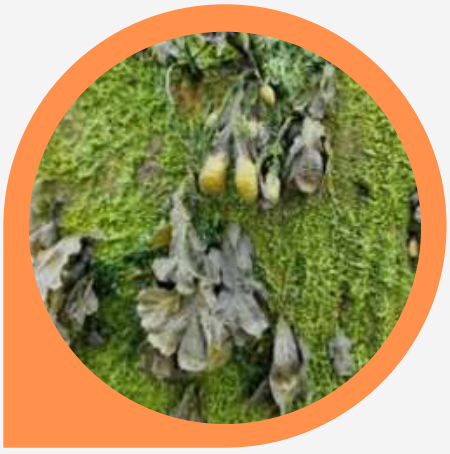
COASTAL ENVIRONMENT: CHANGING COASTS



Pre Entry Level Units

Mapped to AQA Unit Awards Scheme and National Curriculum (KS2)

Yorkshire Marine Nature Partnership
EAST RIDING OF YORKSHIRE COUNCIL
Environment Agency
LCB Education

Coastal environments: why coasts matter

How you might complete aspects of this unit

Make a model

Draw a picture

Take a photo

Learning Outcomes and Checklist

Number	Outcome	Tick when done
1	Identify and name at least three different types of UK coastal habitat (such as sandy beach, rockpool, saltmarsh, or cliff) and describe one key feature of each.	
2	Give one example of how people have changed the coast (positively or negatively), explain how this has affected wildlife or habitats.	
3	Describe differences between human-made and natural coastal habitats (e.g. human-made are often smooth and straight, whereas natural habitats are textured and have lots of different shapes)	
4	Describe one way climate change or rising sea levels could affect the coast, and suggest one thing people can do to help look after coastal environments.	

Sending work in for certification? Complete the information below

To be completed by the learner	
Learner Name	
Candidate Number (if you have one)	
To be completed by the Teacher/ Facilitator	
Teacher/ Facilitator Name	
Signature	
I observed that the learner successfully completed the above outcomes **Yes** **No**	

Coastal Habitats

A **sandy beach** is a coastal habitat made of loose sand where the land meets the sea. Waves wash sand onto the shore, creating a soft, flat area where animals like crabs, sandhoppers and seabirds live.

A **rockpool** is a small pool of seawater trapped between rocks on the shore when the tide goes out. It's a tiny habitat where sea creatures like crabs, starfish, and anemones live until the tide returns.

A **saltmarsh** is a muddy, grassy habitat by the sea. It forms in calm places like estuaries and bays. When the tide comes in, the saltmarsh is covered with salty water, and when the tide goes out, the muddy habitat appears again.

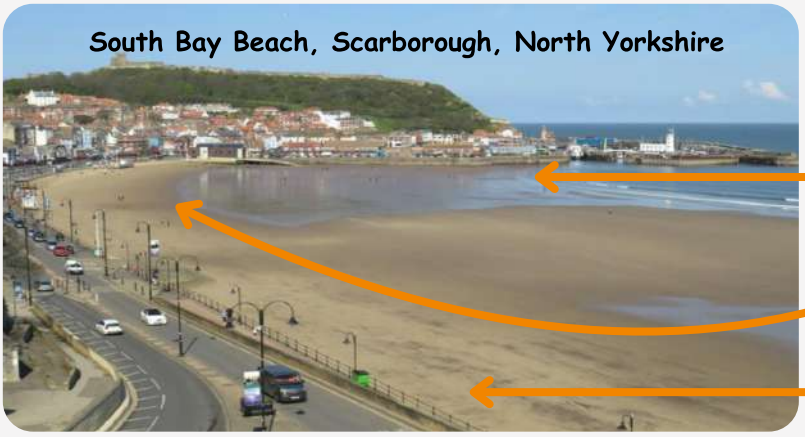
A **cliff** is a tall, steep wall of rock found along the coast. It is shaped by strong waves that slowly wear away the rock. Cliffs are a coastal habitat for birds, plants and other wildlife that live on the rocky ledges.

