Sun, Sea and Sand

A Geography and History based topic focussing on geographical similarities and differences within the UK.
Overview of theme:

This unit is still focused on the seaside but with a greater emphasis on the geographical features of a beach. We will be building up to our seaside trip in July.

The intention is that by the end of this unit children will know about and understand the similarities and differences between the ‘Victorian’ seaside and the modern British seaside. They will develop their knowledge of human and physical features of the seaside, as well as understand the importance and impact of tourism in Britain. Children will also have the opportunity to express their opinions about different seaside destinations and their various appearances and learn about the impact of pollution.

We will be learning about the human and physical features of West Wittering. Throughout the unit, children will be using atlases in order to locate different seaside towns within the UK and comparing them to Whitton. By the end of the unit the children will know more about coastal counties, towns and the coastline itself.

Children will be writing non-chronological reports about the seaside. In preparation for our trip, the children will learn about sea safety and how to have fun at the beach without putting themselves in danger.

Planned visits and school workshops:

- Trip to the seaside at West Wittering – Monday 1st July
  This trip will consolidate our learning about the seaside.

Useful information and reference for parents:

- Research the different types of coast in Britain and around the world
- Discuss seaside safety in preparation for our trip
- Have a look at any postcards you may have been sent. How are they written? What do people write about?

Homework linked to theme:

- Weekly spelling and maths homework.
- Children’s log-in details are in your child’s reading record book.
  - Mathletics - https://login.mathletics.com/
- Encourage children to write a postcard when visiting places, especially seaside towns back to the class.
Cross-curriculum links and opportunities:

### Subject focus of the theme: Geography

| English including core text | Oi Frog  
Sir Knight and George |
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<tbody>
<tr>
<td></td>
<td>Children will be writing non-chronological reports about the seaside, invitations, instructions on how to build a sandcastle, a recount of our trip as well as postcard writing.</td>
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### Mathematics

- Adding and subtraction
- Division and multiplication
- Seaside game investigation
- Time related to a day at the seaside
- Measuring distances

### Science

- Gardening
- Seaside plants
- Germination

### Art and design

Art is linked to the use of natural materials found in various locations and a study of the artist Andy Goldsworthy.

### Computing

Creating posters about the seaside using word processing, inserting images and word art.

### History

Developing a sense of chronology from the Victorian times to now. Comparisons between the past and present.

### Music

Composition of a verse for ‘Deep Blue Ocean’ using instruments. Work on rhythm.

### Personal, Social, Health Education

Changes – moving to Year 3, team building and transition activities.

### Religious Education

A comparison of different faiths
Sequence and structure to curriculum theme

<table>
<thead>
<tr>
<th>Week 1: Getting started! How did seaside holidays start?</th>
<th>Introduction to the ‘Victorian Seaside’ holidays. To be able to describe geographical features of a familiar place. The children will discuss a variety of holiday destinations and what the features are of those places and places they know.</th>
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<tbody>
<tr>
<td>Week 2: Mapping seaside counties and towns</td>
<td>To use atlases to locate seaside destinations in the UK. The children will compare their own town with the seaside, and begin to focus on West Wittering.</td>
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<tr>
<td>Week 3: Human and physical features of the seaside.</td>
<td>To identify the human and physical features of West Wittering beach in preparation for our school trip. The children will look at ways to protect the beach and coast.</td>
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<tr>
<td>Week 4: Tourism and pollution.</td>
<td>To consider how tourism can change a seaside location. The children will think about the possible consequences of their actions and how best we can look after the environment and the seaside. The children will be able to express views.</td>
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<tr>
<td>Week 5: Comparison of West Wittering to the ‘Victorian Seaside’.</td>
<td>To learn about seaside safety. School trip to West Wittering. Children will have a clear understanding of how Victorian seaside holidays have influenced how we holiday now.</td>
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Children’s learning

By the end of this theme the children will:

- Understand how seaside holidays have developed from the Victorian times to modern Britain.
- Know that there are similarities and differences between seaside towns now and in the past.
- Have an understanding of the impact we have on the environment and expressed their own views on this.
- Have developed their mapping skills.