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| *Vocabulary* | *Definition*  **(rather than attempting to define the word for a child in KS1 - use these words when you are talking in context and use pictures)** | ***Vocabulary*** | *Definition* | ***Vocabulary*** | *Definition* |
| Sun | The star round which the earth orbits. | **Shore** | The land along the edge of a large body of water. | **Rip Tide** | A rip tide, is a strong, offshore current that is caused by the tide pulling water through an inlet along a barrier beach. |
| Sea | A large area of water. | **Current** | A body of water moving in a certain direction. | **Erosion** | The action of removing soil, rock or dissolved material from the Earth’s crust. |
| Sand | A pale yellowish brown granule. | **High Tide** | The state of the tide when it’s at its highest level. | **Pollution** | A substance which has harmful or poisonous effects in an environment. |
| Bucket and Spade | Traditional British seaside items. Usually a small plastic bucket with a handle and a small shovel. | **Hazard** | A danger or risk. | **Coral Reef** | A ridge of rock in the sea formed by the growth and deposit of coral. |
| Seagulls | A seabird. | **Waves** | A long body of water curling into an arched form and breaking on the shore. | **Sand Banks** | **A**re bedforms consisting of cohesive or non-cohesive sediments in estuaries and continental shelf areas that can be exposed at low tide. |
| Ice-Cream | A soft, sweet frozen food made with milk and cream. | **Driftwood** | Pieces of wood which are floating on the sea or have been washed ashore. | **Inflatable** | A plastic or rubber object that must be filled with air before use. |
|  |  | **Pier** | A platform on pillars projecting from the shore into the sea. | **Climate** | The weather conditions prevailing in an area in general or over a long period. |

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| **Skills of Progression**  **Otter (EYFS & KS1) Beaver (KS1 & KS2) Seal (KS2)** |
| History:  Talk about simple similarities and differences between life at different times.  Identify different ways that the past is represented, e.g. fiction accounts, illustrations, films, song, museum displays, photos and artefacts.  Find answers to simple questions about the past from sources of information, e.g. artefacts.  Ask and answer simple historical questions about events and places.  Communicate their knowledge through discussion, drawing, drama and role-play, making models, writing and using ICT.  Describe memories of key events in lives.  Uses past and present when telling others about events.  Identify differences between ways of life at different times.  Compare pictures or photographs of places in the past.  Identify ways that the past is represented and discuss reliability of evidence, e.g. photos, paintings.  Handle sources and evidence to ask and answer questions about the past on the basis of simple observations.  Compare with our life today.  Uses evidence to find out how ‘Culture and Leisure activities’ and ‘Clothes, way of life and actions of people’ may have changed during a time period.  Begin to evaluate the usefulness of different sources.  Use a range of printed sources, the internet, pictures, photos, music, artefacts, and visits to find out about a period  Observe small details – artefacts and pictures.  Ask and answer simple questions about the past, considering aspects of change, similarity, difference and significance.  Construct own responses that involve thoughtful selection and organisation of relevant historical information. |
| Geography:  Express own views about a place, people and environment.  Draw and label pictures to show how places are different.  Name, describe and compare familiar places.  Use basic geographical vocabulary to refer to key physical features, including: beach, coast, forest, mountain, sea, river, season and weather.  Express opinions about the seasons and relate the changes to changes in clothing and activities, e.g. winter = coat, summer= t-shirts.  Study pictures/videos of two differing localities, one in the UK and one in a contrasting non-European country and ask geographical questions, e.g. What is it like to live in this place? How is this place different to where I live? How is the weather different? How are lifestyles different?  Study pictures of the localities in the past and in the present and ask ‘How has it changed?’  Draw pictures to show how places are different and write comparatively to show the difference.  Express own views about a place, people and environment. Give detailed reasons to support own likes, dislikes and preferences.  Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, seasons and weather.  Study some pictures of different parts of Europe (e.g. top of a mountain, on the banks of a river, on a farm). Make reasoned judgements about where the pictures are taken and defend, e.g. a mountain top may be in France because there is a large mountain range there.  Using maps, locate the Equator, the Tropics of Cancer and Capricorn. Consider the countries and climates that surround these lines and discuss the relationships between these and the countries.  Compare physical and human features, draw conclusions, pose questions and use prior knowledge of map reading. |

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| **National Curriculum Links**  **Otter (EYFS & KS1) Beaver (KS1 & KS2) Seal (KS2)** |
| **History:**  Changes within living memory. Events beyond living memory. Changes in Britain from the Stone Age to the Iron Age. A local history study. Changes in an aspect of social history, such as leisure and entertainment. |
| **Geography:**  Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world. Use basic geographical vocabulary.  Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. Use basic geographical vocabulary. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including coasts), and land-use patterns; and understand how some of these aspects have changed over time. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. Describe and understand key aspects of physical geography, including: climate zones. |
| **Art and D.T.:**  Use drawing and painting 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.  Improve mastery of art and design techniques, including drawing and painting with a range of materials.  Create sketch books to record their observations and use them review and revisit ideas.  Improve their mastery of art and design techniques, including drawing and painting with a range of materials. |