Sandy Beach Habitats

Here are two examples of sandy beach habitats. Take some time to study each photograph, and then label an example of each of the following features.

sand **shoreline** (where the sea meets the sand) **sea** **tide line** (the mark left by the highest tide) **sand dunes** **beach slope**

South Bay Beach, Scarborough, North Yorkshire



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West Beach, Lossiemouth, Morayshire

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Which of the two sandy beaches do you think offer the best habitats for animals? Give at least one reason for your choice.

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.....

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Rockpool Habitats

What Lives in a Rockpool?

Rockpools are important because they provide a safe place for small sea creatures to live, feed, and hide from predators.

You might find:

- Crabs hiding under rocks
- Limpets stuck tightly to the rock
- Barnacles that look like tiny volcanoes
- Starfish using their tube feet to grip
- Seaweed swaying in the water

How Do Animals Survive There?

Rockpool animals have special adaptations. Limpets cling tightly so they don't get washed away. Crabs hide in shady cracks to stay cool. Barnacles glue themselves to the rock so they can stay in one place. Many animals can survive both underwater and in the air when the tide is low.

Use the information above to draw a diagram of a rockpool.

Saltmarsh Habitats

Why Are Saltmarshes Important?

Saltmarshes are extremely important habitats because they:

- Protect coastlines from storms and flooding by absorbing wave energy
- Provide homes for thousands of birds and other wildlife
- Clean the water by trapping mud and pollutants
- Store carbon, helping to slow climate change

Because of these benefits, saltmarshes are considered one of the most valuable coastal habitats.

Research a saltmarsh local to you, or one of the following: The Wash (Norfolk), Welwick Saltmarsh (East Yorkshire), Conwy Estuary Saltmarsh (Wales)

In the box below, create a persuasive poster with a catchy slogan to explain why saltmarsh habitats are important for wildlife and coastal protection.

Cliff Habitats

What Do Cliffs Look Like?

Cliffs are usually tall, steep and dramatic. At the bottom of a cliff, the sea often creates a wave-cut notch, which is a small hollow carved out by strong waves. Over time, the cliff above the notch becomes unstable and may collapse, causing the cliff to move backwards. When the tide goes out, a wave-cut platform can be seen — this is a flat, rocky area left behind by erosion.

Cliffs can also form exciting landforms such as caves, arches, stacks and stumps. These features show how the sea shapes the coastline over time.

Fun Fact

Which cliff do you think is locally known as 'the drinking dinosaur?

Cliff Landforms

Cave

Caves form when waves wear away cracks in the rock, creating hollows in the cliff face.

Arch

Arches form when waves erode right through a headland, leaving a natural bridge of rock.

Stack

Stacks are tall towers of rock left standing in the sea after an arch collapses.

Stumps

Stumps are the short remains of stacks that have been worn down by waves over many years.

Wave-cut platform

Wave-cut platforms are flat rocky areas at the base of a cliff where waves have worn away the softer rock.

Practical Task

Make or draw a cliff coastal habitat model.

Create a model or drawing of a cliff coastal habitat. You should try to show how cliffs are shaped by erosion and include the key features that form when waves and weather wear away the rock over many years.

Draw your habitat, or insert a photograph in the box below.

Human-made and Natural Coastal Habitats

Natural Coastal Habitats

Natural coastal habitats have been shaped by the wind, waves and weather over a very long time. They are full of interesting textures, shapes and hiding places for wildlife.

Natural coastal habitats include rockpools, sandy beaches, pebble shores, mudflats, saltmarshes and rocky cliffs. These places have lots of bumps, cracks, holes and uneven surfaces. The rocks might be covered in barnacles and seaweed. There are pools of water trapped between the rocks where crabs and small fish live. The shapes are all different - some rocks are round and smooth from the waves, others are jagged and sharp.

