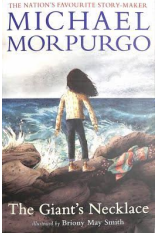
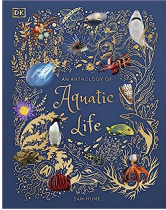
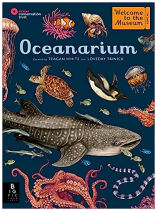


Y6 Autumn: Coasts planning overview/sequential learning grid

Text:



Non-fiction text suggestions:



Big Question: How has the coastline shaped Britain?

	02.09.26 3 day week	07.09.26	14.09.26	21.09.26	28.09.26	05.10.26	12.10.26	19.10.26		02.11.26	09.11.26	16.11.26	23.11.26	30.11.26	07.12.26	14.12.26
Literacy Balanced argument - tourism	1st person narrative: The Giant's necklace Suggested outcome: Character description within story	1st person narrative: The Giant's necklace Incidental: Setting description within story	1st person narrative: The Giant's necklace Suggested outcome: 1st person narrative	Narrative: The Giant's necklace Suggested outcome: Dialogue within first person narrative Incidental: extended metaphor poem	Narrative: The Giant's necklace Oracy: report analysis (visual literacy)/news report	Narrative: The Giant's necklace Published Suggested Outcome: narrative 1st person	Webpage/Blog hybrid text Seahouses/ Bamburgh/Filey	Webpage/Blog hybrid text Seahouses/ Bamburgh/Filey		Webpage/Blog hybrid text Suggested outcome: Tripadvisor review and webpage	Explanation text: coastal erosion	Explanation text: coastal erosion	Explanation text: coastal erosion Published Suggested Outcome: explanation	Discussion: Impact of tourism Oracy: conscience alley/debate	Discussion: Impact of tourism	Discussion: Impact of tourism Published Suggested Outcome: discussion
Maths	Number: Place Value	Number: Place Value	Number: Addition, Subtraction and multiplication and Division	Number: Addition, Subtraction and multiplication and Division	Number: Addition, Subtraction and multiplication and Division	Number: Addition, Subtraction and multiplication and Division	Number: Fractions			Number: Fractions		Number: Decimals	Number: Decimals	Number: Fractions, Decimals and Percentages	Number: Fractions, Decimals and Percentages	Number: Fractions, Decimals and Percentages
Science	Living things and their habitat LO: Classify animals and plants into broad groups Suggested Outcome: Recapping on previous knowledge e.g. mammals, amphibians etc	Living things and their habitat LO: Classify found animals and plants according to common observable characteristics Suggested Outcome: pond dipping - piccollage/ rock pooling at Northumberland /Robin Hood's Bay	Living things and their habitat LO: Explain Liannaeas' impact on classifying organisms Suggested Outcome: Study of the scientist Linnaeas		Living things and their habitat LO: Describe how living things are classified into broad groups according to similarities and differences, giving reasons Suggested Outcome: Linnaean System (branching key)	Living things and their habitat LO: classify microorganisms based on characteristics Suggested Outcome: top trumps cards	Living things and their habitat LO: to follow a line of enquiry <i>What happens to a piece of bread if left in different conditions for 2 weeks?</i> Suggested Outcome: Enquiry booklet prediction and method	Living things and their habitat LO:to follow a line of enquiry <i>What happens to a piece of bread if left in different conditions for 2 weeks?</i> Suggested Outcome: Enquiry booklet Results and written conclusion		Electricity LO: construct simple circuits using a range of components. LO: use conventional symbols for components in circuits draw diagrams of circuits Suggested Outcome: circuit symbols and becoming a circuit analyst	Electricity LO: Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Suggested Outcome: How does adding components to a circuit affect the output?	Electricity LO: Associate the output of a circuit with the number and voltage of cells used in the circuit. <i>What is voltage?</i> Suggested Outcome: (See Ogden Trust box for Voltmeter)	Electricity LO: plan different scientific enquiries to answer questions and record and present data <i>What affects the brightness of a bulb?</i> Suggested Outcome: circuit diagram and conclusion.	Electricity LO: plan different scientific enquiries to answer questions and record and present data <i>What affects the brightness of a bulb?</i> Suggested Outcome: circuit diagram and conclusion.	Additional Ogden Trust lesson linked to electricity over time:	

ICT	E-Safety LO: To describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me. To explain how someone would report online bullying in different contexts. Outcome: Top tips poster for getting help online,	Computer systems and networks/ key skills / Exploring AI LO: To know that AI is artificial intelligence and is used in everyday life. Suggested outcome: AI in our coastal world mind map showing where AI could be used in coastal locations (weather forecasting, tide prediction, tourism websites, maps, rescue services, transport, sea monitoring).	Computer systems and networks/ key skills / Exploring AI LO: To know that AI is trained on data to recognise patterns and generate outputs. Suggested outcome: Sorting and prediction activity: train a simple classification system using coastal images (beach, cliff, sea defence, harbour) and explain how AI recognises patterns.	