



Number of weeks (between 6&8)		Content of the unit			Assumed prior learning		
8		<ul style="list-style-type: none"> Pupils will learn about coastal erosion, landforms that are created, rising sea levels and management of coastal zones. 			<ul style="list-style-type: none"> Pupils will have awareness of erosion from the rivers module. Pupils will have some awareness of basic coastal landforms (e.g. beaches) Pupils will have some awareness of global warming from Science 		
Assessment points and tasks		Written feedback points			Learning Outcomes (tested at the end and related to subject competences)		
Mid unit assessment (lesson 5) and end of unit (lesson 12)		Mid unit assessment (lesson 5) and end of unit (lesson 12)			I can identify features/sequences of processes and formations. I can identify advantages of processes and events. I can identify disadvantages of processes and events. I can describe the distribution of landforms, objects and events. I can describe the features of landforms, events and processes. I can describe the impacts of processes and events I can describe management strategies of events and processes. I can explain the formation of landforms and explain processes. I can explain the impacts of processes and events. I can explain the differences between landforms, processes and events. I can evaluate the impacts of processes and events. I can evaluate the management of processes and events. I can evaluate the impacts of processes and events on different stakeholders. I can evaluate the management of processes and events on different stakeholders. I can suggest new ways to manage a process or event.		
Lesson	Clear learning intentions	Clear success criteria	Hook	Presentation of content	Guided practice	Independent practice (homework)	Closure



1	What are waves?	BTEOTL I will: Be able to create an annotated diagram of a wave Be able to explain the difference between a constructive and destructive wave	Images of surfers and bodysurfers. What do you already know about the coastline?	Key word top to tail PowerPoint Blank wave diagrams	Activity 1: Key word top to tail of technical language Activity 2: Pupils to create and annotate a diagram of wave formation. Activity 3: Constructive and destructive waves. Class to enact constructive and destructive waves using human chain. Pupils to describe what would happen to "Sandy Sammy" in each type of wave. Pupils to create storyboards.	Learn technical language for assessment	Pupils to feedback their storyboards
2	Which marine processes shape the coast?	BTEOTL I will: Be able to explain different types of erosion. Be able to annotate and define long shore drift diagrams Be able to explain how beaches change shape because of long shore drift	Images of day to day tasks (e.g. rubbing a cricket ball) What is being eroded?	PowerPoint Long Shore Drift writing frames	Activity 1: Key word top to tail, pictures to types of erosion. Review with class. Activity 2: Human chain to enact Long Shore Drift. Pupils to create diagrams of longshore drift. Activity 3: Explain the process of longshore drift. Write frames.	Learn technical language for assessment	Take photos of explanations. Assess www and ebi
3	How are headlands, bay, cliffs and wave cut platforms created?	BTEOTL I will: Be able to describe the formation of headlands, bays, cliffs and wave cut platforms	Pictures of the landforms. How do you think erosion would have caused these?	PowerPoint YouTube clips	Activity 1: Show YouTube clips of headlands and bays. Say what you see task. Activity 2: Create your own annotated diagram of headlands and bays. Review with class Activity 3: Wave cut notches and platforms. Problem solving, how do you think they are created? Class discussion. Create annotated diagrams.	Learn technical language for assessment	Explain in a minute you say we pay task.



4	How are caves, arches and stacks formed?	BTEOTL I will: Be able to describe the story of a stack Be able to explain how a stack is formed.	Picture of landforms. How do you think erosion would have caused these?	PowerPoint Blank diagrams Explanation diagrams	Activity 1: Pupils annotate blank cave to stack diagrams. Activity 2: How do stacks form-you can do it in a diagram, now do it with words. Writing frames.	Revise coastal erosions landforms for mid unit assessment.	Take photos of explanations. Assess www and ebi
5	Mid Unit Test ? Coastal erosion at Swanage	To show off my knowledge and understanding	How do I answer explanation Qs and annotated diagram Qs - structure	Mid Unit copies	Whole lesson, complete test	None	Take feedback on how pupils thought it went
6	Mid Unit Test Run through	To create www and ebi for myself	Review your test – each tell your partner what you think is a www and ebi	Mid Unit tests Mid Unit Markschemes	Whole lesson. Run through test. Pupils to grade their work with www and ebi and run through occurs	Complete your most important ebi	Class discussion: What are our most important ebi?
7	What landforms result from deposition?	BTEOTL I will: Be able to explain how a beach is formed Be able to annotate a diagram of the formation of a spit and bars	Image of a beach with groins. Why is the beach shared this way? Problem solving with long shore drift	Wave refraction and beach formation info sheets PowerPoint	Activity 1: Pupils to use info sheets to complete Qs on beach formation Activity 2: Human chain to create a spit. Pupils to create an annotated diagram showing formation of a spit	Hurst Castle deposition sheets	You say we pay, key words on spit formation
8	How will rising sea levels affect the coastal zone? Norfolk case study.	BTEOTL I will: Be able to list consequences of rising sea levels for coastal communities Be able to separate these in economic and environmental Be able to explain which is worse, economic or environmental	Maps showing the UK at different sea levels. What do you think may be the impact of this?	Norfolk case study packs PowerPoint Explanation structure sheets	Activity 1: Pupils to brainstorm consequences of rising sea levels Activity 2: Pupils to separate consequences into economic and environmental. Activity 3: Extended writing task: Which is of greater consequence: economic or environmental? Explanation structure sheets.	None	Class debate, which is of greater consequence?



9 and 10	How can coastlines be managed?	BTEOTL I will: Be able to define sea walls, Groynes or Rock Armour and Beach nourishment, Marram grass and marsh creation	News footage of Happisburgh. How do you think we can help these people?	Norfolk case study packs Information packs on coastal management	Activity 1: Run through different strategies with pupils. Pupils to come up with +/- for strategies. Activity 2: Pupils to be split into groups and "pitch" their idea to the local council Dragons Den style.	Revise for assessment	Pupils pitch their ideas. One member of each team to be on the panel. Class to find and justify the best solution for Happisburgh
12	Assessment	BTEOL I will: Be able to show off how great I am at Geography	How do I answer explain Qs...give me the structure	Exam Papers	Activity 1:P Pupils complete assessment	None set	Take feedback on how pupils thought it went
13	Assessment Run through	To create www and ebi for myself	Review your test – each tell your partner what you think is a www and ebi	Mid Unit tests Mid Unit Mark schemes	Whole lesson. Run through test. Pupils to grade their work with www and ebi and run through occurs	Complete your most important ebi	Class discussion: What are our most important ebi?