Natural habitats have lots of nooks and crannies where animals can hide, feed and make their homes. Limpets stick to rough rocks, seaweed grows in the cracks and anemones wave their tentacles in rockpools. Birds nest on cliff ledges, and crabs scuttle under stones.

Human-made and Natural Coastal Habitats

Human-Made Coastal Habitats

Human-made coastal habitats are structures that people have built along the coast. These include harbour walls, sea walls, breakwaters, piers and groynes. People build these to protect the land from waves, create safe places for boats or stop beaches from washing away.

Human-made structures are often very different from natural habitats. They are usually made from concrete, metal or smooth stone. The surfaces are often flat and smooth with straight lines and right angles. A sea wall might be a long, straight concrete barrier. A harbour wall is built with even blocks stacked neatly on top of each other.

These smooth surfaces don't have many places for wildlife to grip on or hide. There are fewer cracks and holes compared to natural rocks. This means fewer animals and plants can live there.

Groynes | Pier | Sea wall

Human-made and Natural Coastal Habitats

Key Differences

Shape: Natural habitats have irregular, varied shapes with curves and bumps. Human-made structures have straight lines, flat surfaces and regular shapes.

Texture: Natural habitats are rough, bumpy and textured with lots of cracks and holes. Human-made structures are smooth and even with few gaps.

Variety: Natural habitats have lots of different features all mixed together - big rocks, small pebbles, pools, and plants. Human-made structures are more uniform and the same all the way along.

Wildlife: Natural habitats support more types of plants and animals because of all the different hiding places and surfaces. Human-made structures support less wildlife because they have fewer features.

Why does this matter?

Understanding these differences helps us see why natural coastal habitats are so important for wildlife. It also helps scientists and engineers think about how to make human-made structures better for nature. This is where eco-engineering comes in - designing coastal structures that protect people AND provide homes for wildlife!

Did you know...

The East Yorkshire coast is one of the fastest eroding coastlines in the UK!

