

Cardinal Newman School: Medium Term Plan

Year: 9	Topic/Theme: UK's evolving physical landscape	Unit Title: Coasts/Fieldwork	Term: 2.1
<p>Overview of SOW: A detailed study of coasts- the variety of coastal landscapes in the UK, processes, and challenges and conflicts over coastal management</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Physical processes that help shape the coastline What landforms are created due to coastal erosion What are the influences of transportation and deposition on the coast 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"> Recognise & describe distributions & patterns of both human & physical features at a range of scales using a variety of maps & atlases Draw, label, annotate, understand & interpret sketch maps Label & annotate & interpret different diagrams, maps, graphs, sketches and photographs Use & interpret aerial, oblique, ground & satellite photographs from a range of different landscapes Use maps in association with photographs & sketches & understand links to directions Use & understand gradient, contour & spot height on OS maps & other isoline maps Interpret cross sections & transects Identify questions or issues for investigation, develop a hypothesis and/or key questions Consider appropriate sampling procedures and sample size Consider health & safety & undertake risk assessment Select data collection methods & equipment to ensure accuracy & reliability, develop recording sheets for measurements & observation Use of ICT to manage, collate, process & present information in a suitable way Write descriptively, analytically & critically about findings <p>End Point:</p> <ul style="list-style-type: none"> Ability to analyse photos of landscapes and features Calculate mean rates of erosion Locate and recognise physical features on a map 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>Eco systems (Year 8) Layers of the rainforest Importance of the rainforest Threats to the rainforest</p>	<p>National Curriculum Links:</p>	<p>GCSE (or A Level) AO Links: AO1: Demonstrate knowledge of locations, places, processes, environments and different scales AO2: Demonstrate geographical understanding of:</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.

		<p>a) Concepts & how they are used in relation to places, environments & processes</p> <p>The inter-relationships between places, environment & processes</p> <p>A03: Apply knowledge and understanding to interpret, analyse and evaluate geographical information & issues & to make judgements</p> <p>A04: Select, adapt & use a variety of skills & techniques to investigate questions & issues & communicate findings</p>	<ul style="list-style-type: none"> • 'Ask the teacher' after reading sources and texts (structured questioning). • HA resources for homework tasks. • HA recommended reading lists. • Group work
<p>Key words/Vocabulary:</p> <p>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</p>	<p>Personal Development & SMSC:</p> <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 • <p>GCSE links to Edexcel paper 2 (UK Geographical issues)</p> <hr/> <p>Low Stake Assessment:</p> <ul style="list-style-type: none"> • Names • Keywords • Dates 	<p>Cultural Capital opportunities:</p> <ul style="list-style-type: none"> • 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 • Do we have a moral duty to protect our coastlines? <hr/> <p>Group/Pair work opportunities:</p> <ul style="list-style-type: none"> • Make relevant contributions to discussions, responding appropriately to others • Be flexible in discussion, making different kinds of contributions 	

<p>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 Beach replenishment Slope stabilisation 'Do nothing' Strategic realignment</p> <p>Key Questions (product/process/developmental):</p> <p>How do waves influence weathering and erosion processes?</p> <p>Describe the process of Longshore drift?</p> <p>What conditions are needed for coastal deposition?</p> <p>Why are resistant rocks also eroded?</p> <p>Explain why there is likely to be more erosion at the coast in winter and the type of coast that will be affected the most?</p>	<ul style="list-style-type: none"> • Command words • Information retrieval from prior learning • Retrieval of key skills linked to question types • Information recall from case studies • GEOG knowledge starters 	<ul style="list-style-type: none"> • 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
	<p>Formative Assessment/AFL:</p> <p>PIT stop x2 Formative Assessment, unseen fieldwork questions</p>	<p>Talking Points (oracy/discussion) opportunities:</p> <ul style="list-style-type: none"> • Debating points of view • Explaining theories/ model answers • Think-pair-share activities • Expressing evaluative opinions
	<p>Summative % Assessment links: TBC</p>	<p>Cross Curricular links:</p> <p>Maths – Graph skills</p> <p>Science – Data extraction and Analysis</p>

