

# Beach School Curriculum



**St. Martin's**



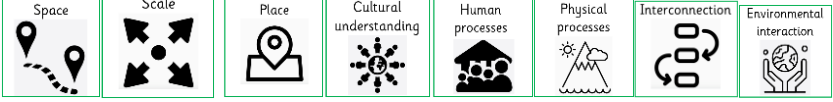
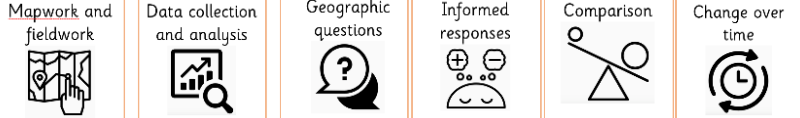
C. of E. Primary School

*Serve one another in love*

Galatians 5v13



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	We are observers...	We are artists...	We are gamers...	We are builders...	We are environmentalists...	We are marine explorers...
North and South Bay	Watch the sea and describe its sounds and appearance.	<b>Christmas Art</b> Collect shells Driftwood Tree Ornament using shells 	Play tig and sing sandy girl/boy song.	Can you build a sandcastle?	Share a book on the beach about the environment.	Rock pooling Challenge – Sea anemone 
Geography links	<b>Substantive knowledge (facts)</b> 			<b>Disciplinary knowledge (skills)</b> 		
	<ul style="list-style-type: none"> <li>Name and locate different parts of the local community.</li> <li>Understand that some places are special to members of their community.</li> <li>Use the local area for exploring both the built and natural environment.</li> <li>Use all of their senses in hands-on exploration.</li> <li>Begin to understand the need to respect and care for the natural environment and living things.</li> </ul>			<ul style="list-style-type: none"> <li>Find out about the environment by talking to people, examining photographs, simple maps and visiting local places.</li> <li>Explore the natural world around them.</li> <li>Describe what they see, hear and feel whilst outside.</li> <li>Use a range of sources such as simple maps, photographs, magnifiers, and visiting local places.</li> <li>Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.</li> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> </ul>		



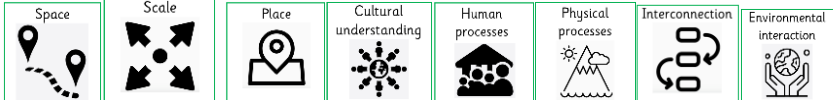
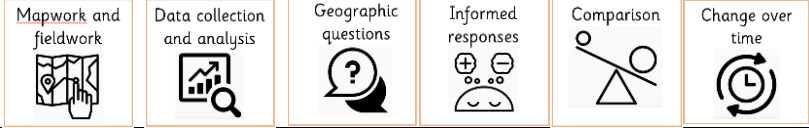
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- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons.

- Show care and concern for living things and the environment.
- Describe some similarities and differences in their local environment.
- Understand the effect of changing seasons on the natural world around them.
- Follow simple directions.
- Understand position e.g. under the table.
- Discuss routes and locations using words like 'in front' and 'behind'.
- Draw information from a simple map.
- Use a simple map with symbols to spot features in the school grounds or in the local community.
- Describe a familiar route.
- Draw and create their own maps using real objects, and/or pictures and symbols.
- Look at signs and symbols on different types of maps for example in school and the local community.



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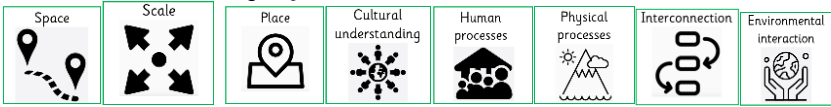
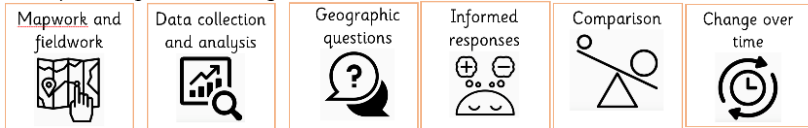
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	We are observers...	We are artists...	We are gamers...	We are builders...	We are environmentalists...	We are marine explorers...
<b>Burniston Rocks</b>	Beach meditation	<b>Christmas Art</b> Collect stones Driftwood Tree Ornament using stones (eg – just stones, not sea glass) 	Crabs and sharks run across game on marked out area. Seaweed floats in the middle to catch other children.	Can you make a paddling pool?	Litter picking with Sycamore Class	Rock pooling Challenge – Barnacles (grippy) and Limpits 
<b>Geography links</b>	<b>Substantive knowledge (facts)</b> 			<b>Disciplinary knowledge (skills)</b> 		
	<ul style="list-style-type: none"> <li>Identify geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</li> <li>Identify seasonal and daily weather patterns in the United Kingdom.</li> <li>Use basic geographical vocabulary to refer to:  key physical features, including:, beach, cliff, coast, key human features, town, house.</li> </ul>			<ul style="list-style-type: none"> <li>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> <li>Observe and describe daily weather patterns.</li> <li>Use digital cameras to record what they see.</li> <li>Collect simple statistics – longest, shortest, highest.</li> <li>Ask and answer simple geographical questions about their locality.</li> </ul>		