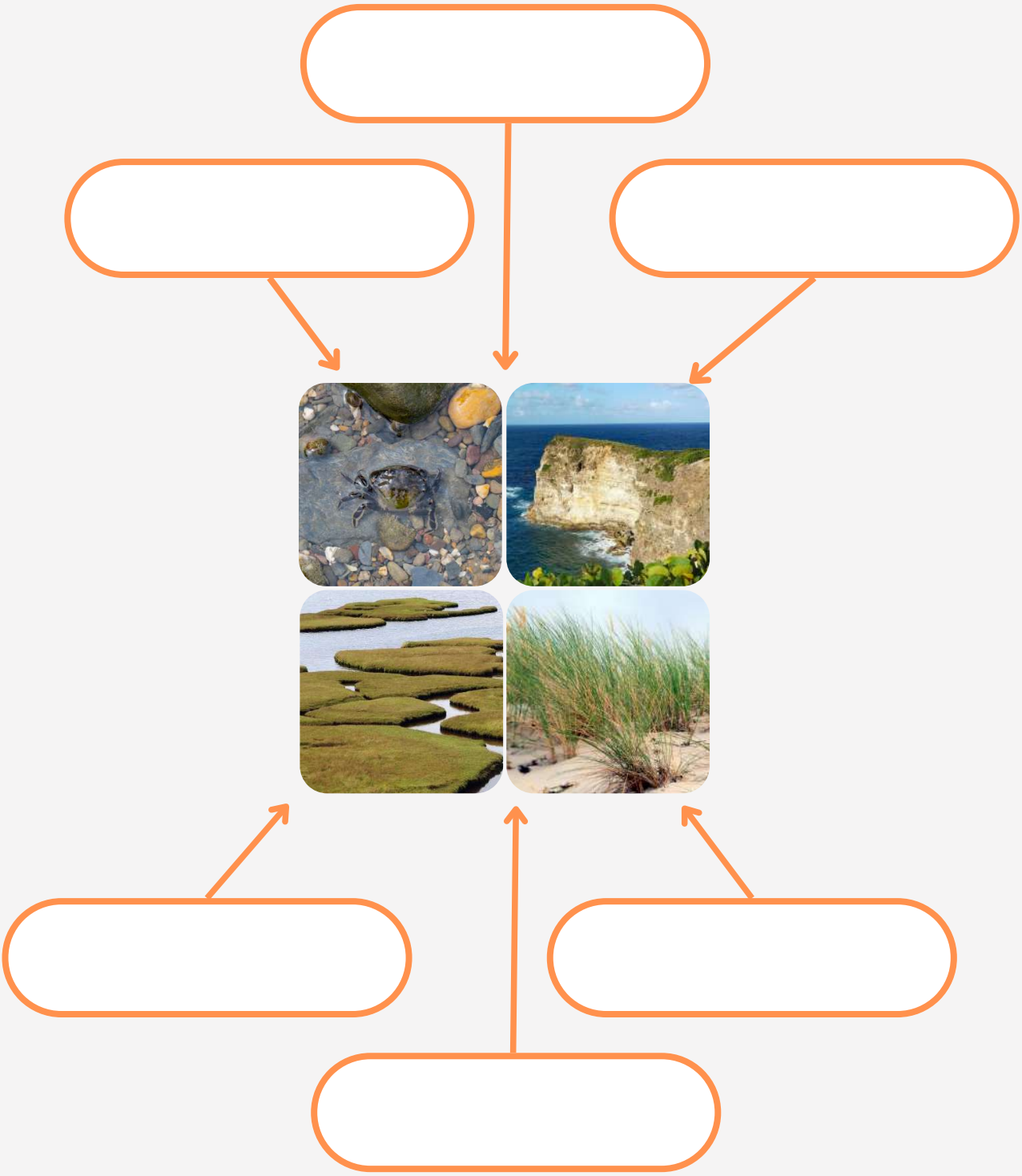
The Concrete Coast Project is a superhero solution that gives existing sea defences a wildlife-friendly upgrade! It protects the coast from washing away AND creates brand new homes for wildlife on structures that are already there!

Scientists have figured out a genius trick: they're sticking special textured tiles onto concrete sea walls that are bumpy, groovy, and rough - like real rocks!

A single tile can be home to hundreds of barnacles, mussels, sea snails, and other tiny creatures. And when all those creatures move in, bigger animals like crabs, fish, and seabirds come knocking on the door looking for dinner!

Label It

Choose words and phrases to describe natural habitats. Use the photographs to support you with some of your ideas.



Label It

Choose words and phrases to describe human-made habitats.
Use the photographs to support you with some of your ideas.

Human Changes to Coastal Environments

For hundreds of years, people have been changing our coastline. We've built harbours for fishing boats, sea walls to protect our towns, and promenades where families can walk and enjoy the view.
Some of these changes have been positive for wildlife - they've created new homes and helped creatures thrive. Other changes have been negative – they've destroyed natural habitats and made it harder for animals and plants to survive.

The Yorkshire coast is a special place where land meets sea. The Concrete Coast project works along the Yorkshire coastline to make concrete sea defences better for wildlife. Scientists and engineers add special tiles and panels to sea walls and harbour walls. These tiles have holes, grooves, and pools that copy natural rock pools. Creatures like barnacles, limpets, mussels, periwinkles, shore crabs and seaweed can now live on the concrete walls, just like they would on natural rocks.

Human Changes to Coastal Environments

This image shows an example of a concrete sea wall. It shows the clear contrast between before and after textured tiles have been added to a plain concrete sea wall.

Fill in the table by ticking the correct column for each feature.

Feature	Plain Concrete Wall	Wall with Habitat Tiles
Smooth, flat surface		
Grooves and crevices		
Barnacles living on it		
Pools that hold water		
Seaweed growing		
Grey and bare		
Rough, textured surface		
Limpets attached		

Human Changes to Coastal Environments

Count the Wildlife

Here are two images of concrete supports. The second concrete support has been designed with textures to enhance marine life. Complete the table to compare the wildlife on each photograph.