Computer systems and networks/ key skills / Exploring AI LO: To know that AI can be used to generate written content. Suggested outcome: Coastal blog page: use AI to generate information about Seahouses/Bamburgh/Filey and edit it for accuracy and quality.	Computer systems and networks/ key skills / Exploring AI LO: To know that AI can be used to create visual content like pictures. Suggested outcome: Tourism poster: create AI-generated images for a coastal destination and evaluate whether they accurately represent the location.	Computer systems and networks/ key skills / Exploring AI LO: To know that AI can help generate basic HTML code to create the structure and layout of a website. Suggested outcome: Website homepage mock-up: create a simple coastal information webpage using AI-generated HTML structure.	Computer systems and networks/ key skills / Exploring AI LO: To know that there are ethical issues surrounding AI, including data privacy, bias and responsible use. Suggested outcome: Class discussion: How to use AI responsibly when creating information about coastal places.		E- Safety LO: To explain how sharing something online may have an impact either positively or negatively. To describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not. Outcome: Pic collage - positive and negative impacts of sharing online scenario cards	Programming and algorithms Introduction to python LO: To know that there are text-based programming languages such as Logo and Python. Suggested outcome: Coastal pattern program: create a simple text-based program (Logo or Python) to draw a repeated coastal scene such as waves, beach huts, cliffs or a lighthouse using commands.	Programming and algorithms Introduction to python LO To know that nested loops are loops inside of loops. Outcome: Animated coastal artwork: create a repeated pattern or scene (e.g. rows of waves, pebbles on a beach, fish in the sea, lighthouse windows) using nested loops to generate multiple repeated elements efficiently.	Programming and algorithms Introduction to python LO To understand the use of random numbers and remix Python code. Outcome: Random coastal generator: remix a simple Python program that randomly generates features of a coastline (weather, wave height, sea creature sightings, beach type or erosion conditions) and test different outcomes.		
History	Strand 3: Knowledge and Understanding LO: Summarise main events and impact of a historical figure. Expert visitor: Google Meet academy - St Cuthbert Rev Skidmore visit Suggested Outcome: What I have found out about St Cuthbert...	LO: To identify and compare changes within and across different periods Use historical maps of the fieldwork location (e.g., Seahouses or Bamburgh) from the 1800s and compare them to modern OS maps. Explore how land use has shifted from maritime industry and fishing to tourism-driven infrastructure. Suggested Outcome: Comparative land-use report identifying two major visible changes in the landscape over the last century and an explanation of how economic factors (tourism vs. fishing) reshaped the town.			LO: To order significant events and dates on a timeline. Using the story of Grace Darling's rescue at the Farne Islands, map the event's location and track the timeline of her rescue against the development of the RNLI. Suggested Outcome: Mind map or presentation explaining how Grace Darling influenced modern society, specifically regarding the safety of coastal travel and the role of women in history.						LO: Understand how some historical events occurred concurrently in different locations Compare the significance of the Northumberland coast during different invasion periods. Look at the concurrent establishment of Viking settlements at Lindisfarne and the much later placement of WWII coastal defenses along the same cliffs. Suggested Outcome: Annotated map using 6-figure grid references to show historical defensive sites (e.g., Bamburgh Castle vs. WWII pillboxes), with comments on how the physical geography such as high cliffs and tidal islands was utilized for defense across different eras		Strand 3: Knowledge and Understanding L.O. - Describe and analyse similarities and differences between some people, events and artefacts studied. Chn compare a historical map of their fieldwork location with a modern map to identify two visible changes in land use over the last century. Suggested outcome: link to geography	

Geog	Strand 1: Locational Knowledge & Strand 4: Geographical Skills and Field work: Locate UK coastal regions using maps and digital mapping						Strand 3: Human and Physical Geography			Strand 4: Geographical Skills and Field work		Strand 3: Human and Physical Geography		Strand 3: Human and Physical Geography	
	LO: To locate and describe coastal regions of the UK using maps and atlases.						LO: To explain how waves change coastlines through the process of erosion.			LO: To observe, measure and record physical and human features of the coastline.		LO: To present geographical data using graphs, maps and diagrams.		LO: To explain how humans manage coastlines and evaluate different sea defences.	
