pupils into pairs and without any introduction or explanation provide them with the set of 19 photographs in **Resource 1**. Tell the pupils that you would like them to look carefully at each of the photographs and talk to each other about what they can see in each one. Are there things or places that they recognise? Could any of the pupils have been to a place like this? Encourage discussion and interaction and particularly listen out for the use of geographical vocabulary. After this tell the pupils that you would now like them to see if they can divide the photographs into three sets. Can the pupils create three piles of photographs which match each other in any way? Take time to circulate and listen to the conversations which arise as this exercise is completed. Now encourage pairs of pupils to feedback their reasoning and thinking. What was the basis of their categorisation? The objective here is for the pupils to have formed three sets – one showing images of the **seaside**, one showing images of **countryside** and one showing images of **towns and cities**.

Take time here to establish and develop key vocabulary. The following exercise helps to develop this further. **Resource 2** contains labels of key geographical vocabulary relating to the images in the photographs. Print these off on card and cut them up giving one set to each pair of pupils. The task is for the pupils to read the word and then place the card on the 'correct' photograph in which they can see the word represented. Some labels may well be applicable to more than one of the photographs and that, of course, is fine. Allow plenty of time and space for this and again monitor conversations and offer support as appropriate. At the end of the exercise invite pairs to feedback and explain the rationale for their decisions. Are they sure what each geographical word means? This is an opportunity to clarify what each subject word means, before moving on and to introduce three new subject words for the pupils. Explain that anything found in large towns and cities is referred to as **urban** and that everything linked to places in the countryside is known in geography as **rural**. The seaside is always where the land meets the sea and this boundary is known as **coast**.

Finally show the pupils the images in **Resource 3**. Encourage them to identify and describe what they can see in each. Challenge them to see if they can put them in the same sets of *seaside*, *countryside* and *towns and cities* as they did previously. This will be much more difficult because all of the images contain at least two of the categories e.g. blocks of flats next to the beach or large open spaces and parks in the middle of cities or towns in the middle of the countryside. This is a worthwhile exercise to establish with the pupils that places and environments do not neatly demarcate themselves one from another!

Further support and guidance for teaching Ancillary Question 1 is available in a short video entitled *Geography Basics: Where do I start?* at www.raiseonlinetraining.co.uk/videos/ks12-geography-geography-basics-where-do-i-start/

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Ancillary Question 2: How do people enjoy themselves at the seaside?

Divide the pupils into groups of four and ask them to talk to each other about their visits to the seaside. Can they remember where they went and all the things they enjoyed doing? What were their favourite things and why? Was the seaside in the United Kingdom or outside their own country? Tell the pupils that they are now going to look at one beach in Devon called Wembury. Show them the film at: www.youtube.com/watch?v=5YPj8VrgPqQ What kind of shoreline is it? What natural things can they see – beach, rocks, waves, sea, an island. What human activity can they identify – surfing, swimming, car parks, path etc.? Now ask them to look at the photographs in **Resource 4** which are all images of the beach at Wembury. Ask the pupils to describe what the beach is like and to identify all the things that people are doing. Are these some of the things that the pupils have enjoyed on their visits to the seaside? Are there things going on which they haven't done yet? Encourage discussion and feedback. Make a list on the board. Are there any common activities at the seaside missing from these images? What would the pupils add to the list?

Explain to the pupils that you are now going to read them a story about a girl who had an adventure on Wembury beach. The story book is *Sally and the Limpet* by Simon James ISBN 978-1406308464, published by Walker Books Ltd. Read the story, showing the drawings and pictures to the pupils as the narrative unfolds. Ask the pupils to think about what 'message' the living things in the story are telling us? What did Sally realise that she needed to do about the limpet? It's lovely to look at living things at the seaside especially when rock pooling but do not handle or disturb them or move them from their homes.

Next show the pupils examples of postcards and explain to them that they normally have a photograph of a place on one side, and space to write a short message and an address with a stamp on the other. Before landline telephones, mobile telephones, emails, texting, Facebook etc. they were the only way of communicating with relatives and friends when away on holiday at a place such as Wembury. Explain to the pupils the conventions of writing a postcard using this example to illustrate:

Tuesday August 12th

Dear Charlie

We arrived at our bed and breakfast hotel at Wembury on Saturday and we are already having a great time. The journey was boring but after we unpacked we went straight to the beach to play and swim. My cousin Wayne is staying in the same hotel. I am very excited because tomorrow I am going to visit a famous donkey farm where you are able to go on rides.

