

THE BLAKENEY DAY KS2

KEY STAGE 2

This activity involves a walk across the estuary of the River Glaven at low tide and an examination of the salt marsh environment, the dunes of the spit and the shingle bank itself. The pupils will examine the flora and fauna of these different habitats and reflect on the conflict between conservation and tourism, the problems facing the environment and pollution. The day also involves a boat trip to the seal colony to observe their habitat and way of life and the group will also observe a major bird colony in season. This is probably the favourite day of the course for both pupils and teachers.

SCIENCE

STATUTORY REQUIREMENTS

Pupils should be taught to:

describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird....

how living things are classified into broad groups(vertebrates and invertebrates)...give reasons for classifying plants and animals....

To identify how animals and plants are adapted to suit their environment in different ways....

GEOGRAPHY

Pupils should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge

Locational knowledge

Pupils should be taught to:

Name and locate counties and cities of the United Kingdom,...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 have changed over time.

Place knowledge

Pupils should be taught to:

Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom

Learning outcomes

All pupils will understand that the sea and tourism has an effect on the area and will be able to identify the three different habitats. They will understand some simple life cycles of some of the creatures in each habitat.

Most pupils will understand the main features of the area, recognise the effects of erosion and deposition on the area and begin to understand why the area needs to be managed. They will understand life cycles seals and terns and recognise tourism and leisure can have negative effects on the environment.

Some pupils will be able to describe the different physical processes at work in each zone and explain how these processes shape and change the different zone and how the point is managed. They will recognise the differences between the habitats and the reasons for this. They will have an understanding of life cycles of seals, gulls and insects of the different habitats and how their behaviour can have a negative effect on a habitat

