

Cardinal Newman School: Medium Term Plan

Year: 10	Topic/Theme: UK Physical landscape	Unit Title: Physical Fieldwork (Coasts)	Term: 3.1
<p>Overview of SOW: They will be able to conduct their own fieldwork and present the data in a variety of formats, whilst understanding why those methods are best. They will be able to develop relevant enquiry questions/hypothesis to support.</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • How geographers investigate coastal landscapes using OS maps • How human activities influence coastal landscapes • What challenges do coastal landscapes create and how they are managed. <p>Skills:</p> <ul style="list-style-type: none"> • To understand how to conduct a geographical investigation of coastal change and conflict • To know how to choose enquiry question, fieldwork methods and data source for an investigation into coastal process and management • To know how to present, analyse and evaluate data collected from a coastal investigation <p>End Point:</p> <ul style="list-style-type: none"> • Complete and enquiry process appropriate to investigate • Use a range of techniques and methods in fieldwork • Ability to present fieldwork data in different ways • Draw conclusions and summaries from fieldwork 			
<p>Prior Learning: (Linked Topics)</p> <p>Coasts (year 8) Fieldwork (year 8)</p>	<p>National Curriculum Links:</p>	<p>GCSE (or A Level) AO Links:</p> <p>AO1: Demonstrate knowledge of locations, places, processes, environments and different scales</p> <p>AO2: Demonstrate geographical understanding of:</p> <p style="margin-left: 20px;">a) Concepts & how they are used in relation to places, environments & processes</p> <p>The inter-relationships between places, environment & processes</p> <p>AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information & issues & to make judgements</p> <p>AO4: Select, adapt & use a variety of skills & techniques to investigate questions & issues & communicate findings</p>	<p>Opportunities for mastery/stretch and challenge:</p> <ul style="list-style-type: none"> • HA assessment structure – less scaffolding after skills teaching. • HA questioning – more evaluative and less recall. • HA sources and texts used within lessons. • ‘Ask the teacher’ after reading sources and texts (structured questioning). • HA resources for homework tasks. • HA recommended reading lists. • Group work

Key words/Vocabulary: Arch Backwash Bay Beach Concordant coast Constructive wave Deposition Destructive wave Discordant coast Erosion Fetch Geological structure Hard rock coast Headland Longshore drift Mass movement Soft rock coast Spit Stack Swash Stump Sub-aerial weathering processes Weathering Landslide Rock fall Slumping Freeze-thaw weathering Joints Faults Caves Cliffs Wave-cut platform Seasonality Storm frequency Prevailing wind Bars Hard engineering Holistic approach ICZM (Integrated Coastal Zone Management) Strategic retreat Coastal flooding Coastal management Soft engineering Groynes Sea walls Beach replenishment Rip-rap	Personal Development & SMSC: <ul style="list-style-type: none"> • Developing responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults • Developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance. • Developing pupils' character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society. • Developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy. • Sense of enjoyment and fascination in learning about themselves, others and the world around them • Use of imagination and creativity in their learning • Willingness to reflect on their experiences • GCSE links to Edexcel paper 2 (UK Physical landscape)	Cultural Capital opportunities: <ul style="list-style-type: none"> • Do we have a moral duty to protect our Coasts Concept of stewardship. • Direct links to Edexcel B GCSE content and skills (future pathways) • Develop an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others • Develop an understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain • Develop an ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
	Low Stake Assessment: <ul style="list-style-type: none"> • Names • Keywords • Dates • Command words • Information retrieval from prior learning • Retrieval of key skills linked to question types • Information recall from case studies • GEOG knowledge starters 	Group/Pair work opportunities: <ul style="list-style-type: none"> • Make relevant contributions to discussions, responding appropriately to others • Be flexible in discussion, making different kinds of contributions • Present information/points of view clearly and in appropriate language in formal and informal exchanges and discussions • Comment on the relevance of context and its effects on a text • Establish and develop their own opinion and evidence this from knowledge of case studies
	Formative Assessment/AFL: PIT stop x2 Formative Assessment Mock Exam	Talking Points (oracy/discussion) opportunities: <ul style="list-style-type: none"> • Debating points of view • Explaining theories/ model answers • Think-pair-share activities • Expressing evaluative opinions
	Summative % Assessment links: TBC	Cross Curricular links: TBC

Beach replenishment Slope stabilisation 'Do nothing' Strategic realignment Key Questions (product/process/developmental):		
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Weeks	Week overview – skills and knowledge	Directed Lessons	Resources <i>(consider dual-coding WAGOLL)</i>	Assessment/Revision Opportunities	Consolidation Homework
Week 1	Coastal fieldwork Intro to fieldwork Secondary data collection Pre visit prep Fieldwork Visit	<ul style="list-style-type: none"> • Identify possible fieldwork opportunities at the location • Development of relevant enquiry questions/hypothesis • Risk Assessment • Research location using secondary data to help support hypothesis/data collection (Physical – Geology Map & 1 other) • Assessment of role of primary/secondary data • Review data collection methods • Consideration of sampling sizes/strategy • Collect fieldwork data 			
Week 2	Coastal Fieldwork Data Presentation Data Analysis Conclusions/Evaluations Assessment/pitstop	<ul style="list-style-type: none"> • Presentation of at least 1 quantitative and 1 qualitative data collection. • Assessment of quantitative/qualitative data • Describe findings • Explain the reasons for the findings • Simple statistics (where appropriate) • Answer hypothesis/investigation question • Application to theories – does findings support theory? • Reference to how accurate, reliable and valid conclusions are. <p>Understanding of how to ensure more accuracy, reliability and validity.</p>			
Week 3					

Week 4					
Week 5					
Week 6					
Week 7					