Derek

P.S. When I get home on Saturday why don't you come over?

Conventions:

Tuesday August 12th

Dear Charlie (salutation)

We (written in first person) arrived (past tense to locate event in time) at our bed and breakfast hotel in Wembury (proper noun to identify places and people) on Saturday and we are already having a great time (abstract noun to convey thoughts and feelings). The journey was boring but after we unpacked we went straight to the beach to play and swim (sequence of events) My cousin Wayne (proper noun) is staying in the same hotel. I am very excited because tomorrow I am going (shift in tense) to visit a famous donkey farm (use of adjectives to describe nouns) where you are able to go on rides.

Derek (signing off)

P.S. When (temporal connective) I (first person) get home on Saturday why don't you come over? (Postscript adds information)

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Having modelled how to write a postcard, provide the children with a blank standard conventional postcard which has no picture on the front and has the reverse divided into two halves, with a small rectangle for the stamp. Alternatively use the template in **Resource 5**. Encourage and support the pupils to write a postcard from Wembury as if they were Sally. Discuss with the pupils the kind of things that Sally might write about. What would she say about the adventure with the limpet? What other things might she remark upon – ice creams, making sand castles, paddling, swimming, the weather, what she has eaten, the people she has met and the new friends she has made?

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Ancillary Question 3: What else did Sally find living in the rock pools at Wembury?

Remind the pupils of the story of Sally finding a limpet in a rock pool at Wembury and what happened after she pulled it off the rock to which it was attached. Explain to the pupils that a limpet is in fact a snail that lives in sea water. It has a hard shell and teeth which enable it to 'stick' to rocks. Show the images in **Resource 6** and explain that most limpets are about the size of a 50p piece. Ask the pupils why they think the limpet needs to anchor itself so tightly to rocks along the seashore? Could it be to protect itself from other animals that might want to eat it or may it be something to do with the big waves that sometimes crash over the rocks? What would happen to the limpet if it was not secure?

Now show the pupils the photograph in **Resource 7**. Explain that the children are about to investigate what lives in the rock pool beside where they are standing. This is an opportune moment to introduce the word **habitat**. Explain that this is a very important word in science and geography and simply means the place where plants and animals find the food, water and shelter they need to live. Because plants and animals are not all the same they need lots of different kinds of habitats in which to live. Habitats, therefore, may be as large as a forest or ocean or as small as a rock pool or even a single leaf!

Next show the pupils the plants and animals in **Resource 8**. Working in pairs, encourage the pupils to name the plant or animal and then decide whether the children in the photograph are likely to find it living in the rock pool habitat? Encourage discussion and reasoning amongst the pupils and take feedback. Can the pupils explain why the plant or animal in question will be suited to the rock pool habitat? The creatures from the list to be found in rock pools at Wembury are: *Shore Crab*; *Barnacle*; *Strawberry Anemone*; *Shore Clingfish*; *Cushion Starfish*; *Common Prawn*; *Common Hermit Crab*; *Green Sea Urchin*; *Shanny* and *Bladderwrack*. The pupils might reason that the *Brown Trout* will also be found in the rock pool. Technically this is possible as there are saltwater varieties of brown trout but the pool would be far too small and not contain enough food for it to survive.

Develop this work on habitats by asking the pupils what challenges the living things in the rock pool will have to face. The first big challenge is shown in the two films at www.wemburymarinecentre.org/nature/. These are time lapse films by Paul Naylor and Lucy Flatman of the tidal cycle at Wembury (double click to obtain full screen projection). Ask the pupils what is happening to the sea in the first film? It's going 'out' from the land and then coming 'in' to the land. Every 12 hours or so, the seawater rises, and then falls back again in a cycle known as the tides. The rock pool will be covered at high tide and uncovered at low tide. When the waves are crashing in during a storm, such as that which hit Porthleven in Cornwall in 2014 www.youtube.com/watch?v=cYesEAOLdhc how are the living things in the rock pool going to be able to survive?

