

## Geography KS1

<b>Learning intentions National Curriculum Key Stage 1</b>	<b>Learning outcomes</b>	<b>Key knowledge, skills and learning experience specific to the Lulworth visit</b>
<p><b>Geographical enquiry</b>            Ask geographical questions            Observe and record            Express their own views about environments            Communicate in different ways</p>	<ol style="list-style-type: none"> <li>1) Students are encouraged to ask and answer questions concerning the immediate landscape.</li> <li>2) Students are given the opportunity to complete a diagram and label the key features of Stair Hole and/or Lulworth Cove.</li> <li>3) Students are encouraged to contribute their own knowledge and experience to all parts of the session.</li> </ol>	<ol style="list-style-type: none"> <li>1) Where recent land movement has happened, why features have formed in certain ways.</li> <li>2) The diagram includes the following vocabulary: cave, arch, stump, blow hole, beach, cliffs, waves.</li> <li>3) Students are asked if they have been to Lulworth before, what they think a coastline is among other questions.</li> </ol>
<p><b>Geographical skills</b>            Use geographical vocabulary            Use fieldwork skills            Use secondary sources of information</p>	<ol style="list-style-type: none"> <li>1) Students are encouraged to learn and use the correct geographical vocabulary throughout the session.</li> <li>2) Students will identify different types of rock.</li> <li>3) Students will watch a specific slide and animation presentation</li> </ol>	<ol style="list-style-type: none"> <li>1) Coastline, rock, sedimentary, continental plates, erosion, tsunami, earthquake, volcano, horizon, river, valley.</li> <li>2) A game to introduce different rock types reinforced by the slide presentation</li> <li>3) Slide show describes the evolution of the rocks and coastline at Lulworth</li> </ol>
<p><b>Knowledge and understanding of places</b>            Identify and describe what places are like and where they are            Recognise how places have become the way they are and how they are changing            Recognise how places compare with other places</p>	<ol style="list-style-type: none"> <li>1) Students are taken out into the local landscape and coastline (weather and safety issues permitting).</li> <li>2) Students will learn how the local landscape has changed and continues to evolve.</li> <li>3) Students are encouraged to compare their local environment with Lulworth and any other places they have visited.</li> </ol>	<ol style="list-style-type: none"> <li>1) A walking tour to visualise the landscape and coastline via Stair Hole and Lulworth Cove to reinforce and extend their learning.</li> <li>2) Students are asked to describe their own local environment and begin to compare with Lulworth as their learning progresses</li> <li>3) Comparison of other World Heritage Sites is discussed and the geology of their own area.</li> </ol>

<p><b>Knowledge and understanding of patterns and processes</b> Recognise changes in physical features</p>	<ol style="list-style-type: none"> <li>1) Students will be asked to notice the difference between historical secondary sources and what they see on their walking tour.</li> <li>2) Physical and chemicals changes will be discussed.</li> </ol>	<ol style="list-style-type: none"> <li>1) Students will be shown specific historical photographs relating to the Lulworth landscape and asked to compare it with what they see now</li> <li>2) Students will learn the effects of erosion, e.g. waves, salt and humans, and the changes that occur as rocks are formed</li> </ol>
<p><b>Scientific enquiry – investigative skills</b> Explore, using the senses of sight, hearing, smell touch and taste, as appropriate</p>	<p>Students will be asked to use their five core senses to identify changes in their surroundings.</p>	<p>Students will touch rock samples, notice the sounds of the waves and the smell of salt and see the effect the weather has on the colours of the sea and land.</p>
<p><b>Scientific enquiry – living things in their environment</b> About the different plants and animals found in different habitats</p>	<p>Students will be asked to notice different land and sea habitats</p>	<p>Discussion will be encouraged concerning rocky shore wildlife and effects of tides, grassland birds and habitat management</p>
<p><b>History knowledge skills and understanding – chronological understanding</b> Use common words and phrases relating to the passing of time</p>	<p>Students will discuss the concept of short and long periods in the context of their lives and rock and fossil formation</p>	<p>Key vocabulary introduced: Jurassic, millions, thousands, prehistoric</p>
<p><b>Breadth of study – health and safety</b> Recognise that there are hazards in living things, materials, physical processes and places, and assess risks and take action to reduce risks to themselves and others</p>	<p>Throughout the session safety is taught and adhered to at all times, with particular reference to the coastal environment and group behaviour</p>	