

Subject	Year	Term
Geography	9	Autumn term 2
Topic		Concept
How and why are our coastlines constantly changing?		Systems and Processes
Content + skills (Intent)		
Prior Learning (Topic)		
<p>KS2- The term 'coast' should have been covered in KS1, and then coasts identified as key topographical features in KS2. There should have been an understanding of how the features change over time, but no specific coastal processes should have been taught.</p> <p>KS3 at Balcarras: Coasts is not explicitly taught in Year 7 or 8, although the following topics may include reference to coastal destinations or related processes:</p> <ul style="list-style-type: none"> • Year 7 countries from Pole to Pole and River flooding • Year 8 Regions of Africa and Asia. 		
<p>Students will explore and develop the concept of Coasts through a teacher led enquiry. 5 mini questions lead to a final summary response to the question 'how and why are our coastlines constantly changing?'. Students will understand the physical processes that occur there, and the landforms that are created. We then move on to look at how Humans change the coast, the issues of Coastal erosion, and the human management to 'control' the coastline. A consideration of the future of coasts is considered and the sustainable options that we can employ. A debate included is in this unit of work.</p>		
Future Learning (Topic)		
<p>KS3 at Balcarras: Year 9 Tourism</p> <p>KS4 at Balcarras: At GCSE we do not study the coasts topic – instead we choose to study rivers, and glacial environments so it is essential that students in Year 9 get exposure to coastal environments. The key concepts do, of course, transfer to other GCSE topics such as glaciated landscapes and river landscapes.</p> <p>KS5 at Balcarras: Coastal landscapes in Year 12.</p> <p>Cross curricular: Computing (websites, GIS). Enquiry skills.</p>		
How will knowledge and skills be taught? (Implementation)	How will your understanding be assessed & recorded (Impact)	
<p>A series of 7 lessons covering taught by a directed enquiry. (Not lesson titles)</p> <ol style="list-style-type: none"> 1 What happens when the land meets the sea? 2/3 What are the natural changes happening at the coast? 4 How do humans change the coast? 5 The future of coasts and sustainability 6/7 – Enquiry write up. Creative artefact devised. 	<p>Homework/in class tasks:</p> <ol style="list-style-type: none"> 1 – Final enquiry piece. Written or artefact. 2 – Knowledge quiz 3 - Guided Reading task (new) 4 – Careers task (new) 5 – Participation in Debate 	
How can parents help at home?		
<p>Support with homework and revision techniques for graded assessments. Discuss current affair issues by watching/reading the news. Download the BBC or Guardian news app and set to environmental notifications to receive the most update articles. Watching relevant documentaries e.g., BBC – 'Coast' and Kate Humbles 'Coastal Britain'.</p> <p>Use – 'My Dynamic Reading on the VLE to search for further reading at GCSE/A-Level detail.</p> <p>https://www.bbc.co.uk/bitesize/guides/zct8bk7/revision/1</p> <p>https://kids.britannica.com/students/article/coast/603633</p>		
Conversation Starters:		
Should we protect our coastlines?		
Do physical or human processes affect our coastline most?		

Is hard engineering more effective than soft engineering?
Should Happisburgh be protected?
Are some areas of our coastline more important than others?

Helpful further reading/discussion

<p>Reading</p> <p>https://www.nationalgeographic.org/encyclopedia/coast/</p> <p>Geography Review Volume 27. Westward Ho! A study of coastal management.</p>	<p>Vocabulary Lists</p> <p>Erosion, Deposition, Transportation, hard engineering, soft engineering, cost-benefit analysis, sustainable development.</p>	<p>Careers Links</p> <p>Jobs linked to themes within the topic within lessons.</p> <p>Homework task to create job advert for a career/job linked to the topic</p>
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