Living things in any habitat survive by being **adapted** or well suited to the **environment** in which they live. The film at www.bbc.co.uk/education/clips/zpfncvw shows how some of the creatures living in the rock pool are adapted to life there. Watch the film several times and encourage pupils to identify and describe how the creatures shown are well suited to life there. Listen out for the narrator saying 'nothing survives here without protection'. The sea anemone attaches itself firmly to a rock so that it isn't washed away by storm waves. The shore crab can not only regrow legs and claws but also varies its colour so that it can blend in with the background. This **camouflage** helps to hide it from hungry seagulls and waders that look for food in rock pools at low tide. If discovered, its hard shell will help to protect it from birds that might eat it. Bladderwrack seaweed anchors itself to the rocky side of the rock pool and also has little air sacks (bladders) which give it buoyancy so it is always close to the pool's surface. Finally, underneath the arms of the starfish there are rows of suckers which anchor it in position during storms and the movement of tides.

Conclude by explaining to the pupils that within a habitat, all of the living things depend upon each other. This dependency is most clear when it comes to food. All living things need food (**nutrition**) along with water and shelter in order to survive. In most habitats, living things will get the nutrients they need from other living things! All creatures become

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connected to each other through **food chains**. Explain that in a rock pool there are millions of living creatures that can't be seen with the eye as they are microscopic – can only be seen with a microscope which magnifies their size for us. These are called **plankton** (see **Resource 9**). Plankton is eaten by most of the larger creatures in the rock pool such as the Common Prawn. In turn the Common Prawn is food for the larger Shanny fish which, at low tide, will frequently be eaten by a passing Herring Gull. All four of these creatures can be seen in **Resource 9**. Using the template in **Resource 10** the pupils can draw their own **rockpool food chain** using the images in **Resource 9** as a guide.

Wembury and the surrounding coastline form a Marine Conservation Area (MCA) and a Special Area of Conservation (SAC). For schools who may visit as part of residential experiences, Wembury Marine Centre (managed by Devon Wildlife Trust) is an ideal place to learn about the area and its wildlife through interactive displays, tanks, regular rock pool rambles and other marine themed events. <http://www.wemburymarinecentre.org/>

Fieldwork possibilities

Torbay Coast and Countryside Trust (TCCT) in South Devon www.countryside-trust.org.uk/learning/school-visits-tcct has many years of experience of investigating the seashore with children and young people of all ages. The following two examples demonstrate how to connect geography with both science and mathematics.

Rock pooling

Before going rock pooling it is essential to ensure both health and safety considerations have been identified and managed appropriately. An example of a rock pooling risk assessment drawn up by the Charmouth Heritage Centre in Dorset can be seen at www.charmouth.org/chcc/images/Rockpooling_risk_assessment.pdf. It is also essential to consider the potential environmental impact of activities. For example small buckets and containers pushed gently through the water to gather living organisms is more sustainable for smaller creatures which may get entangled and injured in dip nets. For further guidance see the National Trust guide at <http://www.nationaltrust.org.uk/article-1355886690753/>

Pupils can gather living creatures from rock pools and then using a simple rock pool guide such as the one produced by John Walters <http://johnwalters.co.uk/publications/the-rockpool-guide.php> to create a simple tally chart of categories of organisms – see the TCCT table in **Resource 11**. This data can then be totalled and presented as simple bar graphs or histograms. The idea of adaptation can be developed by supporting the pupils to produce simple field sketches. Find an animal or plant and draw it, looking for identifiable features – colour, limbs, patterns, shape etc. Encourage the pupils to reflect on what special adaptations the plant or animal has, to live where it does in the rock pool.

Shell hunt

Start this activity by explaining very simply what a shell actually is – an exoskeleton that protects the animal that lives inside. Shells start their life as an egg and secrete calcium carbonate to make their shells on which the growth lines can be seen. Ask the pupils to collect as many shells as they can, looking for variety of shape, colour, size and patterns etc. within a set area of beach. After 10–15 minutes gather the pupils together and draw a large square in the sand. Ask volunteer pupils to divide the square into 18 equal sections – one for each type of shell they may find – see **Resource 12**. After all the pupils have added their shells to the correct section, support them to add up the totals and record them on the tally sheet. This data can then be presented mathematically in a variety of ways and a simple interpretation carried out e.g. which shells were most frequently/least frequently discovered? Were there any categories of shells which were not encountered at all and if so, why? Remember to get the pupils to return their shells, as close to the places where they discovered them as possible.

Marine Educator Course (Sea Green Leader)

Teachers with a keen interest in marine education might wish to investigate the Level 3 Sea Green Leader qualification offered by TCCT through its Sea Green Schools programme www.countryside-trust.org.uk/learning/courses-tcct/seashore

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Ancillary Question 4: How do people affect the beach at Wembury?

