

THE BROADS DAY

KEY STAGE 2

This activity can involve a visit to Happisburgh to see the effects of the cliff erosion on the coastline and the village combined with a visit to Sea Palling to see the new sea defences designed to protect the Broadland habitat. Alternatively it can involve a visit to the Broads Museum or to Ranworth Broad. The pupils will also be taken on a boat trip on the Broads to view the unique Broadland habitats and environment and the creatures that live there.

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...., feeding relationships...

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

EXPECTATIONS

at the end of this unit

most children will:

recognise selected physical processes relating to rivers and begin to appreciate how these can change the character of places; draw on their own observations and secondary sources and use their awareness of river events to suggest geographical questions and raise issues that might be studied, *eg floods, drought, pollution*

some children will not have made so much progress and will:

offer appropriate observations about river features; identify how people affect the environment and recognise ways in which people try to manage it

some children will have progressed further and will also:

use confidently a full range of skills and different kinds of maps and resources to undertake independent investigations; offer explanations for river features observed; relate local river work to generalisations about rivers elsewhere