Coastal Discovery KS2

Session Overview and Learning Objectives

Visit Summary

- This visit is suitable for one class at a time of up to 30 pupils. Children will be split into smaller groups where possible during the day, which will be run by one member of Wildlife Trust staff.
- Each session will last up to 60 minutes
- Required ratio – 1 adult: 8 pupils; we welcome parent volunteers from your schools.
- These visits are on public beaches so will rely on public toilet facilities and public shelters.
- This visit allows pupils to explore their nearest beach, with activities designed to encourage curiosity, exploration and foster a connection with the ocean.

All equipment is provided.

Location

Available beaches are: Felixstowe, Bawdsey, Dunwich and Sizewell. We can liaise with you on exact locations and advise on transport but cannot organise coach parking for you should this be a requirement.

Languard Point (Felixstowe) and Shingle Street may also be available, however these are sites of special scientific interest due to their rare vegetated shingle habitat so permission will need to be sought in advance.

Visit Outline

	Location	Activity
Arrival	On the beach	Meet and greet; introduction to the site, setting boundaries with a game followed by an overview of safety on public beaches.
Session 1	Geographers	Exploring our weather, tides and compasses and features of the beach. We'll look at clouds, wind direction and temperature.
Session 2	Beach explorers	Beachcombing the strandline for evidence of marine invertebrates, followed by identification and basic classification.
1 hour	On the beach	Lunch, including the "Lunchbox Challenge" around the issue of single use plastic.
Session 3	Save our seas	Overview of human pressures on the ocean, including a beach clean. Litter materials classification decomposition activity.
Departure	Return to school	Wash hands and collect lunch bags, board coach / walk back.

Learning Objectives and links to the National Curriculum

Our programme touches on a number of learning objectives in the science and geography programmes of study, including working scientifically and understanding plants, animals and materials. All children will be introduced to some new concepts and practice working scientifically, which some will be able to build on to extend their understanding. Our work will also foster the growth of children's holistic development, by encouraging them to:

• verbally communicate with peers and staff in a challenging environment;
• participate in physical tasks on the beach, where they are able to;
• work in groups on tasks that foster personal, social and emotional growth
• notice how the environment affects their feelings and wellbeing
• explore their artistic creativity and appreciate the natural world around them.

Our sessions are led by a Childhood Licensed Practitioner in the Thrive Approach, who is also qualified to support children's emotional literacy via Suffolk County Council's ELSA programme.

Geographers

- All children will use the 8 compass directions and learn/revise which seas and oceans we live nearest.
- All will be introduced to the Suffolk coastline and how erosion and longshore drift affects it.
- Some will be able to observe the beach type and any landscape features.
- All will be working scientifically, measuring weather with equipment (temperature and wind speed)
- Some will be working with scientific enquiry principles in mind, such as comparative and fair tests.
- Some will be able to identify clouds and link this to the water cycle.
- Some will learn how tides work, understanding the role of the gravitational forces of the moon and sun.
- Some will explore sound and how it gets fainter from a distance during a boundary setting game.

Beach explorers

- All will revise the distinction between things that are living, dead, or those that haven't been alive.
- Most will learn how to identify some common shells and the other evidence of marine animals we find.
- All will be shown links between marine animals and their offspring (by observing egg cases).
- Most will be able to identify and name some marine animals using photographs and identification sheets.
- Some will be able to start classifying animal groups according to characteristics and diet.
- Some will be examining rocks and learning about flint and fossils (depending on interest and rocks found)
- Some will be introduced to some common algae and coastal specialist plants (depending on the site).
- Some will be introduced to simple food chains of common marine animals using a game, if chosen.

Save our Seas

- All will undertake data collection via the recording of marine litter, and undertake basic analyses of these.
- All will learn / revise the properties of a variety of everyday materials and sort them into groups.
- Some will think about how materials change when manipulated, particularly under ocean conditions where the effect of sun, wind and waves will cause decomposition at different rates.
- All will be shown evidence of human impacts on our marine habitats and the impact on animals, which prevents them getting their basic survival needs met.
- All will be encouraged to connect with the ocean and make personal pledges to protect it.
- Older children will be able to discuss the life of naturalist David Attenborough in the context of his Blue Planet series, and introduced to the impacts of climate change on our ocean habitats.