At the end of *Sally and the Limpet*, Sally 'took the long way home across the beach'. Tell the pupils that as she walked home she came across many things on the beach – some of which she was happy to see and some things she definitely wasn't! Show the pupils the photographs in **Resource 13**. These were the things she discovered on the beach. Support the pupils to identify and describe each item. Are there any things which they find difficult to identify? Now encourage them to say whether each of the things is *alive*, *was once alive but now dead* or *was never alive at all*. Some of these will be easier than others – encourage debate and reasoning and listen out for key vocabulary.

Talk to the pupils about the difference between the three categories. What will happen ultimately to things that are living or were living and now dead? They will rot away entirely. What will happen to the things on the beach that were never alive? Some of it will never rot away. Most of the non-living material on the beach is waste or **pollution** which has either been left on the beach by people or washed ashore with the high tide and waves. Much of this is plastic materials. The average time for a plastic bottle to entirely degrade is 400 years. **Resource 14** and **Resource 15** show photographs of mostly plastic pollution along the south Devon coast.

Explain to the pupils that Wembury Marine Centre and Devon Wildlife Trust are going to produce a leaflet to give to visitors to Wembury, which will hopefully result in less pollution being left on the beach. These visitors will include people who have come to swim, have picnics, fish, surf, kayak and play games. The guidance will be called the *Seashore Code* (template in **Resource 16**). Discuss with the pupils what rubbish these people might leave behind if they are not careful. What could we draw or write on the code sheet to get the message across to visitors? Support the pupils to draw and write their ideas on a copy of **Resource 16**.

Fieldwork possibility

Pupils can work in pairs along the beach and the strand line (a line, especially of washed up seaweed and other debris, marking a previous high water level along a shore) to observe and tally (no need to handle or collect) things which are alive, dead but once were alive and never been alive. After 15–20 minutes gather the pupils together and discuss what they have seen and recorded.

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Ancillary Question 5: Whereabouts in the world is Wembury?

This ancillary question provides an opportunity to introduce and consolidate key locational knowledge about the United Kingdom, the continents and the oceans of the world. A very important distinction for pupils is to understand the difference between a **continent** (a large, continuous, discrete mass of land) and a **country** (a nation with its own government, occupying a particular territory within a continent). Similarly they need to understand the difference between a **sea** (a body of salt water that is surrounded by land on all or most sides) and an **ocean** (a very much larger expanse of salt water). When combined together, the oceans that are bounded by continents cover three-quarters of the Earth's surface.

Begin with a globe and explain to the pupils that this is a very small model of the Earth. Spin the globe around as you walk amongst the pupils. What do they observe as it spins? What colour do they see most frequently? Water covers almost three-quarters of the surface of the Earth – salt water is divided into oceans and seas. Now link the globe to the world map in **Resource 17** and explain that a world map is a flat representation of the globe. A flat map makes finding and studying the location of places such as Wembury, easier than on a round or spherical surface. Take time to talk about and locate the seven continents and five oceans of the world and to ask questions such as which they think is the largest/smallest continent/ocean; which continent they think they live in etc. Also explore what they understand by the terms **North Pole** and **South Pole** (for pupils of this age it is adequate for them to consider these to be the most northern and southern points of the Earth). Take time here to introduce and practice simple compass directions using the four points of the compass which are encountered again in the map work exercises which follow. Link the identification of the North Pole and South Pole to the **Equator** – an imaginary line drawn around the Earth exactly halfway between the North and South Pole.

All of the above can now be consolidated through the following map work exercises. The tasks in **Resource 18** will require the pupils to use the world map in **Resource 17** beside the world map of rivers, mountains and deserts in **Resource 19**. Next, introduce the world map of **countries** in **Resource 20** and remind the pupils that continents are huge areas of land which are divided up into countries such as the United Kingdom in which they live. Spend some time now just informally exploring this map with the pupils and asking questions such as where anyone was born/has lived/visited/has relatives living etc. The exercises in **Resource 21** are designed to consolidate the pupils understanding of countries and where they are located in the world, with the map in **Resource 20** being used alongside the map **Resource 17**.