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Weeks	Week overview – skills and knowledge	Directed Lessons	Resources	Assessment/Revision Opportunities	Consolidation Homework
Week 1	<p>Erosional landforms at the coast</p> <p>Distinctive coastal landscapes are influenced by geology interacting with physical processes</p> <p>Distinctive coastal landscapes are influenced by geology interacting with physical processes.</p>	<ul style="list-style-type: none"> To understand how geological structure and rock type influence the formation of coastal landscapes of erosion. To know how and why coastal stacks form. How geological structure (concordant/discordant, joints and faults) and rock type (hard/soft rock) influence erosional landforms (headlands and bays (homework), caves, arches, cliffs, stacks, wave cut platforms (homework) in the formation of coastal landscapes of erosion. 	Powerpoint, handouts, Edexcel b GCSE text book	GEOG knowledge rapid recall Pitstop PLC	Exam question practice, homework booklet
Week 2	<p>To know the processes of transportation and deposition at the coast.</p> <p>To understand how these create coastal landforms.</p> <p>Distinctive coastal landscapes are modified by human activity interacting with physical processes.</p>	<ul style="list-style-type: none"> How UK climate (seasonality, storm frequency, prevailing winds), marine (destructive waves) and sub-aerial processes (mass movement, weathering) are important in coastal landscapes of erosion as well as the rate of coastal retreat. How sediment transportation (longshore drift) and deposition processes (constructive waves) influence coastal landforms (spits, beaches and bars) on coastal landscapes of deposition. How human activities (development, agriculture, industry, coastal management) have direct or indirect effects on coastal landscapes. 	Powerpoint, handouts, Edexcel b GCSE text book	GEOG knowledge rapid recall Pitstop PLC	Exam question practice, homework booklet

Week 3	Distinctive coastal landscapes are modified by human activity interacting with physical processes.	<ul style="list-style-type: none"> To understand how the interaction of physical and human processes are causing change on one coastal landscape How the interaction of physical and human processes is causing change on one named coastal landscape including the significance of its location. 	Powerpoint, handouts, Edexcel b GCSE text book	GEOG knowledge rapid recall Pitstop PLC	Exam question practice, homework booklet
Week 4	The interaction of human and physical processes present challenges along coastlines and there are a variety of management options.	<ul style="list-style-type: none"> To know the reasons why there are increasing risks from coastal flooding. To appreciate the threats coastal flooding creates for people and the environment. Why there are increasing risks from coastal flooding (consequences of climate change on marine erosion and deposition, including an increased frequency of storms and rising sea level) and the threats to people and environment 	Powerpoint, handouts, Edexcel b GCSE text book	GEOG knowledge rapid recall Pitstop PLC	Exam question practice, homework booklet
Week 5	The interaction of human and physical processes present challenges along coastlines and there are a variety of management options.	<ul style="list-style-type: none"> To know the different types of soft and hard engineering techniques used on coastal landscapes. To understand the reasons for using these techniques and their associated costs and benefits. Why there are costs and benefits to, and conflicting views about, managing coastal processes by hard engineering (groynes and sea walls) and by soft engineering (beach replenishment, slope stabilisation) as well as more sustainable approaches ('do nothing' and 'strategic realignment' linked to Integrated Coastal Zone Management). 	Powerpoint, handouts, Edexcel b GCSE text book	GEOG knowledge rapid recall Pitstop PLC	Exam question practice, homework booklet
Week 6	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 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 	Powerpoint, handouts, Edexcel b GCSE text book Fieldwork booklet (Coasts)	GEOG knowledge rapid recall Pitstop PLC	Exam question practice, homework booklet
Week 7	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? 	Powerpoint, handouts, Edexcel b GCSE text book Fieldwork booklet (Coasts)	GEOG knowledge rapid recall Pitstop PLC	Exam question practice, homework booklet

		<ul style="list-style-type: none">• Reference to how accurate, reliable and valid conclusions are.• Understanding of how to ensure more accuracy, reliability and validity.			
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