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|  |  | <ul style="list-style-type: none"><li>• Draw, speak or write about simple geographical concepts such as what they can see where.</li><li>• Follow directions (up, down, left/right, forwards/backwards)</li><li>• Use picture maps and globes.</li><li>• Recognise that a map is about a place.</li><li>• Make 3D maps using junk mapping.</li></ul> |
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	We are observers...	We are artists...	We are gamers...	We are builders...	We are environmentalists...	We are marine explorers...
Hayburn Wyke	Observe and listen to wildlife including sea birds	<b>Christmas Art</b> Collect sea glass Driftwood Tree Ornament using sea glass 	Relay races on beach.	Can you create a sand sculpture?	Litter Picking with Cedar	Rock pooling – Challenge - Hermit Crabs 
Geography links	Substantive knowledge (facts) 			Disciplinary knowledge (skills) 		
	Year 1 <ul style="list-style-type: none"> <li>Identify geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</li> <li>Identify seasonal and daily weather patterns in the United Kingdom.</li> <li>Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, key human features, town, house.</li> </ul> Year 2 <ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, sea, ocean, valley. key human features, including: town, house, harbour and shop</li> </ul>			Year 1 <ul style="list-style-type: none"> <li>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> <li>Observe and describe daily weather patterns.</li> <li>Use digital cameras to record what they see.</li> <li>Collect simple statistics – longest, shortest, highest.</li> <li>Ask and answer simple geographical questions about their locality.</li> <li>Draw, speak or write about simple geographical concepts such as what they can see where.</li> <li>Follow directions (up, down, left/right, forwards/backwards)</li> <li>Use picture maps and globes.</li> </ul>		

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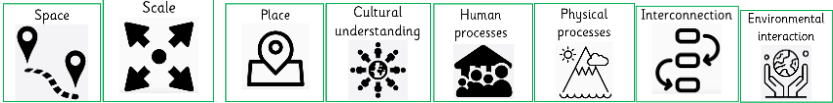
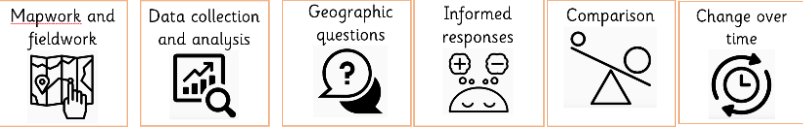
- Recognise that a map is about a place.
- Make 3D maps using junk mapping.

Year 2

- Develop simple fieldwork and observational skills when studying the geography of their school and local environment.
- Make simple sketches whilst on fieldwork.
- Identify seasonal and daily weather patterns.
- Take and use digital photographs.
- Use tally charts and simple tables to collect information.
- Ask and answer simple geographical questions when investigating different places and environments.
- Express views about the environment and can recognise how people sometimes affect the environment.
- Follow directions (as year 1 and including North, South, East, West)
- Begin to identify features on aerial photographs.
- Follow a route on a map.
- Create their own simple maps and symbols.
- Draw a map of a real or imaginary place (e.g. add detail to a sketch map from an aerial photograph).



