

Unit 2 Landscape

1. Whole class instruction

Objective: To get children to understand that the topic of coast involves how the landscape forms as well as how we use it as the 'seaside'. As children normally only see the coast in summer part of the objective is to get them to understand that coasts in winter are very different to summer and it is in winter when most coastal landforms develop.



1.1. Multimedia Classroom cinema

“What makes up the coast? Let’s look at this video which will tell us about all kinds of areas of seaside both in summer and winter.”

- ▶ 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. (But note that in this video one of the attractions is going out in a spectacular bay on a speedboat, so the attraction is rugged cliffs as well as open water).

Play classroom cinema video. (Lulworth Cove)

The video activity asks children to spot activities and make a list. Pencil and paper needed.

1.2 Textbook pages 6-7

- ▶ This page deals with the simplest idea of bays and headlands, cliffs and beaches. Children should have these basic features in their head before we move on. More advanced students can be told there are estuaries, deltas and spits, but leave these out for less able students.

2a. Group exploration

Seaside landscapes

- ▶ Using the picture gallery, try to bring up pictures at random and get children to identify where the cliff, beach, headland and bays are (if any) in the pictures.



2b. Literacy activity

Postcards

- ▶ We all write postcards home, so let's choose a picture of a coast that we like, choose the postcard option below the big picture and print it. Then we simply fold it over and write our message. It must tell our friends something about the seaside. It must start with: "Dear... This is a picture of (and describe simple features)..".

Bring up coast picture gallery

3. Plenary session

- ▶ Get children to say which seaside words they have learned so far. At this stage just identifying the features will do. Explanations of how they got like that come later.

4. Further work/homework

- ▶ Ask children to find and bring in any seaside postcards they have received to add location variety.