

Term	Autumn		Spring		Summer	
	Autumn 1 <u>Beach Safety</u>	Autumn 2 <u>Surveying</u>	Spring 1 <u>Geographical features of a coastline</u>	Spring 2 <u>Living things and their habitats</u>	Summer 1 <u>Pressures on the marine environment</u>	Summer 2 <u>Environmental Art</u>
Year 3	Risk assessment Mindfulness Busy beaches - What to do if you accidentally get separated from your friends/family/school or group.	Use of a range of different survey techniques to observe, identify and record coastal species or features. Shoresearch (intertidal marine flora & fauna)	Look at the coastal area and discuss what you can see. Are these things human or physical/natural or man-made? Have they always been there? Do they change with time? Learn about coastal processes. Lifeboat station	Explore the coastal habitats and wildlife that inhabit them. Go beachcombing on the strandline	Through a variety of exciting games and activities, learn about marine pollution (including plastics!), over-fishing, and climate change. How are these pressures affecting our earth? How can we have a positive impact on our coast?	Collect natural materials and use these to create a sandy masterpiece.
Year 4	Risk assessment Mindfulness Tides and waves - How do tides work? How often do they come in/out? What should you do if you're accidentally caught out by the tide.	Use of a range of different survey techniques to observe, identify and record coastal species or features. Coastal vegetation,	Look at the coastal area and discuss what you can see. Are these things human or physical/natural or man-made? Have they always been there? Do they change with time? Learn about coastal processes. Fishing boats	Explore the coastal habitats and wildlife that inhabit them. Go minibeast hunting in the sand dunes	Through a variety of exciting games and activities, learn about marine pollution (including plastics!), over-fishing, and climate change. How are these pressures affecting our earth? How can we have a positive impact on our coast?	Collect natural materials and use these to create a sandy masterpiece. Students can learn more about marine animals by creating their own life-size UK coastal species
Year 5	Risk assessment Beach signs - what do the numbers on the beach signs mean and how might they help	Use of a range of different survey techniques to observe, identify and record	Look at the coastal area and discuss what you can see. Are these things human or physical/natural or	Explore the coastal habitats and wildlife that inhabit them. Investigate things that	Through a variety of exciting games and activities, learn about marine pollution (including plastics!),	Collect natural materials and create work based on that of artists such as Andy Goldsworthy.

	<p>you if you're in danger?</p>	<p>coastal species or features.</p> <p>invertebrates</p>	<p>man-made? Have they always been there? Do they change with time? Learn about coastal processes.</p> <p>Wind turbines</p>	<p>are living, once lived in or dead</p>	<p>over-fishing, and climate change. How are these pressures affecting our earth? How can we have a positive impact on our coast?</p>	
Year 6	<p>Risk assessment</p> <p>Beach flags – what do the different types of beach flags mean? When is it OK to paddle in the sea?</p>	<p>Use of a range of different survey techniques to observe, identify and record coastal species or features.</p> <p>Sand dune succession</p>	<p>Look at the coastal area and discuss what you can see. Are these things human or physical/natural or man-made? Have they always been there? Do they change with time? Learn about coastal processes.</p> <p>World-War-Two-pillbox - Norfolk Heritage Explorer</p>	<p>Explore the coastal habitats and wildlife that inhabit them. Learn how the animals are adapted to living in the different environments.</p>	<p>Through a variety of exciting games and activities, learn about marine pollution (including plastics!), over-fishing, and climate change. How are these pressures affecting our earth? How can we have a positive impact on our coast?</p>	<p>Collect natural materials and use these to create a sandy masterpiece based on work of artists they have studied in school throughout their time at Caister Junior.</p>