



Year 4 Geography Term 5

What is the coast around Britain like? (Mapping)

Key Vocabulary

Cliff, beach, bay, pier, harbour, port, sea, ocean, caves, stacks, erosion, deposition, instability, coastal defences, groynes, gabions and revetments, pollution, coastal management, impact, tourism.

Prior learning

KS1: Tilehurst Study & London Study

Know capital cities in the UK and locate these on a map of the UK using an **atlas** to help: **London, Belfast, Edinburgh, Cardiff**. Know and locate the four countries of the UK: **England, Northern Ireland, Scotland, Wales** and its surrounding seas: **The North Sea, The English Channel, The Irish Sea** and **The Atlantic Ocean**.

Year 3: What is a settlement?

Know that settlements are places where people live and are classified by their size. Understand the different types of land use and why people settle in certain locations.

Year 4: What is Scandinavia?

Know key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.

National Curriculum Reference

Locational Knowledge

Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.

Human and physical geography

Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Geographical skills and fieldwork

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Learning Sequence

1. What are coasts and how are they formed?

Substantive & Procedural Knowledge Core Components

Disciplinary Knowledge/Skills

<u>Natural Environments and Landforms</u> To find out what coasts are and how they are formed. (Natural Environments and Landforms). Cliff - a steep rock face close to the edge of the sea. (Physical) Beach - land by the edge of the sea, usually covered with sand or small stones. (Physical) Bay - a place where the coast bends inwards and sea fills the space. (Physical) Pier - a structure for people to walk along that is built out into the sea. (Human) Harbour - a place by the seaside where boats can stay safely in the water. (Human) Port - a place where ships can be loaded and unloaded. (Human) • Know that a sea is smaller than an ocean. • Know that a cliff is a steep, rocky slope that overlooks the sea. Know that a cave is a hollow in a cliff, caused by a crack in the cliff being widened by waves. • Know that a beach is an area of sand or pebbles along a coast. • Know that a bay is a wide, curved area of a sea or lake next to land. • Locate coastal areas they have been to on a map and investigate different coastal areas around the country. • Understand how coasts are formed, including looking at the processes of erosion and deposition.	<u>Mapping</u> Investigate places and themes at more than one scale. Know how different computer technologies contribute to our understanding of the world (Google Earth and Digimaps). Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, maps, GIS and a range of age-appropriate charts and graphs, choosing an appropriate method to record evidence as needed. <u>Cause and Consequence</u> Learn that human and physical features can change due to geographical processes
2. What are the physical features of coasts and how are they affected by erosion?	
Substantive & Procedural Knowledge Core Components <u>Natural Environments and Landforms</u> To find out about the physical features of coasts and the processes of erosion that affect them. • Understand how coastal erosion takes place • Describe how caves, stacks and arches are formed • Understand that human activity can also cause erosion. • Identify features that are formed by erosion and some	Disciplinary Knowledge/Skills <u>Mapping</u> Investigate places and themes at more than one scale. Know how different computer technologies contribute to our understanding of the world (Google Earth and Digimaps) Learn how to analyse physical coastal features and their vulnerability to erosion over time. Learn how to use satellite imagery, aerial photography, and maps to observe coastal changes over time and assess

of the ways that coastal erosion can cause cliff instability.	erosion impacts. <u>Similarities and Differences</u>  Learn how to compare and contrast two different locations according to physical and human features. Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps <u>Cause and Consequence</u>  Learn that human and physical features can change due to geographical processes.
3. What is coastal management?	
Substantive & Procedural Knowledge Core Components <u>Settlements and Land Use</u>  To explore different strategies of coastal management. - Understand coastal management strategies are necessary - Identify and explain different strategies for coastal management: groyne, gabions and revetments. - Describe advantages and disadvantages of using coastal management strategies - Identify particular beaches in the UK based on personal experiences, describing the human and physical features of Britain's beaches - Know how coastal management strategies affect people's lives and in the future <u>Population and Migration, Trade and Tourism</u>  - Consider how the coastal areas are changing in terms of physical and human features. - Understand decreasing coastlines due to coastal erosion, impact of groyne/coastal defences - Explore the impact of tourism on coastal regions	Disciplinary Knowledge/Skills <u>Mapping</u>  Investigate places and themes at more than one scale. Know how different computer technologies contribute to our understanding of the world (Google Earth and Digimaps) Learn how to analyse physical coastal features and their vulnerability to erosion over time. Learn how to use satellite imagery, aerial photography, and maps to observe coastal changes over time, assess erosion impacts and how coastal management strategies are implemented and their long term impacts. <u>Similarities and Differences</u>  Learn how to compare and contrast two different coastal management strategies. Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps <u>Cause and Consequence</u>  Learn that coastal management strategies can change geographical processes. Understand that actions made in the short-term can have long term consequences Express own views about the people, places and environments studied, giving reasons. Compare their views with others. Reach geographical conclusions and begin to debate the impact of geographical processes and human effects on the world, from given evidence.

		(Impact of Tourism & Coastal Defences)
4. What are the different types of beaches?		
Substantive & Procedural Knowledge Core Components		Disciplinary Knowledge/Skills
 <u>Natural Environments and Landforms</u> To be able to identify different types of beaches - Know how to identify different types of beaches - Know how to describe the physical features of different types of beaches using geographical vocabulary. - Know how to describe the human features of different types of beaches using geographical vocabulary.		 <u>Mapping</u> Investigate places and themes at more than one scale. Know how different computer technologies contribute to our understanding of the world (Google Earth and Digimaps) Learn how to analyse physical coastal features and their vulnerability to erosion over time.  <u>Similarities and Differences</u> Learn how to compare and contrast two different coastal locations and the geographical processes that impact them. Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps
5. How do changes in land use affect people and the environment?		
 <u>Settlements and Land Use</u> To learn how changes in land use will affect people and the environment in different ways. - Know how to identify different viewpoints about a proposed building of a hotel. - Know how to explain the reasons behind people's opinions and understand the impact of a community - Know how changing land use affects people in different ways, now and in the future.		 <u>Cause and Consequence</u> Understand that actions made in the short-term can have long term consequences Express own views about the people, places and environments studied, giving reasons. Compare their views with others. Reach geographical conclusions and begin to debate the impact of geographical processes and human effects on the world, from given evidence. (Impact of Tourism & Coastal Defences)
Final Assessment Piece Answering Enquiry Question		
Do you think building a new hotel along the coast would have a positive or negative effect on the environment and how would it affect the people in the local area? Order and label the different stages of coastal erosion. Describe the processes at each stage.		