

Geography KS2

Learning intentions National Curriculum Key Stage 2	Learning outcomes	Key knowledge, skills and learning experience specific to the Lulworth visit
Geographical enquiry 1) Ask geographical questions 2) Collect and record evidence 3) Identify and explain different views that a range of people hold about topical geographical issues Communicate in different ways	1) Students are encouraged to ask and answer questions and express their views concerning the immediate landscape. 2) Students are given the opportunity to create or complete a field sketch and label the key features of Stair Hole and/or Lulworth Cove. 3) Students are encouraged to contribute their own knowledge and experience to all parts of the session.	1) Discussions at specific areas such as Stair Hole and Lulworth Cove will encourage geological questions such as “how did the Cove form differently to Stair Hole?” 2) The diagram will include the following vocabulary: cave, arch, stump, blow hole, beach, cliffs, waves, Lulworth Crumple, Portland Limestone, Purbeck Beds, Wealden Clay, Greensand, Chalk 3) Example of destroyed beach café at Lulworth or conflict relating to public ROW
Geographical skills 1) Use appropriate geographical vocabulary 2) Use fieldwork skills 3) Use secondary sources of information	1) Students are encouraged to learn and use the correct geographical vocabulary throughout the session. 2) Students will identify different types of rock. 3) Students will watch a specific slide and animated presentation	1) Coastline, rock, sedimentary, continental (tectonic) plates, erosion, tsunami, earthquake, volcano, horizon, river, valley, Ice Age, folding, layers, honeypot sites. 2) Teaching of colour, structure, hardness and composition of rocks and identifying them in the landscape 3) Slide show describes the evolution of the rocks and coastline at Lulworth
Knowledge and understanding of places 1) Identify and describe what places are like and where they are 2) Describe where places are 3) Recognise how places have become the way they are and how they are changing	1) Students are taken out into the local landscape and coastline (weather and safety issues permitting). 2) Students are asked to explain this location 3) Students will learn how the local landscape has changed and continues to evolve.	1) A walking tour to visualise the landscape and coastline via Stair Hole, Lulworth Cove and Durdle Door (if chosen) to reinforce and extend their learning. 2) Isle of Purbeck, South Coast of England, English Channel, Dorset 3) Slide show and the walking tour describes the evolution of the rocks and coastline at Lulworth

<p>4) Describe and explain how places compare with other places</p>	<p>4) Students are encouraged to compare their local environment with Lulworth and any other places they have visited.</p>	<p>4) Students are asked to describe their own local environment and begin to compare with Lulworth as their learning progresses Comparison of other World Heritage Sites</p>
<p>Knowledge and understanding of environmental change and sustainable development Recognise how people can improve the environment or damage it and how decisions about places and environments affect the future quality of people's lives</p>	<p>Students will understand the causes and effects of environmental pollution, the impact of visitors on the environment.</p>	<p>Discussion will be encouraged concerning litter, marine pollution, overuse of the area and its facilities at key points along the route</p>
<p>Knowledge and understanding of patterns and processes Recognise some physical and human processes and explain how these cause changes in the environment</p>	<p>1) Students will be asked to notice the difference between historical secondary sources and what they see on their walking tour. 2) Physical and chemical changes will be discussed.</p>	<p>1) Students will be shown specific historical photographs relating to the Lulworth landscape and asked to compare it with what they see now 2) Students will learn the effects of coastal erosion as well as human, biological and chemical weathering and the changes that occur as rocks are formed</p>
<p>Scientific enquiry – living things in their environment 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>History knowledge skills and understanding – chronological understanding Use dates and vocabulary relating to the passing of time</p>	<p>Students will discuss the concept of short and long periods in the context of rock and fossil formation, erosion and the immediate past.</p>	<p>Key vocabulary: Jurassic, Cretaceous, millions, thousands, prehistoric</p>

<p>Breadth of study – health and safety 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>
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