**** These lessons are intended to be taught on residential or during the visit to Filey so order can be rearranged.	Suggested outcome: Annotated explorer's map of UK, including Northumberland or Filey, with labelled coastal locations and short sensory notes written as if arriving there for the first time.						Suggested Outcome: plasticine models of features of erosion - photograph.			Suggested Outcome: Travel journal page combining field sketch, notes, measurements and personal observations from Seahouses/Bamburgh /Filey to publish on webpage in Literacy.		Suggested Outcome: Tourist information page combining graphs, maps and short explanation sections about the coast.		Suggested Outcome: Oral balanced argument answering: Should more sea defences be built?	
	Chn to locate and name major coastal counties and seas surrounding the UK (e.g., North Sea, English Channel) using an atlas. Identify and label key coastal cities (e.g., Plymouth, Dover, Hull) and describe their location relative to regional UK counties.						Chn could produce an annotated sequence diagram of cliff → cave → arch → stack → stump with short narrative captions written from the perspective of the coastline.			Chn Identify the focus of the fieldwork during trip to Northumberland or Filey, planning the equipment needed (e.g., tape measure, tally chart etc.). Chn look at an OS map of the field site, generate 6-figure grid references for the proposed data collection points, and create a blank field-sketch template with a checklist of expected features. Formulate geographical hypotheses regarding how human defenses might affect physical processes (e.g., Beaches will be wider on the side of a groin facing the prevailing wind).		Chn transfer raw field tallies into simple tables and clear bar charts representing coastal land use or tourist activity or construct an accurate line graph or cross-sectional beach profile showing how the beach changes gradient from the cliff face down to the sea.		Chn match terms to images for hard and soft engineering strategies (e.g., sea walls, groynes, rip-rap, beach nourishment). Chn evaluate advantages and disadvantages of different coastal defense strategies in terms of financial cost, visual impact, and environmental sustainability.	
DT	Strand 4: Geographical Skills and Field work						Strand 3: Human and Physical Geography			Strand 4: Geographical Skills and Field work		Strand 4: Geographical Skills and Field work		Strand 4: Geographical Skills and Field work	
	LO: To use Ordnance Survey maps, symbols and six-figure grid references to identify coastal features.						Chn define hydraulic action and abrasion, and name the core stages of cliff erosion (crack, cave, arch, stack, stump), creating a sequenced, annotated diagram showing how a headland breaks down into a stack and stump over time due to wave attack. Extend to explain how variations in rock type (hard vs. soft rock) along a discordant coastline result in the formation of alternating bays and headlands.			Chn complete a land-use tally chart (tourism vs. residential vs. defense) and record a field sketch of coastline. Chn measure and record beach profiles (slope angle using an inclinometer/ranging poles) or conduct a sediment size analysis across different sample locations. Chn identify anomalies or external variables in the field environment (e.g., wind change, unexpected tourist crowds) and record these observations alongside their quantitative data.		Chn read their constructed graphs and describe the basic differences found between different sample sites. Chn identify trends within their fieldwork data (e.g., Sediment size decreases closer to the sea or Tourist facilities are concentrated near flat sandy beaches). Chn explain reasons behind patterns observed, drawing conclusions that confirm or reject their original hypotheses.		Chn compare a historical map of their fieldwork location with a modern map to identify two visible changes in land use over the last century. Explain how economic factors (e.g., the rise of coastal tourism or the decline of historic fishing ports) have reshaped the human infrastructure of the coastal town. Predict how sea-level rise and climate change will impact the land use of this coastal community over the next 50 years.	