Revisit the world map of continents and oceans in **Resource 17** in order to ask the pupils once again in which continent the United Kingdom can be found. Now move them on to look at a more detailed map of the countries and cities of Europe in **Resource 22**. Discuss and explore this map with the pupils. What are their experiences? Were any born in other European countries or have any visited them for holidays or to see friends and family etc. Consider using a large wall map of Europe to show pupil linkages to the continent.

The pupils can be introduced to the map of the four countries of the United Kingdom in **Resource 23** which also shows the location of Wembury. In which country of the United Kingdom is Wembury found? In which country of the United Kingdom do the children live? Have any lived in any of the other countries which make up the United Kingdom? What about friends, family and visits for holidays etc.?

Finally, distribute copies of the map in **Resource 24**. This map shows one part or **region** of the United Kingdom – southwest England. A region is an area of a country or the world with definable characteristics which separate it from neighbouring places. These can be physical features such as the Amazon Basin (the land area which is drained by the river and its tributaries) or areas defined by political boundaries such as those of local authorities. Encourage the pupils to locate Wembury on this map and then cross reference its location with the political map in **Resource 25**. In which county is Wembury? Spend time identifying the region and county in which the pupils live and the school is located.

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Ancillary Question 6: How have our seaside holidays changed since the 1970s?

Talk to the pupils again about what they enjoy about trips or holidays to the seaside? Explain that people in Britain have enjoyed visiting the seaside for hundreds of years – their parents, grand-parents and great-great-grandparents! Enjoyment has remained the same but some other things have changed a great deal especially the location of the seaside resorts that people have visited for their holidays and also the activities they have enjoyed whilst on holiday at the seaside.

In 1970 nine out of ten people who went on holiday to the seaside visited a **resort** (a place where many people go to on holiday) in the United Kingdom. Unlike today most of these seaside visitors didn't stay in large hotels, apartments or caravan/camping sites. The most popular place to stay was with friends or family members or at **bed and breakfast** establishments. In these establishments holiday makers paid for a room in which to stay and for breakfast in the morning before they went out for the day (most closed until evening). Very popular places to stay in the 1970s are shown in the photographs in **Resource 26**.

Divide the pupils into pairs and encourage them to look carefully at the images in **Resource 26**. What kind of place is this and what are the holiday makers doing? In the 1970s, holiday camps such as Butlins and Pontins were very popular. In 1974 alone, one million people stayed at Butlins holiday camps around the country. Most people travelled to the camps by train or coach. Whilst all families had their own individual **chalet** in which to stay, everything else was enjoyed communally. Everyone ate three meals a day together in large canteens. During the day they swam in large pools or enjoyed fairground rides or sunbathed on terraces. Silly competitions such as knock-knee contests, egg-and-spoon races and personality pageants were regular occurrences. In the evenings huge dances were organised for hundreds of people. The emphasis was always on doing everything together.

Butlins and other holiday camps are still very popular. Use this site <http://www.butlins.com/> to provide the opportunity for children to 'book' an imaginary holiday. Encourage the pupils to select the holiday camp location closest to them and then choose August as a month during which they would like to visit for seven nights. They can then choose a specific date in August to being their seven-night holiday and then get a quote for two adults and two children (aged 4 and 10 years) in a chalet. This will generate a price for the trip and detail what's included and what is excluded.

In 2014 seven out of ten people in Britain who took a seaside holiday went to another country – Spain being the most popular destination. In total there were 14 170 000 overseas visits for holidays by British residents in 2014! Ask the pupils why they think that today, more people go to another country for a seaside holiday than in the 1970s? What do they think has changed to cause this? Tell the pupils that one very important reason is that people tend to have longer paid holidays now than they did in the 1970s which means they have more time to travel.

Another important reason for the change is shown in **Resource 27**. Today there are dozens of airports all over the United Kingdom from which people can take advantage of cheap air flights with budget airlines, such as easyJet, to warm and sunny beach resorts all over the world. These didn't exist in the 1970s. There is an opportunity now, for the pupils to investigate online where they could fly to for an overseas holiday from their closest major airport. The website of each airport will have a destination map or list of destinations e.g. www.eastmidlandsairport.com/Info/EMA/AllDestinations for the East Midlands airport. They can then check these off on the world map of countries in **Resource 20**.

Key Question: Why do we love being beside the sea so much?

NOTES

Ancillary Question 7: How have great artists and composers represented the seaside?

