Subject	Year	Term
Geography AQA	12	Autumn term 1 and 2

Topic

Coastal Systems and Landscapes

Content + skills (Intent)

Prior Learning (Topic)

KS1/KS2- Previous and numerous forms of content National Curriculum may have been studied 10 years ago – see KS3/4 PL for possible content coverage.

KS3 at Balcarras - Year 7 – 'We all agree to save the sea'. Year 9 'Coasts on the edge'.

KS4 at Balcarras – No specific coasts topic taught. Although 'Glacial' and 'River' environments in the 'Physical Landscapes in the UK' topic covers key themes of erosion, landscape development management etc.

KS5 at Balcarras: This section of our specification focuses on coastal zones, which are dynamic environments in which landscapes develop by the interaction of winds, waves, currents and terrestrial and marine sediments. The operation and outcomes of fundamental geomorphological processes and their association with distinctive landscapes are readily observable. In common with water and carbon cycles, a systems approach to study is specified.
Student engagement with subject content fosters an informed appreciation of the beauty and diversity of coasts and their importance as human habitats. The section offers the opportunity to exercise and develop observation skills, measurement, and geospatial mapping skills, together with data manipulation and statistical skills, including those associated with and arising from fieldwork.

Future Learning (Topic)

KS5 at Balcarras-

Due to the synoptic and systems approach to geography elements of 'Coasts' can be brought later on into other modules, especially the essay questions. The other modules studied are 'Water and Carbon Cycles' (links systems, climate change), 'Hazards' (links to and storms and management issues), 'Population and the Environment' (climate change) 'Global systems and governance' (changing climate)

How will knowledge and skills be taught? (Implementation)

Key themes:

- Coasts as natural systems
- Systems and processes
- Coastal landscape development
- Coastal management
- Case studies of a UK/local scale environment (Dorset) and beyond the UK landscape (Odisha – India).
- Quantitative and qualitative skills.
- Fieldwork skills – 3 day residential to Dorset.

The A-Level course comprise of lessons where content is taught (teacher led), directed questioning and adaptive teaching. Pupil notes are made (often through 'flip learning' ahead of the next lesson). Exam technique is integrated (see opposite box) via PPQs, plus there is an expectation of wider reading and keeping up with current issues/affairs. We aim to include pupil centred/led learning through group work, peer learning/assessment. We also include fieldwork, GIS and numeracy/ computing skills where possible.

Misconceptions

It is possible to 'control' our coastlines – A deeper understanding of the 'inter-related' and 'causal' effects/systems is needed.

Rich countries can manage coastlines effectively. Clearly this is untrue and will be explored.

Sea Level rise is because of melting icebergs – Not true, its more to do with the volume of water linked to its temperature, and the ice on land mantling not the ice already in the ocean.

Check out these links..

https://betterdunes.weebly.com/common-coastal-management-facts-and-their-misconceptions-revealed.html

https://oceanservice.noaa.gov/ocean/myths/

How will your understanding be assessed & recorded (Impact)

Provide SHORT and FREQUENT re-call tests in a low-stakes environment – mix of formative and summative

Pupils will receive a past paper question booklet which covers all previous exam questions available to us. These will be regularly set, fed back/marked

Continual low-stakes formative testing in lessons through verbal questioning

This topic will be covered within the Year 12 and Year 13 formal mock exams - summative feedback.

A level record sheet, Progress analysis, data shared in interim reports and formal reports and parents evening.

How can parents help at home?

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, the Blue planet, Our planet – coastal seas,

Listen to this:
Oxford University podcasts…
https://podcasts.ox.ac.uk/impacts-sea-level-rise-coastal-nations-and-without-mitigation
https://podcasts.ox.ac.uk/keywords/coastal-engineering

Watch this:
What sea level rise will do to coastal cities… https://www.youtube.com/watch?v=6tesHVSZJOg
BBC 2, Coats: https://www.bbc.co.uk/programmes/p00xr65v

Tutor to you: Revision Blasts (on YouTube)

1 – Coastal Systems and Landscapes 1: https://www.youtube.com/watch?v=S16-wwHEYog
2 - Coastal Systems and Landscapes 2 : https://www.youtube.com/watch?v=L18zcdr9o-c

Check this out

This website is an excellent all round coastal geography platform. Watch the clips for revision/knowledge boosts.
https://timeforgeography.co.uk/search/?query=coasts

Also – this website… https://www.alevelgeography.com/coasts/

And this one is the Field studies council… https://www.field-studies-council.org/resources/16-18-geography/coasts/

This website is the National Oceanic and Atmospheric association: https://www.noaa.gov/

Conversation Starters
Is weathering or Erosion more important in the development of coastal landscapes?
Sea level rise will alter our coastlines forever…
Humans shape the coastline more that natural processes
We should never build on the coastline…

Helpful further reading/discussion

Reading

Academic: A-Level Topic Master: Coastal landscapes – by Peter Stiff.

Non-Fiction:

- The National Trust book of the coast: From Lindisfarne to the Lizard
- Cracking Coasts: Horrible Geography

Fiction:

- Why the Whales Came by Michael Morpurgo
- Dead Man's cove – Lauren St-John.

Vocabulary Lists

Speaking like a geographer (SpLAG)

For Full list – see VLE

Erosion, Deposition, transportation. Hydraulic Action, Attrition, Abrasion, Weathering, High and Low Sediment Cell, Eustatic, Isostatic, Spit, Bar, barrier bar, tombolo, wave-cut platform, cave, stack, stump, mudflat, Saltmarsh, Sand dune, Succession, Dalmatian coast, Ria, Fjord, Shoreline management Plan, ICZM, feedback loops.

Careers Links

- Coastal engineer
- Coastguard
- Research scientist
- Marine Biologist
- Geography Teacher
- Coastal planner