Barnacles: White cone-shaped clusters
Limpets: Brown oval shells scattered across the surface
Seaweed patches: Green growth in the grooves
Mussels: Blue-black shells

Creature	Plain Concrete Support	Wall with Habitat Tiles
Barnacles		
Limpets		
Seaweed patches		
Mussels		
TOTAL wildlife		

Human Changes to Coastal Environments

Let's explore some examples of negative changes on the Yorkshire coast and find out how they've affected the wildlife that lives there.

The Disappearing Sand Dunes of Bridlington

What happened: In the 1800s and 1900s, people built a large sea wall at Bridlington to protect against erosion and coastal flooding. This was good for the buildings, but it stopped sand from moving naturally along the beach. Over time, the sand dunes that used to be there disappeared.

Impact on wildlife:

- Skylarks lost their nesting sites (they nest in dune grasses)
- Sand lizards had nowhere to live (they burrow in warm sand)
- Marram grass and wildflowers couldn't grow
- Insects like butterflies and bees lost their food plants

Skylark

Sand lizard

Marram grass

Can you think of two ways humans could help reverse some of the impact to wildlife the sea wall has caused?

1. .....

.....

2. .....

.....

Human Changes to Coastal Environments

Pollution at Hornsea Beach

What happened: Over the years, litter, plastic waste, and pollution from towns and farms have washed onto Yorkshire beaches. Storm drains sometimes overflow and carry sewage and chemicals into the sea. Oil and fuel from boats can also spill.

Impact on wildlife:

- Seabirds mistake plastic for food and can choke or starve
- Seals get tangled in fishing nets and plastic bags
- Fish eat microplastics which poison them
- Crabs and shellfish live in polluted water and can't survive
- Seaweed can't grow in dirty water

Suggest one way humans could help reverse some of the impact to wildlife the pollution has caused?

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Overfishing in the North Sea

What happened: For hundreds of years, fishing boats have caught fish from the North Sea near Yorkshire. In the 1900s, bigger boats with huge nets caught too many fish, too quickly. Some types of fish nearly disappeared.

Impact on wildlife:

- Cod numbers dropped by 90% (nearly extinct in some areas)
- Seabirds like puffins couldn't find enough fish to feed their chicks
- Seals had less food and some starved
- The seabed was damaged by heavy fishing nets dragging across it
- Young fish were caught before they could grow and have babies

Suggest one way humans could help reverse some of the impact to wildlife the overfishing has caused?

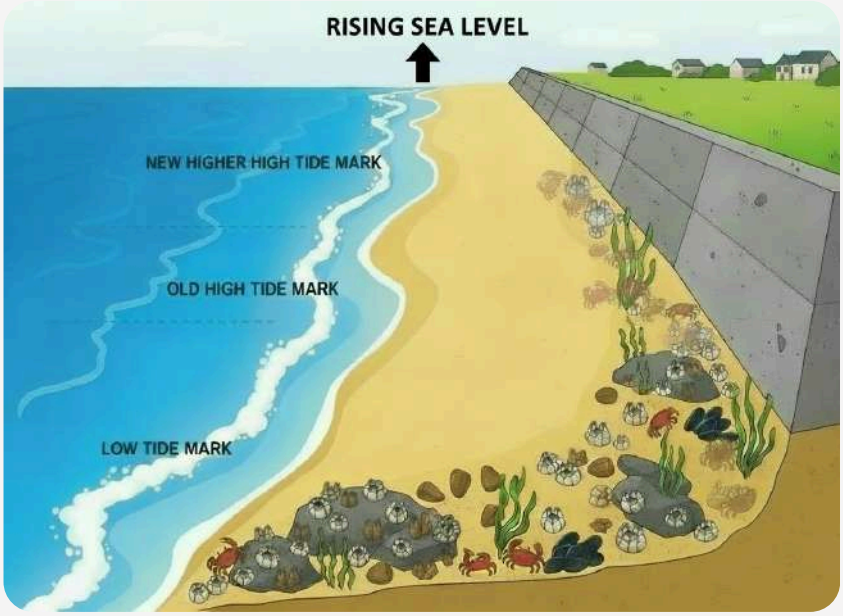
.....

