

Subject	Year	Term
Geography	9	Spring term 1
<b>Topic</b>		
Threatened world – Coasts on the Edge		
<b>Content + skills (Intent)</b>		
<b>Prior Learning (Topic)</b>		
<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 – We are aiming to build on pupil's place knowledge by using UK examples of coastal areas. Coasts is not explicitly taught in Year 7 or 8, although the Year 7 Pole to Pole, and Year 8 Wanderlust topic may include coastal destinations. The Year 9 'Paradise lost' topic looks at beaches as a Tourist destination.</p>		
<p>Students will explore and develop the concept of Coasts, the physical processes that occur there, and the landforms that are created. We then move on to look at the issues of Coastal erosion, and the human management to 'control' the coastline. We discuss and debate the merits of this through a Cost-benefit analysis. They will explore and build on previous knowledge how human and physical processes interact to influence and change landscapes and environments. An optional project may be completed where the pupils design a landscape in a box to embed the understanding of landform formation. There is a debate included in this unit of work, and then a GCSE style graded assessment at the end of the topic.</p>		
<b>Future Learning (Topic)</b>		
<p>KS4 – 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 of erosional, depositional processes, landscape formation and cost-benefit analyses of management, do, of course, transfer to other GCSE topics.</p>		
<p>KS5 – We study Coasts in Year 12. Therefore this Year 9 topic forms the building blocks for that Year 12 study.</p>		
<p>Cross curricular: Computing (websites, GIS). English – debating skills.</p>		
<b>How will knowledge and skills be taught? (Implementation)</b>	<b>How will your understanding be assessed &amp; recorded (Impact)</b>	
<p>A series of 9 lessons covering</p> <p>1-2: Coastal Zone and processes</p> <p>3-5: Coastal landforms (Cliffs, wave cut platforms, arches-stumps, beaches and spits).</p> <p>6: Coastal defences</p> <p>7 – Happisburgh defences case study – includes debate</p> <p>8 – Map skills (may be incorporated above)</p> <p>9 - Assessment</p>	<p>Homework/in class tasks:</p> <p>1 – Use of Coastal areas</p> <p>2 – Pop up headland</p> <p>3 - Reading task (new)</p> <p>4 – Careers task (new)</p> <p>5 – Graded assessment (Grades 1-9)</p>	
<b>How can parents help at home?</b>		
<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><a href="https://www.bbc.co.uk/bitesize/guides/zct8bk7/revision/1">https://www.bbc.co.uk/bitesize/guides/zct8bk7/revision/1</a></p> <p><a href="https://kids.britannica.com/students/article/coast/603633">https://kids.britannica.com/students/article/coast/603633</a></p>		
<b>Conversation Starters:</b>		
<p>Should we protect our coastlines?</p>		
<p>Is hard engineering more effective than soft engineering?</p>		
<p>Do Waves or Tides have more of an impact on our coasts?</p>		
<p>Should Happisburgh be protected?</p>		
<p>Are some areas of our coastline more important than others?</p>		
<b>Helpful further reading/discussion</b>		
<p><b>Reading</b></p> <p><a href="https://www.nationalgeographic.org/encyclopedia/coast/">https://www.nationalgeographic.org/encyclopedia/coast/</a></p> <p>Geography Review Volume 27. Westward Ho! A study of coastal management.</p>	<p><b>Vocabulary Lists</b></p> <p>Erosion, Deposition, Transportation, hard engineering, soft engineering, cost-benefit analysis, sustainable development.</p>	<p><b>Careers Links</b></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>