



YEAR 10 Summer TERM

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Physical landscapes in the UK – Coasts

Curriculum Intent	<p>In addition to working further on objectives from Year 7, 8 and 9, pupils will be taught, following the AQA GCSE Specification, the following this term:</p>
Skills/Assessment Objective Links	<ol style="list-style-type: none"> 1. The coast is shaped by a number of physical processes. <ol style="list-style-type: none"> a. Wave types and characteristics. b. Coastal processes: weathering processes – mechanical, chemical; mass movement – sliding, slumping and rock falls; erosion – hydraulic power, abrasion and attrition; transportation – longshore drift; deposition – why sediment is deposited in coastal areas. c. Physical processes taking place at different types of plate margin (constructive, destructive and conservative) that lead to earthquakes and volcanic activity. 2. Distinctive coastal landforms are the result of rock type, structure and physical processes <ol style="list-style-type: none"> a. How geological structure and rock type influence coastal forms. b. Characteristics and formation of landforms resulting from erosion – headlands and bays, cliffs and wave cut platforms, caves, arches and stacks. c. Characteristics and formation of landforms resulting from deposition – beaches, sand dunes, spits and bars. d. An example of a section of coastline in the UK to identify its major landforms of erosion and deposition (Swanage coastline). 3. Different management strategies can be used to protect coastlines from the effects of physical processes. <ol style="list-style-type: none"> a. The costs and benefits of the following management strategies: hard engineering – sea walls, rock armour, gabions and groynes; soft engineering – beach nourishment and reprofiling, dune regeneration; managed retreat – coastal realignment. b. An example of a coastal management scheme in the UK to show: the reasons for management; the management strategy and the resulting effects and conflicts (Swanage).
Spiritual, moral, social, and cultural development	<p>SMSC: Understanding the world around us. Appreciating that people have differing viewpoints regarding situations in their local community (coastal management).</p> <p>PSHE/British Values: Understanding the world around us and appreciating that we have a right to have a say regarding events and situations in our communities.</p> <p>Skills Builder: Identifying landforms on OS maps. Data analysis e.g. on costs and benefits of different coastal management techniques.</p>
Numeracy	<p>Analysis of data e.g. on costs and benefits of different coastal management techniques.</p>
Literacy	<p>Vocabulary Tier 2: Assess, calculate, compare, complete, describe, discuss, evaluate, explain, identify, justify, outline, state, suggest, to what extent, evidence, annotate</p> <p>Vocabulary Tier 3: coast, swash, backwash, constructive wave, destructive wave, mechanical weathering, chemical weathering, mass movement, sliding, slumping, rockfall, hydraulic power, abrasion, attrition, transportation, longshore drift, deposition, geology, concordant, discordant, headland, bay, cliff, wave cut notch, wave cut platform, cave, arch, stack, stump, beach, sand dune, spit, bar, hard engineering, soft engineering, managed retreat.</p> <p>Reading: Decision making exercise; reading different sources of information on coastal management at Hornsea.</p> <p>Writing: Decision making exercise; writing a pitch to the council.</p> <p>Oracy: roleplay; differing viewpoints on the coastal management at Swanage.</p>
Becoming future ready	<p>Careers/Employability: environmental agency; coastal engineer/management specialist. Councillor. Geologist. Careers in tourism.</p>
Adaptation	<p>Throughout this topic, quality first teaching will provide differentiation:</p>



QFT/SEND Provision	<p>By product: different learners are asked to present outcomes in a different way via pieces of writing, targeted questioning, models and drawings and speaking.</p> <p>By resource: Booklets are clearly presented and accessible. Instructions are clearly outlined and from the information so that pupils know where to begin and end.</p> <p>By Intervention: by providing different levels of supervision and support.</p> <p>By Progressive Questioning: exploring pupils' understanding through interactive dialogue.</p> <p>By Grouping: according to prior attainment, gender, social preference.</p> <p>By Task: Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p>By Offering Optional Activities: In class or as homework, to extend learning.</p>
Implementation Curriculum Delivery	<p>To be able to:</p> <ul style="list-style-type: none">• Describe types and characteristics of waves• Outline a range of coastal processes; types of weathering, erosion and transportation.• Explain a range of coastal processes; types of weathering, erosion and transportation.• Explain how coastal processes create distinct landforms.• Describe a range of coastal management strategies.• Discuss the effectiveness of coastal management strategies with reference to a case study – Swanage.
Learning Outcomes (Knowledge)	
Current learning to be developed in the future within:	<p>GCSE – Physical landscapes in the UK – Rivers</p> <p>A level – Coastal Systems and landscapes</p>
Assessment	Refer to assessment maps for formative and summative assessment opportunities.
Impact	Attainment and Progress – Refer to assessment results / data review documentation.