How Climate Change Affects the Yorkshire Coast

Climate change is making the Earth warmer, which causes two main problems for the Yorkshire coast. Firstly, sea levels are rising because ice caps at the North and South Poles are melting and adding more water to the oceans. Around Yorkshire, sea levels are rising by 3mm every year – that's 15cm in 50 years! Secondly, warmer oceans are creating more powerful storms, which means higher waves hit the coast and cause more damage to habitats. The huge storm of December 2013 caused a tidal surge which damaged homes and changed the shape of the East Yorkshire coastline.

The Coastal Squeeze

Rising sea levels are causing a serious problem called **coastal squeeze**. As the sea gets higher, the high tide mark moves further up the beach, but concrete sea walls block the way. The creatures get squeezed between the rising sea and the solid wall, with nowhere to go. This coastal squeeze makes the intertidal zone smaller and smaller, leaving less room for wildlife.



This diagram shows how rising sea levels cause coastal squeeze, reducing the intertidal zone where barnacles, limpets, seaweed, and crabs live because the concrete sea wall blocks them from moving to higher ground.

The Concrete Coast Solution

We can't stop sea levels rising overnight, but we can help look after coastal environments by making our sea defences wildlife-friendly.

How Concrete Coast Habitats Help:

1. Replace Lost Habitat

- Natural rocky shores are disappearing
- Habitat tiles create artificial rock pool features
- Creatures get new places to live on existing sea walls

2. Increase Available Space

- Textured tiles have 60% more surface area than smooth concrete
- More surface area = more space for wildlife
- Grooves and pools provide extra habitat

3. Help Wildlife Survive Storms

- Deep crevices protect creatures from powerful waves
- Rough texture gives barnacles and limpets strong grip
- Pools hold water so creatures don't dry out

4. Work with Existing Defences

- We still need sea walls to protect towns
- Habitat tiles attach to walls we already have
- No need to remove defences – just make them better

Practical Task

Build Your Own Coastal Squeeze Model

What You Need:

- Large clear plastic container or tray
- Sand or soil
- Water in a jug
- Shells and small pebbles (to represent barnacles, crabs, limpets)
- Plant foliage: leaves, small plants, twigs (to represent sea weed)
- A flat piece of wood, cardboard, or plastic (for the sea wall)
- Ruler
- Pencil/marker

What To Do:

Step 1: Build the coast

Put sand in one end of the container to create a sloping beach.
Stand the sea wall at the top of the slope.
Place your wildlife objects on the sand slope at different heights.

Step 2: Show normal sea level

Slowly pour water into the container until it covers the bottom third of the slope.
Mark the water level with a pencil on the outside of the container - label it 'LOW TIDE (year 1970)'.

Add more water to cover the middle third - mark it "'HIGH TIDE'
The space between these two marks is your intertidal zone - count how many creatures are in this zone: _____

Step 3: Show rising sea level

Now add MORE water to show climate change - pour until the water is much higher
Mark this new level 'HIGH TIDE - PRESENT DAY' (CLIMATE CHANGE)'
Look what happens! The creatures are now squeezed between the rising water and the sea wall

Step 4: Observe coastal squeeze

Count how many creatures are still in the NEW smaller intertidal zone: _____
How many creatures lost their habitat? _____

Step 5: Test the Concrete Coast solution

Attach textured materials to your sea wall (corrugated cardboard, egg carton pieces, bubble wrap, crumpled foil - anything with grooves and texture!)
Place creatures on the textured wall - they now have NEW habitat even though sea levels rose!

Be a Hero!

We can all make some simple changes to help slow down climate change. For a week, put a tick in the chart each time you complete one of these actions.