Electronics	Suggested outcome: Annotated explorer's map of UK, including Northumberland or Filey, with labelled coastal locations and short sensory notes written as if arriving there for the first time.						Suggested Outcome: plasticine models of features of erosion - photograph.			Suggested Outcome: Fieldwork investigation page including enquiry question, predicted findings and reporter-style questions.		Suggested Outcome: Tourist information page combining graphs, maps and short explanation sections about the coast.		Suggested Outcome: Oral balanced argument answering: Should more sea defences be built?	
	Chn to locate and name major coastal counties and seas surrounding the UK (e.g., North Sea, English Channel) using an atlas. Identify and label key coastal cities (e.g., Plymouth, Dover, Hull) and describe their location relative to regional UK counties.						Chn could produce an annotated sequence diagram of cliff → cave → arch → stack → stump with short narrative captions written from the perspective of the coastline.			Chn Identify the focus of the fieldwork during trip to Northumberland or Filey, planning the equipment needed (e.g., tape measure, tally chart etc.). Chn look at an OS map of the field site, generate 6-figure grid references for the proposed data collection points, and create a blank field-sketch template with a checklist of expected features. Formulate geographical hypotheses regarding how human defenses might affect physical processes (e.g., Beaches will be wider on the side of a groin facing the prevailing wind).		Chn transfer raw field tallies into simple tables and clear bar charts representing coastal land use or tourist activity or construct an accurate line graph or cross-sectional beach profile showing how the beach changes gradient from the cliff face down to the sea.		Chn match terms to images for hard and soft engineering strategies (e.g., sea walls, groynes, rip-rap, beach nourishment). Chn evaluate advantages and disadvantages of different coastal defense strategies in terms of financial cost, visual impact, and environmental sustainability.	
Make	Strand 4: Geographical Skills and Field work						Strand 3: Human and Physical Geography			Strand 4: Geographical Skills and Field work		Strand 4: Geographical Skills and Field work		Strand 4: Geographical Skills and Field work	
	LO: To use Ordnance Survey maps, symbols and six-figure grid references to identify coastal features.						Chn define hydraulic action and abrasion, and name the core stages of cliff erosion (crack, cave, arch, stack, stump), creating a sequenced, annotated diagram showing how a headland breaks down into a stack and stump over time due to wave attack. Extend to explain how variations in rock type (hard vs. soft rock) along a discordant coastline result in the formation of alternating bays and headlands.			Chn complete a land-use tally chart (tourism vs. residential vs. defense) and record a field sketch of coastline. Chn measure and record beach profiles (slope angle using an inclinometer/ranging poles) or conduct a sediment size analysis across different sample locations. Chn identify anomalies or external variables in the field environment (e.g., wind change, unexpected tourist crowds) and record these observations alongside their quantitative data.		Chn transfer raw field tallies into simple tables and clear bar charts representing coastal land use or tourist activity or construct an accurate line graph or cross-sectional beach profile showing how the beach changes gradient from the cliff face down to the sea.		Chn match terms to images for hard and soft engineering strategies (e.g., sea walls, groynes, rip-rap, beach nourishment). Chn evaluate advantages and disadvantages of different coastal defense strategies in terms of financial cost, visual impact, and environmental sustainability.	
Evaluate	Suggested outcome: Annotated explorer's map of UK, including Northumberland or Filey, with labelled coastal locations and short sensory notes written as if arriving there for the first time.						Suggested Outcome: plasticine models of features of erosion - photograph.			Suggested Outcome: Fieldwork investigation page including enquiry question, predicted findings and reporter-style questions.		Suggested Outcome: Tourist information page combining graphs, maps and short explanation sections about the coast.		Suggested Outcome: Oral balanced argument answering: Should more sea defences be built?	