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	We are observers...	We are artists...	We are gamers...	We are builders...	We are environmentalists...	We are marine explorers...
<b>Ravenscar</b>	Record the sounds of the sea by writing words in the sand.	<b>Christmas Art</b> Collect sea glass Driftwood Tree Ornament using 3 different sized sea glass pieces 	Beach volley ball.	Can you create a beach sculpture using natural materials?	Visit The Sea Life Centre and learn about animal rehabilitation after injury.	Rock pooling – Challenge – Find 3 different shellfish (sea snails, hermit crabs & crab) 
<b>Geography links</b>	<b>Substantive knowledge (facts)</b> 			<b>Disciplinary knowledge (skills)</b> 		
	<ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to:                key physical features, including: beach, cliff, coast, sea, ocean, valley.                key human features, including: town, house, harbour and shop</li> </ul>			<ul style="list-style-type: none"> <li>Develop simple fieldwork and observational skills when studying the geography of their school and local environment.</li> <li>Make simple sketches whilst on fieldwork.</li> <li>Identify seasonal and daily weather patterns.</li> <li>Take and use digital photographs.</li> <li>Use tally charts and simple tables to collect information.</li> <li>Ask and answer simple geographical questions when investigating different places and environments.</li> </ul>		



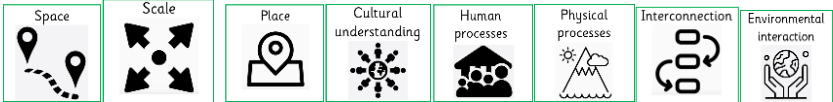
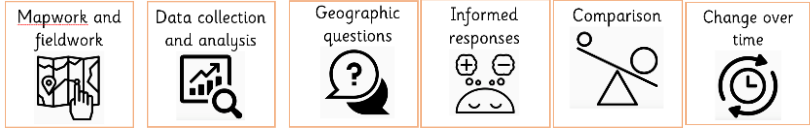


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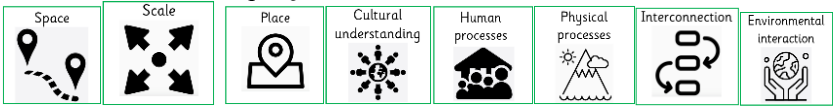
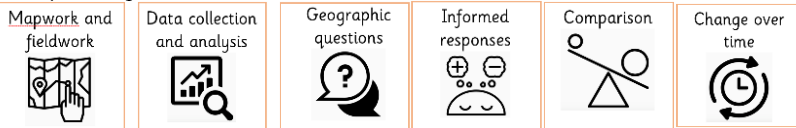
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|  |  | <ul style="list-style-type: none"><li>• Express views about the environment and can recognise how people sometimes affect the environment.</li><li>• Follow directions (as year 1 and including North, South, East, West)</li><li>• Begin to identify features on aerial photographs.</li><li>• Follow a route on a map.</li><li>• Create their own simple maps and symbols.</li><li>• Draw a map of a real or imaginary place (e.g. add detail to a sketch map from an aerial photograph).</li></ul> |
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	We are observers...	We are artists...	We are gamers...	We are builders...	We are environmentalists...	We are marine explorers...
<b>Boggle Hole</b>	Dam a beach stream to explore the movement of water.	<b>Christmas Art</b> <i>Collect shells</i> Shell decoration (using glue / hot glue) 	Use resources on beach such as rocks and seaweed to play French boules	Can you build a shelter?	Litter picking with Beech Class	Rock pooling – Challenge – Observe a fish. 
<b>Geography links</b>	<b>Substantive knowledge (facts)</b> 			<b>Disciplinary knowledge (skills)</b> 		
	<ul style="list-style-type: none"> <li>Describe and understand key aspects of human geography, by identifying some types of settlements land use.</li> <li>Name and locate geographical regions and their identifying human and physical characteristics, key topographical features (coasts).</li> </ul>			<ul style="list-style-type: none"> <li>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps.</li> <li>Begin to make measurements/collect data on fieldwork.</li> <li>Ask and answer more searching geographical questions when investigating different places and environments.</li> <li>Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively.</li> <li>Use 4 compass points.</li> <li>Use letter/number coordinates to locate the features on a map.</li> <li>Follow a route on a map with some accuracy.</li> <li>Begin to draw a simple sketch map.</li> <li>Begin to make a map of a short route experienced, with features in the correct order.</li> </ul>		

