Medium Term Plan Year 10 - Coastal Landscapes

Unit planning and evaluation sheet:

Year 10 Unit 2	**Title: Coastal Landscapes**
Why are you teaching it? **What do they need to know? Misconceptions?**	● GCSE Specification Requirement: ○ Coastal landscapes are a core element of GCSE Geography (AQA Paper 1: Living with the Physical Environment). ○ Builds students' understanding of physical processes, landforms, and the dynamic interaction between people and the environment. ● Knowledge & Skill Development: ○ Deepens knowledge of erosional and depositional processes and their role in shaping coastlines. ○ Strengthens geographical skills (map reading, photo interpretation, graph analysis) crucial for exam success. ○ Prepares students for synoptic thinking and extended written answers by applying case studies and evidence-based evaluation. ● Relevance & Cultural Capital: ○ Increases awareness of UK and global coastal environments, management challenges, and the impact of climate change. ○ Empowers students to become informed citizens who understand environmental sustainability and human interaction with physical landscapes
Why are you teaching it now? What **prior learning** do students have?	● From KS3 Geography: ○ Basic understanding of erosion, deposition, and weathering from Rivers and Coasts units. ○ Familiarity with map skills, compass directions, grid references, and interpreting scale. ○ Introductory fieldwork experience (measuring river velocity or observing coastal features). ● Cross-Curricular Knowledge: ○ Science: Understanding of energy transfer, rock types, and weathering processes. ○ Maths: Graph skills, percentages, ratios, averages, and scale interpretation. ○ English: Structured writing, use of connectives, PEEL (Point, Evidence, Explain, Link). ● Conceptual Foundation: ○ Appreciation of physical processes shaping landscapes. ○ Basic understanding of sustainability and the impacts of climate change.
What are you expecting students to be able to do at the end of the module that they couldn't do at the start	**Focus Area** — **Expectations for Students at End of Module** — **Progression from Start of Module**

	Knowledge	- Accurately define and explain coastal processes (erosion, transportation, deposition, weathering, mass movement). - Identify and explain the formation of landforms (headlands, bays, wave-cut platforms, spits, bars, sand dunes). - Understand the role of geology, wave energy, and coastal systems. - Apply UK case studies (Holderness Coast, Dorset Coast) for coastal landforms and management.	Students will progress from naming features to explaining processes and evaluating management strategies.
	Skills	- Confidently interpret and annotate maps, aerial photos, and diagrams. - Analyse coastal data (wave frequency, sediment size, erosion rates). - Conduct and report on fieldwork, meeting GCSE requirements.	Builds fluency in applying skills in exam-style contexts.
	Oracy	- Present ideas clearly and confidently in group discussions and debates (e.g., hard vs. soft engineering). - Use geographical terminology precisely. - Explain reasoning aloud, supporting answers with evidence.	Moves from informal discussions to structured, evidence-based oral arguments.
	Literacy	- Write extended responses using PEE/PEEL structure. - Use tier-3 geographical vocabulary (e.g., fetch, hydraulic action, isostatic rebound). - Read and summarise geographical texts and case study material.	Develops ability to write 6- and 9-mark answers with evaluation.

	Numeracy	- Accurately calculate gradients, distances, and wave energy. - Interpret charts, graphs, and cross-sections. - Use percentages and ratios in erosion and management studies.	Moves from basic graph reading to precise data analysis and interpretation
As a result of assessment what % of students can achieve these focus skills.	Mastered (18+) = Secure (13-17) = Developing (8-12) = Emerging (0-7) =		
What **amendments** are you going to make following evaluation of this module?	-		

3.1.1. **Coastal Landscapes (GCSE Module) : Linked to the Coasts Booklet .Lessons below follow the booklet themes**

Lesson	Lesson Title	Key Content	Student Action	Key Lesson Objective
1	Introduction & Weather	UK coastal landscapes, role of weather and climate, link to erosion	Discuss prior knowledge, analyse UK weather data, map activity	Understand how weather and climate influence coastal landscapes
2	Erosion	Processes: hydraulic action, abrasion, attrition, solution	Annotate diagrams, apply processes to photos, short exam-style Qs	Explain the four main processes of coastal erosion
3	Transportation	Longshore drift and other transportation processes	Diagram completion, model with sand/water demo, describe sequence	Describe how sediment is transported along the coast
4	Erosional Landforms	Headlands, bays, cliffs, wave-cut platforms	Label diagrams, interpret OS maps/photos, sequencing activity	Identify and explain formation of erosional coastal landforms

5	Erosional Landforms – Headlands & Bays	Differential erosion, geology	Case study of Dorset coast, map work, paired explanation	Explain why headlands and bays form at discordant coastlines
6	Erosional Landforms Recap	Review arches, stacks, stumps, caves	Quiz, flow diagram, mini whiteboard answers	Consolidate understanding of erosional landform sequences
7	Waves	Constructive vs destructive waves, link to erosion/deposition	Compare characteristics table, graph interpretation	Distinguish between constructive and destructive waves and their impact
8	Spit Formation	Deposition, longshore drift, spit development, salt marsh	Diagram drawing, sequencing cards, case study of Spurn Head	Explain how spits form and link to depositional processes
9	Cliff Collapse	Mass movement, weathering, human causes	Annotate photos, role play factors, case study of Holderness Coast	Analyse reasons why cliffs collapse
10	Homework Task – Geology of a UK Coastline	Research task on Dorset/Holderness	Independent research & short write-up	Link coastal geology to landforms and erosion
11	Hard Engineering	Sea walls, groynes, rock armour, gabions	Card sort pros/cons, cost-benefit analysis, exam Q	Describe and evaluate hard engineering strategies
12	Soft Engineering	Beach nourishment, dune regeneration, managed retreat	Decision-making activity, role play stakeholder debate	Describe and evaluate soft engineering strategies
13	Homework Task – Coastal Management	Research task on a UK coastal management scheme	Independent research & case study notes	Apply real-world coastal management examples to exam answers
14	Command Words	‘Assess’, ‘Evaluate’, ‘To what extent’, exam practice	Group analysis of exam Qs, write answers with feedback	Understand and apply command words accurately in exam-style questions

15	Coastal Textbook Revision	Structured revision using textbook & revision mats	Independent/paired work, answer retrieval Qs	Consolidate key content knowledge from coastal landscapes
16	Coastal Revision	Whole-topic review, exam-style questions, knowledge quiz	Practice 6- and 9-mark questions, peer marking, Kahoot	Be exam-ready: recall, apply and evaluate coastal processes and management