**ICT Opportunities:**

Digital photographs – child led

Video diary – child led

Research ideas and resources on the internet – child led

Use ICT to present final piece of work for activity 5 – child led

**Vocabulary:** Pier, coast, erosion, cave, arch, beach, headland, bay, stack

**Resources:**

Swanage Pier Presentation

Swanage Pier worksheets photocopied

**NC References:**

Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

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.

**Link to next session:**

Explore the different uses of the coast and the reasons why different areas of coast suit these different uses.

**Links to PSHE, Citizenship or Global Citizenship:**

* Collaboration
* Team building
* Communication

**Pupil Age: 8-10**

The Swanage Pier Trust has prepared this plan, presentation and resources for school groups visiting Swanage Pier. The plan and teaching resources are editable to enable them to be tailored to the different needs of student groups.

**Year Group: Y4and Y5**

**Subject / Theme of Lesson:**

Geography – The diverse nature of the coast, understanding why the coast is the shape it is and the reasons for its different uses.

**Timing Overview of lesson**

**5 min Introduction to the theme.** The Changing Coast. Understanding the uses of the coast and how and why the coast changes over time.

Discuss learning objective and aims.

**40 min. Presentation**

Presentation can be delivered in the   
classroom or in the Swanage Pier education room. Once a task is explained children should be given time to work out the answers in groups before discussing the answers as a whole.

**Presentation Differentiation:**

LA: TA to provide support to students who are challenged by the tasks

MA: Students can be asked to develop more detailed answers to questions

**1 hour Activities**

Activities should be completed on Swanage Pier. In bad weather the Swanage Pier education room can be used as this provides a view of the Pier. The details of each activity should be read aloud to the whole group.

Show thumbs to check understanding.

Activities can be completed as a whole, in pairs or in small groups.

**Activity Differentiation:**

**LA:** Additional support to be provided by teaching assistant to help guide students through the activities. Each of the activities can be reduced in scope.

**MA: Students will be encourage to extend activities as follows:**

**Activity 1** – Provide more added detail to the mind map and/or   
create a mind map for Swanage

**Activity 2 –** Identify and list additional human and natural features   
that you would find at the coast

**Activity 3 –** Describe how each of the features are created

**Activity 4 –** List other functions of coastal towns

**5 min Plenary / Reflection on the learning**

Children discuss with learning partner/person next to them about one aspect they have learned about today.

Initiate discussion based upon their experiences and question it further through a diologic based approach

**How the learning will be assessed:**

Teacher/Facilitator: Observation/Questioning/ photography/discussions

Child led: Photography/video/discussions/peer

**Learning Objectives:**

To know what a coast is

To know what manmade and natural features you could see in a coastal location

To understand why coasts change over time

To identify natural features found at the coast

**‘Child Speak’ Objectives:**

1. I can give a definition of the coast
2. I can describe natural and manmade features you would see at the coast
3. I can explain why the coast profile changes over time

4. I can draw and label natural coastal   
features including: headland, bay, arch and cave