

Y10 GEOGRAPHY

Physical Landscape- What processes act on our landscape in the UK?

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<ul style="list-style-type: none"> • Living with the physical environment is about physical processes and systems, how they change, and how people interact with them at a range of scales and in a range of places. • Then there is a specific focus on UK landscapes- how our country is diverse with the natural environment and the processes that are acting on it and those that have acted on it to make it what it is today. • There is then two studies on coastal and river landscapes in the UK. Studying the processes involved, the changes that occur from those processes and how people manage the environment not only to suit themselves, but also to protect it. All studies and examples are focussed on the UK. • The unit gives opportunities to develop geographical skills such as: description of patterns of distribution in maps & graphs, carry out research, use numerical data & analyse it and present data using different graphical techniques. 	<ul style="list-style-type: none"> • The UK has a range of very diverse landscapes- why is this so? Looking at upland and lowland areas, the geology behind those areas and the processes that have acted on the country over millions of years. • Coastal landscapes in the UK have been shaped by a number of physical processes (from waves, transport, erosion & deposition) which will be studied. Investigating the distinctive landforms that are formed as a result of the result of rock type, structure and physical processes. The human element is looked at by how we protect our coastline, the management strategies that can be used and the effects these have on the physical processes. Specific locational studies will be looked at in more detail, applying the knowledge and understanding of the theory to actual places. • River landscapes in the UK are again diverse. Rivers and the shape of their valleys changes as they flow downstream and distinct fluvial (river) landforms result from different physical processes. These processes as with coasts will be studied and applied to specific locational studies within the UK. The human element is looked at by investigating different management strategies can be used to protect river landscapes from the effects of flooding. 	<p>Hydrograph Regeneration Engineering Fluvial Hydraulic action Abrasion Corrosion Attrition Traction Saltation Suspension Solution Erosion Deposition Engineering Management Cross-profile</p>

Challenge and Support:	Worldwide learning/ links to 21 st century:	Cultural capital/ Industry/ Enrichment:
<ul style="list-style-type: none"> • Develop vocabulary both verbally and in written. • Writing frames; success criteria. • VIP strategy for disadvantaged students • Some pupils will progress further and start to describe and begin to explain. • Relevant SEND support based on student's individual needs and passport information. 	<ul style="list-style-type: none"> • The case of coastal management to protect our eroding coastlines from the issues linked to climate change and rising sea levels. The cost of this & are certain areas worth protecting? • River management and how this is linked to extreme weather events caused by climate change. How our cities are expanding and causing the land to be covered in impermeable tarmac! 	<ul style="list-style-type: none"> • Explore ideas of opportunities for employment in coastal/fluvial/environmental management. • Field visit to the coast to link to the geographical investigation in the summer term & put what they have learned in the class to an actual environment.
Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:
<ul style="list-style-type: none"> • Moral- Students will be exploring the moral context which areas do we protect & which areas we don't? How the building of management techniques in one area may have disastrous consequences elsewhere- are we creating more problem? • Historical – the changing landscape of the UK over geological time. 	<ul style="list-style-type: none"> • Cross curricular links with the science department looking climate change. • Cross curricular with Character and Culture influence of human decisions on our environment. • Opportunities to promote reading aloud and for extended writing. • Numeracy through analysis of data, reading graphs and charts to establish patterns. Construction of graphs and presentation of data over time. 	<ul style="list-style-type: none"> • That this is a problem that occurs elsewhere- obviously not as Norfolk is surrounded by a weak and unstable coastline added to that climate change- it is impacting us NOW.
Assessment timeline:		
<ul style="list-style-type: none"> • Use of Knowledge and retrieval quizzes- accumulated learning quizzes conducted on a regular basis. Reviews understanding and comprehension and retention of key knowledge. • Exam questions for all 3 key question styles- explain, analyse and evaluate. Model answers, structure guides and scaffolding available for each question. • Assessment through in class tasks to ensure understanding and application of key skills such as; describing patterns using maps and data, applying numerical data in decision making activity, reading and creating different types of graphs. 		
Home learning		
<ul style="list-style-type: none"> • Revision for accumulated learning quizzes • Exam practice questions- modelled and structured/planned in class • Revision for end of topic test, as well as re-drafting based on FB4 for end of topic test. • Online Seneca learning 		

<ul style="list-style-type: none"> • Feedback 4 used for all assessed exam questions • Live marking - self assessment and green pen. • Knowledge quizzes- peer assessed and collated.
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Unit:																													