

## Colton Hills Community School medium term planning

<b>Topic title:</b> Coasts	<b>Year: 12</b>  <b>Term: Autumn 01</b>	<b>Why we teach this:</b> Students compare and contrast case studies to understand the advantages and disadvantages of natural processes on society, the economy and the environment and what decisions should be made to adapt to the situation.	<b>Why we teach this here:</b> Coastal environments is covered due to the extensive knowledge and understanding needed for the unit. Coasts is covered at KS3 and GCSE, which builds towards A-Level and is taught to keep momentum and links within the unit.	
<b>Big questions:</b> <ol style="list-style-type: none"> <li>1. What is an open system and their link to coastal landscapes?</li> <li>2. What are the sources of energy in coastal environments?</li> <li>3. What are sediments sources, cells and budgets?</li> <li>4. How do geomorphological processes effect the coast?</li> <li>5. How are landforms effected by erosion and deposition processes?</li> <li>6. What factors created eustatic, isotactic and tectonic sea level change?</li> <li>7. Can coastal management include sustainable approaches to flood risk and erosion?</li> </ol>		<b>Builds on previous topics:</b> Coasts (Yr 8, Yr 10) Decision making Sustainability	<b>Links to future topics:</b> Natural hazards, water and carbon (Yr 12, 13) – Decision making	
<b>Skills developed:</b> <ul style="list-style-type: none"> <li>- Location knowledge</li> <li>- Place knowledge</li> <li>- Map skills</li> <li>- Data analysis</li> <li>- Decision making</li> <li>- Evaluative skills</li> <li>- Justification skills</li> </ul>		<b>Key knowledge:</b> <ul style="list-style-type: none"> <li>- The individual elements or parts of a system</li> <li>- The links between the coastal system and other natural systems</li> <li>- The factors affecting wave energy</li> <li>- How waves are formed and the different types of waves</li> <li>- How wave refraction effects high and low energy coastlines</li> <li>- How sources of sediment are affected by local variations</li> <li>- The impact of coastal protection on sediment budgets and sediment cells</li> </ul>	<b>Key knowledge continued:</b> <ul style="list-style-type: none"> <li>- What different types of weathering and erosion processes shape the coastline</li> <li>- How mass movement occurs and how it forms processes and flows</li> <li>- What are marine and sub-aerial processes</li> <li>- How deposition landforms are formed by longshore drift</li> <li>- The factors that affect the cliff profile and its rate of retreat</li> <li>- What are the two main causes of sea level change</li> <li>- What are the landforms caused by changing sea level</li> <li>- What coastal management is used in HIC's and LIC's</li> </ul>	
<b>Mini/Interim assessments:</b> <ul style="list-style-type: none"> <li>- In class exam questions</li> <li>- Knowledge quizzes</li> <li>- Half termly mini assessment</li> </ul> <b>Termly summative assessment:</b> Year 12 Coasts exam		<b>Independent study tasks/resources:</b>	<b>Key vocabulary 1:</b> Positive/negative feedback Dynamic equilibrium Longshore drift Wave refraction Solifluction Lithology/geology Sediment budget/cell Coastal morphology Swash and drift aligned Isostatic and eustatic	<b>Key vocabulary 2:</b> Input/output/transfers/stores Neap and spring tides Weathering Erosion/deposition Transport processes Pioneer species Succession Cost benefit analysis ICZM Accretion Shoreline management plans
<b>Cultural capital opportunities:</b> The climate story and global warming Changing coastal landscapes and the development / destruction of coastlines The function / importance of coastlines. The history and development of coastal management strategies		<b>Whole school Curricular Concept links:</b> Social justice Civic responsibility Technological progress Precious planet		

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<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: ...	

	<b>Key Activities/Resources:</b> ...	<b>Retrieval focus:</b> ...  <b>Independent study:</b> ...