Action	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
Turn off lights							
Walk or cycle							
Recycle							
Save water							
Help nature							

Describe what you did to help nature.

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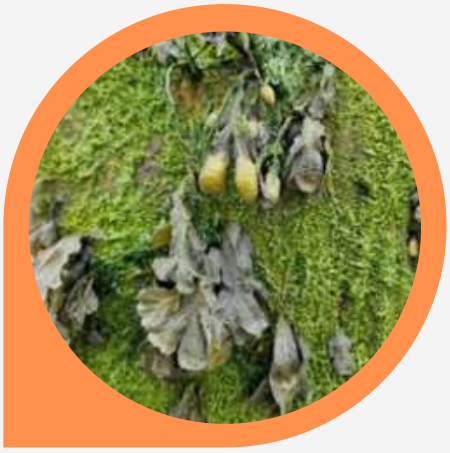
EXTENDED LEARNING OPPORTUNITIES



SITE VISITS

Site Visits: Location

Choose a view that interests you, and sketch an observational drawing of what you see.

Name of site:.....

Site Visits: A Rock Pool

Sketch a rock pool that you observed. If you can, add labels to help show what you found.

Site Visits: A Rockpool

Tick the species that you found and record the numbers of each.

Sea Anemones

Small Fish

Crab

Prawns and Shrimp

Starfish

Snails

Limpets

Barnacles

Mussels

Other

Site Visits: Coastal Defences

Make a sketch of a coastal defence that you have found.

Make notes to help describe the coastal defence and whether it provides a habitat for any plants and/or animals.

National Curriculum Mapping

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Coastal environments: changing coasts
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education@littlecraftersboxes.co.uk

	Unit Outcome	NC Links
1	Identify and name at least three different types of UK coastal habitat (such as sandy beach, rockpool, saltmarsh, or cliff) and describe one key feature of each.	**Geography Key Stage 2** Name and locate counties and cities of the United Kingdom, geographical regions 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 aspects have changed over time Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
2	Give one example of how people have changed the coast (positively or negatively), explain how this has affected wildlife or habitats.	**Geography Key Stage 2** Name and locate counties and cities of the United Kingdom, geographical regions 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 aspects have changed over time Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
3	Describe differences between human-made and natural coastal habitats (e.g. human-made are often smooth and straight, whereas natural habitats are textured and have lots of different shapes)	**Geography Key Stage 2** Name and locate counties and cities of the United Kingdom, geographical regions 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 aspects have changed over time Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
4	Describe one way climate change or rising sea levels could affect the coast, and suggest one thing people can do to help look after coastal environments.	**Geography Key Stage 2** Name and locate counties and cities of the United Kingdom, geographical regions 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 aspects have changed over time Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

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	Unit Outcome	NC Links (Cross-Curricular)
1	Identify and name at least three different types of UK coastal habitat (such as sandy beach, rockpool, saltmarsh, or cliff) and describe one key feature of each.	**Science Key Stage 2: Living things and their habitats** Recognise that living things can be grouped in a variety of ways Recognise that environments can change and that this can sometimes pose dangers to living things **English Writing Composition** Plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own **English Writing - Vocabulary, Grammar and Punctuation** Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading **Art & Design Key Stage 2:** To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay **Design Technology Key Stage 2:** Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities **PSHE Key Stage 2: Living in the Wider World** About the wider world and the interdependence of communities within it About the environment and the responsibility to protect it **Citizenship Education** Developing skills of enquiry and communication Learning about becoming informed citizens **British Values** Mutual Respect
2	Give one example of how people have changed the coast (positively or negatively), explain how this has affected wildlife or habitats.	**Science Key Stage 2: Living things and their habitats** Recognise that living things can be grouped in a variety of ways Recognise that environments can change and that this can sometimes pose dangers to living things **Working Scientifically** Asking relevant questions and using different types of scientific enquiries to answer them **English Spoken Language** Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas **PSHE Key Stage 2: Living in the Wider World** About the wider world and the interdependence of communities within it About the environment and the responsibility to protect it **Citizenship Education** Developing skills of enquiry and communication Developing skills of participation and responsible action Learning about becoming informed citizens **British Values** Mutual Respect