Through this ancillary question the pupils have an opportunity to study the work of a range of artists and composers who have been inspired by the seaside. **Resource 28** is Renoir's painting of *Children on the Seashore* 1883; **Resource 29** is Monet's painting: *The boardwalk on the beach at Trouville* 1870 and **Resource 30** is *Elegant Women On The Beach* by Frederick Kaemmerer 1895. Impressionism was very popular during the period 1860–1890. The Impressionists wanted to capture a moment in time. They were more concerned with the light and colour of the moment than with the details of the objects they were painting. They often painted outdoors and worked quickly to capture the light before it changed. They used rapid brush strokes and often used unmixed colour to save time. They used unusual visual angles and common everyday subjects. Take time to discuss each of the paintings with the pupils. What do they like and dislike about them? What kind of atmosphere does each painting conjure up? What do they feel, hear or smell when they look at each painting? What do they think the artist was trying to say when he painted the picture?

If it has been possible to organise a fieldwork visit to a beach as part of this enquiry, the pupils could be supported and encouraged to design and paint a scene from the visit in the style of one of the impressionist artists. Alternatively the same approach could be applied to a photograph of a detailed beach scene (such as that in **Resource 31**) that the pupils could reproduce simply in an impressionistic style.

Andy Pierson of *ESP Music* has written (as part of the *Becta Primary Hard to Teach Project*) a comprehensive scheme of work and resource focusing on supporting young pupils to listen to and reflect upon a wide range of music with a seaside theme as well as developing and applying composition skills of their own. The unit is included here as **Resource 32** under the Open Government Licence for public sector information <http://www.nationalarchives.gov.uk/doc/open-government-licence/version/3/>

Key Question: Why do we love being beside the sea so much?

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Assessment

This enquiry presents several opportunities, at different stages, to evaluate how the pupils are progressing in geography through the mastery of key geographical skills and outcomes. It is not necessarily intended that all the following learning activities should be assessed. Rather that the list can be used as a guide for selecting one or two assessment opportunities relevant to individual pupils, rather than on a whole group basis.

Ancillary Question	Learning Activity	Possible source of evidence of achievement
1	Identify and describe the main physical and human features of seaside environments	Oral through discussion which can be recorded if appropriate via a digital dictaphone and uploaded
2	Provide reasons as to why it is important to protect living things at the seaside	As above or through a combination of the above and simple labelled sketches and diagrams
2	Describe popular activities undertaken at the seaside	Postcard
3	Understand the interdependence of living things in seaside environments	Food chain diagram
3	Identify, describe and categorise living things within a rock pool habitat	Fieldwork exercise
3	Identify, categorise and begin to explain the distribution of sea shells on a beach	Fieldwork exercise
4	Identify, describe and offer reasons for the presence of pollution on a beach	Fieldwork exercise
4	Describe and explain how people can take greater care of the seaside environment	Seaside code guide
6	Describe and explain reasons why seaside holidays have changed in living memory	Oral through discussion
6	Identify, describe and offer reasons for European flight destinations from their nearest regional airport	Annotated outline map of Europe with labelled locations
Homework	Compare and contrast modern day experiences of the seaside with those of older members of their families or the Victorians (see below)	Scrapbook and simple presentation

Homework possibilities

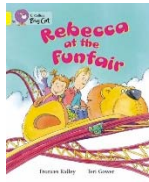


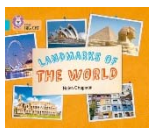
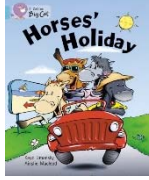
Whilst undertaking this investigation at school, the pupils could be asked to carry out a mini enquiry on the same theme working with adults at home and members of their family. This could be called: *How did people enjoy seaside holidays in the past?* which would particularly complement Ancillary Question 6. Pupils could create a simple scrapbook of memories from members of their family including artefacts such as postcards or photographs if they have them. They could then present their scrapbook and describe and explain its contents to their peers. Adult members of their family might also contribute to such a presentation if appropriate. If visiting the seaside has not been part of the experience of families, the homework enquiry could focus on research to discover *Why did the Victorians enjoy the seaside so much?* The anticipated outcome from both enquiries would be for the pupils to compare and contrast their experience with people in the past and offer reasons for the differences observed.

Key Question: Why do we love being beside the sea so much?

Further reading

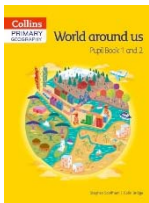


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