

**Y7 GEOGRAPHY**  
**COASTS- How are they changing?**

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:	
<ul style="list-style-type: none"> <li>• This unit will build on prior learning on settlement, economic activities &amp; population. It will look at the processes acting on coastlines &amp; how this impacts settlements, but how money can be made &amp; lost. The migration of people to &amp; from the coast. Students will use the knowledge gained in map skills to use these and other images to see the landforms and processes in action today and to explore how change over time will affect both physical and human geography.</li> <li>• The unit will build on the local area as we are a coastal county comparing it to others in the country.</li> </ul>	<ul style="list-style-type: none"> <li>• Coastal landscapes, the processes acting on them, the landforms produced from erosion, transport and deposition.</li> <li>• How geology impacts the formation of coastlines and the different landforms produced as a result.</li> <li>• Coastal protection- human involvement in the methods used and the impact of these on coastlines. As well as those areas not protected.</li> </ul>	<ul style="list-style-type: none"> <li>Erosion</li> <li>Hydraulic action</li> <li>Abrasion/corrasion</li> <li>Corrosion</li> <li>Attrition</li> <li>Traction</li> <li>Saltation</li> <li>Suspension</li> </ul>	<ul style="list-style-type: none"> <li>Solution</li> <li>Deposition</li> <li>Transport</li> <li>Fetch</li> <li>Constructive</li> <li>Destructive</li> <li>Waves</li> <li>Coast</li> </ul>
Challenge and Support:	Worldwide learning/ links to 21 <sup>st</sup> century:	Cultural capital/ Industry/ Enrichment:	
<ul style="list-style-type: none"> <li>• Some pupils will progress further and start to describe and begin to explain geographical processes relating to coastal landforms</li> <li>• Writing frames, sentences stems, question stems; VIP strategy for disadvantaged students.</li> <li>• Success criteria and mark schemes.</li> <li>• Relevant SEND support based on student's individual needs and passport information.</li> </ul>	<ul style="list-style-type: none"> <li>• This unit will look at coastal formation, protection &amp; management via social, environmental and economic effects &amp; impacts of it. In examining real life examples locally &amp; nationally.</li> <li>• The dilemma of which areas are protected and which are not &amp; the consequences of this.</li> </ul>	<ul style="list-style-type: none"> <li>• How money is made from coastlines, but also how money is spent on protecting our coastlines.</li> <li>• How the human impact can enrich our coastlines e.g. Dubai.</li> <li>• Field visit to the north Norfolk coast to see the processes, landforms and human interaction in 'real-life'.</li> </ul>	

Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:
<ul style="list-style-type: none"> <li>How coasts change over time, their protection and for those not, the moral dilemma of what to do? How communities pull together in times of trouble/lost homes/damaged homes through coastline retreat.</li> </ul>	<ul style="list-style-type: none"> <li>Numeracy – rates of erosion, reading and interpreting data.</li> <li>Literacy – use of keywords in context, reading &amp; writing extended answers.</li> </ul>	<p>The reasons behind coastal erosion &amp; coastal landform formation. The impact of erosion on the landscape &amp; communities- both positive &amp; negative..</p>
<b>Assessment timeline:</b>		
<ul style="list-style-type: none"> <li>Regular re-visits of key vocabulary and subject knowledge through starter tasks, re-cap quizzes.</li> <li>Extended writing tasks for coastal erosion.</li> <li>End of topic assessment on coasts with mark scheme.</li> </ul>		
<b>Home learning</b>		
<ul style="list-style-type: none"> <li>Research into landform formation.</li> <li>Revision for tests</li> <li>Tasks, questions, extended writing.</li> </ul>		
<b>Feedback</b>		
<ul style="list-style-type: none"> <li>F4 from baseline assessment &amp; end of unit assessment test.</li> <li>Oral feedback is given regularly.</li> <li>Feedback will follow school policy and include live feedback using the iscan.</li> <li>Re-cap quiz will be marked mainly using self-assessment.</li> </ul>		

## Length of unit (duration indicated in lessons)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
<b>Unit:</b>																													