	Chn to locate and name major coastal counties and seas surrounding the UK (e.g., North Sea, English Channel) using an atlas. Identify and label key coastal cities (e.g., Plymouth, Dover, Hull) and describe their location relative to regional UK counties.						Chn could produce an annotated sequence diagram of cliff → cave → arch → stack → stump with short narrative captions written from the perspective of the coastline.			Chn Identify the focus of the fieldwork during trip to Northumberland or Filey, planning the equipment needed (e.g., tape measure, tally chart etc.). Chn look at an OS map of the field site, generate 6-figure grid references for the proposed data collection points, and create a blank field-sketch template with a checklist of expected features. Formulate geographical hypotheses regarding how human defenses might affect physical processes (e.g., Beaches will be wider on the side of a groin facing the prevailing wind).		Chn transfer raw field tallies into simple tables and clear bar charts representing coastal land use or tourist activity or construct an accurate line graph or cross-sectional beach profile showing how the beach changes gradient from the cliff face down to the sea.		Chn match terms to images for hard and soft engineering strategies (e.g., sea walls, groynes, rip-rap, beach nourishment). Chn evaluate advantages and disadvantages of different coastal defense strategies in terms of financial cost, visual impact, and environmental sustainability.	

MFL	The alphabet In Town Session 1: Bonjour!		The alphabet In Town Session 2: Les villes françaises et l'alphabet LO: To learn about cities in France and how to use the alphabet to spell them Suggested Outcome: QR code.		The alphabet In Town Session 3: Phonics Revision: AN & IN LO: To revise and pronounce the sounds AN and IN Suggested Outcome: Bingo	The alphabet In Town Session 4: En ville - Paris LO: To recognise places in a town. To say where you eat and drink Suggested Outcome: Postcard home.	The alphabet In Town Session 5: Les prépositions LO: To revise places in a town and give their location. Suggested Outcome: Labelled image.			Giving directions The Christmas market Session 1: À Paris LO: To be able to identify the important landmarks in Paris. Suggested Outcome: Labelled map	Giving directions The Christmas market Session 2: Les directions LO: To be able to give directions (don't reveal this until after Activity 1) Suggested Outcome: QR code of conversation	Giving directions The Christmas market Session 3: Les directions 2 LO: To revise and consolidate how to give and understand directions to a place or landmark. Suggested Outcome: Conversation.	Giving directions The Christmas market Session 4: Phonics OU & U (Revision) LO: To revise and pronounce the sounds OU and U (but do not reveal this until after the first bullet point on Activity 1) Suggested Outcome: Phonics game.	Giving directions The Christmas market Session 5: Sentence Building LO: To make sentences about a city. To ask for directions in French Suggested Outcome: Tourist guide.	Giving directions The Christmas market Session 6: Le marché de Noël LO: To learn about Christmas markets in France and especially about the oldest one. Suggested Outcome: Christmas market poster.
RE	Autumn Investigation focus: 6.1 Christian Aid and Islamic Relief: Can they change the world?	LO: Learn the core principles of Christianity Suggested Outcome: Reflection of the story of the Widow's Mite.	LO: Learn the core principles of Islam Suggested Outcome: Giving as part of the Christian Faith and Islamic Faith - children to present their learning outcome of their choice e.g.artwork, text mindmap,	LO: Who are Christian Aid? Suggested Outcome: Create a world map showing where in the world Christian Aid does charitable work.		LO: Identify Christian values Suggested Outcome: Choose a child to sit in the Hot Seat as the Good Samaritan. Each group is then to pose their question . Using an IPAD, record the Q and A- QR link			LO: Recognise values in charities and giving Suggested Outcome: Children to use ICT to research charities and present findings 2 lessons	LO: Recognise values in charities and giving Suggested Outcome: Children to use ICT to research charities and present findings 2 lessons					
PSHE/ RHE		My Healthy Self Lesson 1 Dental Health	My Healthy Self Lesson 2/ 3 Healthy habits	My Healthy Self Lesson 4 Regulating complex feelings	My Healthy Self Lesson 5 Growth Mindset	My Healthy Self Lesson 6 Self Esteem		Connecting with others Lesson 1 Self-esteem: Values and personal growth		Connecting with others Lesson 2/ 3 Showing respect and setting boundaries		Connecting with others Lesson 4/ 5 Challenging unfairness/ bullying behaviours		Connecting with others Lesson 6 Seeking help	