

Colton Hills Community School medium term planning

Topic title: Coastal Environments	Year: 10 Term: Autumn 1	Why we teach this: 200 million people live along the world's coastlines. Students therefore need to know the landscapes formed there, how they are formed and how coastal landscapes can be managed to make them safe for the economy, environment and people.	Why we teach this here: Coastal environments is covered in year 8, so we start with a topic that students will have understanding in, to build confidence with the start of a GCSE topic.
Big questions: 1. What are the characteristics of different types of waves? 2. What are weathering and mass movement? 3. What are erosion, deposition and transportation? 4. How are landforms of erosion created? 5. How are landforms of deposition created? 6. How do we protect the coastline? Hard and soft engineering. 7. The Holderness Coast – What is happening? 8. To what extent has the management of the Holderness coastline been effective?		Builds on previous topics: Builds on KS3 curriculum: Map skills (year 7), Coasts (year 8) and Sustainability- social, economic and environmental which is studied through a wide number of topics.	Links to future topics: Rivers (Year 10) Natural hazards (year 10) Water and carbon (year 13)
Skills developed: Map skills Location knowledge Place knowledge Evaluation skills Writing skills Genre: Describe, explain, evaluate		Key knowledge: <ul style="list-style-type: none"> - Waves in deep and shallow water - Constructive and destructive waves - Erosion types- Hydraulic action, abrasion, attrition and solution. - Transportation types- Traction, saltation, suspension and solution. - Deposition - Landforms of erosion- Headlands and bays, arches, stacks, stumps, wave-cut notches and wave cut platforms. - Landforms of deposition- beaches, spits, bars, tombolo's and sand dunes. 	Key knowledge continued: <ul style="list-style-type: none"> - Hard engineering- Sea walls, groynes, gabions and rock armour. - Soft engineering- Beach nourishment, sand dune regeneration, sand dune fencing and managed retreat. - The Holderness coast- Hornsea, Mapleton and Cowden Farm. Advantages and disadvantages of the sea defences used at each area.
Mini/Interim assessments: <ul style="list-style-type: none"> - In-class exam questions. - Pop quizzes Termly summative assessment: <ul style="list-style-type: none"> - Coastal Environments GCSE test. 		Independent study tasks/resources: <ul style="list-style-type: none"> - Weekly retrieval - Pop Quiz - Cool Geography - Seneca learning - GCSE Bitesize 	Key vocabulary 1: Fetch, Elliptical, friction, crest, breaking, mechanical, freeze-thaw, chemical weathering, biological weathering, landslides, rockfalls, mudflow, slumping, hydraulic action, abrasion, attrition, solution, traction, saltation, suspension, solution, deposition, headlands, bays, arches, stacks, stumps, wave-cut notches, wave cut platforms, beaches, spits, bars, tombolo's, sand dunes, sea walls, groynes, gabions and rock armour, soft engineering, beach nourishment, sand dune regeneration, sand dune fencing and managed retreat.
Cultural capital opportunities: ... Different coastlines around the world Different erosion rates around the world Geology		Whole school Curricular Concept links: Precious Planet, Social Justice, Civic Responsibility and Technological Progress.	

<u>Week/ Phase</u>	<u>Key Features</u>	
1	Small Questions: ...	
	Key Activities/Resources: ...	Retrieval focus: ... Independent study: ...
2	Small Questions: ...	
	Key Activities/Resources: ...	Retrieval focus: ... Independent study: ...
3	Small Questions: ...	
	Key Activities/Resources: ...	Retrieval focus: ... Independent study: ...

<u>Week/ Phase</u>	<u>Key Features</u>	
4	Small Questions: ...	
	Key Activities/Resources: ...	Retrieval focus: ... Independent study: ...
5	Small Questions: ...	
	Key Activities/Resources: ...	Retrieval focus: ... Independent study: ...
6	Small Questions: ...	
	Key Activities/Resources: ...	Retrieval focus: ... Independent study: ...