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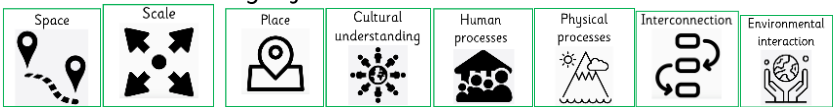
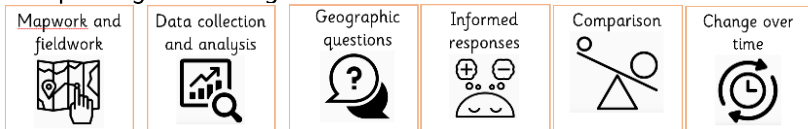
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	We are observers...	We are artists...	We are gamers...	We are builders...	We are environmentalists...	We are marine explorers...
Robin Hood's Bay	Wave in a bottle, showing how objects may move.	<b>Christmas Art</b> <i>Collect Shells / Stones</i> Driftwood Christmas Decoration (using glue / hot glue)  	Make their own game up.	Can you build a shelter?	Litter Picking with Ash	Rock pooling Challenge – Identify Different Seaweeds  
Geography links	Substantive knowledge (facts) 			Disciplinary knowledge (skills) 		
	Year 3 <ul style="list-style-type: none"> <li>Describe and understand key aspects of human geography, by identifying some types of settlements land use.</li> </ul>			Year 3		

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	<ul style="list-style-type: none"><li>• Name and locate geographical regions and their identifying human and physical characteristics, key topographical features (coasts).</li></ul> <p>Year 4</p> <ul style="list-style-type: none"><li>• Describe and understand key aspects of human geography, including: types of settlement and land use.</li><li>• Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including coasts and land-use patterns).</li></ul>	<ul style="list-style-type: none"><li>• Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps.</li><li>• Begin to make measurements/collect data on fieldwork.</li><li>• Ask and answer more searching geographical questions when investigating different places and environments.</li><li>• Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively.</li><li>• Use 4 compass points.</li><li>• Use letter/number coordinates to locate the features on a map.</li><li>• Follow a route on a map with some accuracy.</li><li>• Begin to draw a simple sketch map.</li><li>• Begin to make a map of a short route experienced, with features in the correct order.</li></ul> <p>Year 4</p> <ul style="list-style-type: none"><li>• Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs</li><li>• Make measurements/collect data on fieldwork.</li><li>• Begin to use a range of graphs e.g. pie charts</li><li>• Ask and respond to more searching geographical questions including 'how' and 'why'?</li><li>• Express their opinions on environmental issues and recognise that other people may think differently.</li><li>• Use 4 compass points well. Begin to use 8 compass points.</li><li>• Begin to use 4 figure coordinates to locate features on a map.</li><li>• Follow a route on a map.</li><li>• Draw a sketch map.</li><li>• Make a map of a short route experienced, with features in correct order.</li></ul>
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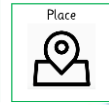
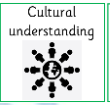

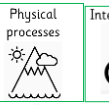
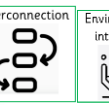
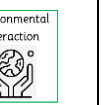
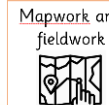



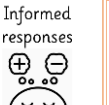

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	We are observers...	We are artists...	We are gamers...	We are builders...	We are environmentalists...	We are marine explorers...
Saltwick Bay	Explore the flora and fauna of a different bay.	<b>Christmas Art</b> Collect Shells / Sea Glass / Stones Driftwood Christmas Tree (glued) 	Make own game up with a particular year group in mind. Teach to that class.	Can you light a fire? Toast marshmallows	Conduct a beach clean.	Rock pooling Challenge – Identify Different Seaweeds 
Geography links	Substantive knowledge (facts) 			Disciplinary knowledge (skills) 		
	Year 4 <ul style="list-style-type: none"> <li>Describe and understand key aspects of human geography, including: types of settlement and land use.</li> <li>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including coasts and land-use patterns).</li> </ul> Year 5 <ul style="list-style-type: none"> <li>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity</li> </ul>			Year 4 <ul style="list-style-type: none"> <li>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs</li> <li>Make measurements/collect data on fieldwork.</li> <li>Begin to use a range of graphs e.g. pie charts</li> <li>Ask and respond to more searching geographical questions including 'how' and 'why'?</li> <li>Express their opinions on environmental issues and recognise that other people may think differently.</li> <li>Use 4 compass points well. Begin to use 8 compass points.</li> </ul>		