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3	Describe differences between human-made and natural coastal habitats (e.g. human-made are often smooth and straight, whereas natural habitats are textured and have lots of different shapes)	**Science Key Stage 2: Living things and their habitats** Recognise that living things can be grouped in a variety of ways Recognise that environments can change and that this can sometimes pose dangers to living things. **PSHE Key Stage 2: Living in the Wider World** About the wider world and the interdependence of communities within it About the environment and the responsibility to protect it **Citizenship Education** Developing skills of enquiry and communication Developing skills of participation and responsible action Learning about becoming informed citizens **British Values** Mutual Respect
4	Describe one way climate change or rising sea levels could affect the coast, and suggest one thing people can do to help look after coastal environments.	**Science Key Stage 2: Living things and their habitats** Recognise that living things can be grouped in a variety of ways Recognise that environments can change and that this can sometimes pose dangers to living things. **Science Key Stage 2: Materials and Their Properties** Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Explain how the shapes of objects made from some materials can be changed by squashing, bending, twisting and stretching **Working Scientifically** Making systematic and careful observations and, where appropriate, taking accurate measurements Identifying differences, similarities or changes related to simple scientific ideas and processes **PSHE Key Stage 2: Living in the Wider World** About the wider world and the interdependence of communities within it About the environment and the responsibility to protect it **Citizenship Education** Developing skills of enquiry and communication Developing skills of participation and responsible action Learning about becoming informed citizens **British Values** Mutual Respect

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LCB Education

ABOUT LCB WORKBOOKS

At LCB Education and Little Crafters Boxes, we're passionate about making learning accessible, inclusive, and engaging for everyone. Our workbooks are designed by experienced teachers and standardised by qualified professionals to support learners in school and home education settings, as well as all kinds of flexible and alternative learning environments.

What Makes Our Workbooks Different?

- Creative & Topic-Based: Each workbook takes a topic-based approach, encouraging curiosity, creativity, and hands-on learning across subjects.
- Mapped to National Curriculum & AQA: All units are clearly mapped to the National Curriculum and the AQA Unit Award Scheme. Workbooks can be used independently to complete outcomes, and are suitable as evidence of progress in both home education and school settings.
- Accessible by Design: We use dyslexia-friendly fonts, gentle colour contrasts, and print on recycled paper—which is both eco-conscious and easier on the eyes than standard white.
- Flexible & Inclusive: Activities are structured for easy navigation, with plenty of space for creativity and reflection. Our content reflects a wide range of experiences and abilities, so everyone feels represented.
- Eco-Conscious & British Made: Proudly designed and manufactured in the UK, using sustainable materials and supporting British manufacturing.
- Continuous Improvement: We listen to feedback and regularly update our resources to make them even more inclusive and effective.

Whether you're learning in school, at home, or anywhere in the world, our mission is to make high-quality education accessible for all.

What do the Different Levels Mean?

Level	Typical Key Stage(s)	Typical Age Range	Equivalent/Notes
Pre-Entry	EYFS, KS1, KS2	4–11	Working below Entry Level 1; highly supported; often used in SEND/alternative provision
Entry Level 1	KS1, KS2	5–11+	Early primary, emerging skills
Entry Level 2	KS2	7–12+	Primary, developing basic skills
Entry Level 3	KS2, KS3	9–14+	Upper primary/lower secondary, consolidating basics
Functional Skills Level 1	KS3, KS4	13–16+	Comparable to GCSE grades 1–3 (D–G)
Functional Skills Level 2	KS4, Post-16	15–adult	Comparable to GCSE grades 4–9 (A*–C); suitable for older learners and adults

Find out more:

www.lcbeducation.co.uk

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