

## Unit 1 Introduction

### 1. Whole class instruction

**Objective:** Everyone has been to the seaside, so the objective here is to begin by reminding children of the seaside and its location relative to where they live, thinking about places they have been to, and starting to develop ideas of contrast between coasts of Britain.

#### 1.1. Multimedia videogallery extra-Whitby

**“Which places at the seaside have you been to? (get answers). So why do you go there (extract coast-related answers)? Let’s look at this video which will tell us about one seaside town in Yorkshire.”**

- ▶ See how there are many reasons we do things, but in the case of seaside, most people go to areas with wide beaches and attractions. The video tells of location, geography, history and other cross-curricular topics.

#### 1.2 Textbook pages 4-5

- ▶ Explain that we are going to look at many different kinds of coast and try to understand why the coast looks like it does and why it is used in many kinds of ways.

This is a summary diagram, so it might be useful to see what coastal words children know and whether they can divide them into general words (like seaside) and technical words (like cliff). They will find that many of the words they use are already technical words. That will help them to feel the next sections are not too daunting.



Note: coast can be a cross-curricular theme with Victorians and we have books and materials in the History>>Victorians to support that.

Play classroom cinema video Whitby.

Ask children to make notes on what was said about Whitby, then compare notes to see if the same things were noted by all. If not, discuss if this suggests that different people think different things are important about seaside towns. Pencil and paper needed.

You can show videos of other places as well because there are over 30 videos in the video gallery. But Whitby is an especially fine combination of history and geography.

## 2a. Group exploration

### The Great British seaside

- This is a major exploration and requires the use of all of the Great British Seaside Creative Topics books.

You may find it best to start with the book that does the coast closest to your school. Then move through the books, turning the pages on a whiteboard, to show all the features of the coast in that area and how varied it is. If you have time, go around the whole UK coast, book by book, but if that is too time-consuming either ask children to do it for further work (see below) or just stay with the one book or say “Let’s look up places you have been to”, and reduce the workload that way. There is no better way to introduce children to the rest of their country than to use the whole UK coast, so try not to be too parochial.



Use the Creative Topics books Great British Seaside (leave out the Victorian Seaside for the moment).

## 2b. Literacy activity

### My favourite place

- While children are doing the group exploration, see if they can decide which place they liked best. Now they can find their way back to it (using library skills you will have taught them elsewhere) and write why they thought it was the best place in the whole of the UK.

## 3. Plenary session

- Get children to say what they think of places around the coast.

## 4. Further work/homework

- Ask children to look through the other Great British Seaside books.