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	<ul style="list-style-type: none"><li>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including coasts and land-use patterns).</li></ul>	<ul style="list-style-type: none"><li>Begin to use 4 figure coordinates to locate features on a map.</li><li>Follow a route on a map.</li><li>Draw a sketch map.</li><li>Make a map of a short route experienced, with features in correct order.</li></ul> <p>Year 5</p> <ul style="list-style-type: none"><li>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li><li>Collect statistics about people and places.</li><li>Use a range of graphs to present information.</li><li>Ask and respond to questions which are more causal e.g. why is that happening there? Could it happen here?</li><li>Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently.</li><li>Use 8 compass points.</li><li>Use 4 figure co-ordinates confidently to locate features on a map.</li><li>Draw a sketch map using symbols and a key.</li><li>Use/recognise OS map symbols.</li></ul>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	We are observers...	We are artists...	We are gamers...	We are builders...	We are environmentalists...	We are marine explorers...
<b>Sandsend</b>	Measure the receding tide by marking at intervals with sticks.	<b>Christmas Art</b> <i>Collect Shells / Sea Glass / Stones</i> Driftwood Christmas trees connected (with drilled holes) 	Play game where you knock stone off back of hand and make square smaller and smaller.	Can you light a fire? Use a Kelly Kettle	Understand and observe coastal erosion at Cornelian Bay.	Rock pooling Challenge – Sea Hare & Mermaid Purse  
<b>Geography links</b>	<b>Substantive knowledge (facts)</b>        			<b>Disciplinary knowledge (skills)</b>      		




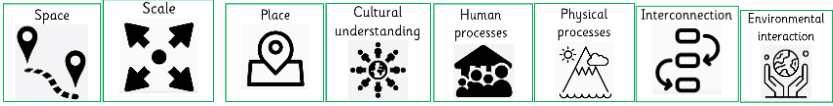
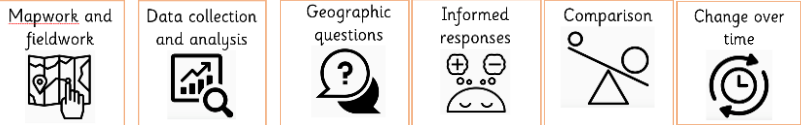
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	<p>Year 5</p> <ul style="list-style-type: none"><li>• Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity</li><li>• Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including coasts and land-use patterns).</li></ul>	<p>Year 5</p> <ul style="list-style-type: none"><li>• Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li><li>• Collect statistics about people and places.</li><li>• Use a range of graphs to present information.</li><li>• Ask and respond to questions which are more causal e.g. why is that happening there? Could it happen here?</li><li>• Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently.</li><li>• Use 8 compass points.</li><li>• Use 4 figure co-ordinates confidently to locate features on a map.</li><li>• Draw a sketch map using symbols and a key.</li><li>• Use/recognise OS map symbols.</li></ul>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	We are observers...	We are artists...	We are gamers...	We are builders...	We are environmentalists...	We are marine explorers...
<b>Runswick Bay</b>	Recreate the coastline in miniature using beach materials.  Record the Temperature of the sea	<b>Christmas Art</b> <i>Collect Shells / Sea Glass / Stones</i> Driftwood Christmas Tree using lashing 	Record the Temperature of the sea	Can you light a fire? Host a beach BBQ	Explore and understand about different sea defences including Marine Drive and The Holbeck Hill story  Record the Temperature of the sea	Rock pooling Challenge – Identify a male and female crab 
<b>Geography links</b>	<b>Substantive knowledge (facts)</b> 			<b>Disciplinary knowledge (skills)</b> 		
	<ul style="list-style-type: none"> <li>Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links</li> </ul>			<ul style="list-style-type: none"> <li>Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings.</li> <li>Make careful measurements e.g. rainfall, distance and input them into the appropriate form (e.g. table, tally, graph).</li> </ul>		

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|  |  | <ul style="list-style-type: none"><li>• Analyse data using similarity and difference.</li><li>• Suggest plausible conclusions and back up with evidence.</li><li>• Ask and respond to questions which are more causal e.g. what happened in the past to cause that? How likely is it to change in the future?</li><li>• Develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events.</li><li>• Use 8 compass points confidently and accurately.</li><li>• Begin to use 6 figure grid references.</li><li>• Use/recognise OS map symbols confidently.</li></ul> |
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