






AS GEOGRAPHY Year 12 LP5: Coasts

<p>This half term: Skills, Knowledge and Understanding to be developed:</p> <ul style="list-style-type: none"> • Skills: Students will be able to – draw and annotate coastal landforms, interpret photographs; calculate rates of erosion; OS map skills. • Knowledge: Students will know – how different energy environments impact on landforms and landscape systems; the factors affecting coastal landforms and processes, how coastal transport processes produce landforms; how sand dunes are created and managed; how coastal processes can impact human activity in a positive and negative manner; how human impacts have both a positive and negative effect on coastal landscapes. • Understanding – Students will understand –transport (including longshore drift) and deposition, sand dune formation; factors responsible for the growth of tourism; various methods of coastal management. 		<p>Key Terms / Words: flocclulation, longshore drift, solution, suspension, saltation, traction, sediment sorting, tombolos, cusped forelands, sand dunes, tidal flats, salt marshes, embryo dunes, channels, rills, coral reefs, mangroves, managed retreat, climate, weather, atmosphere, heat budget</p>	
<p>LP 5 – Week 1 Learning Outcomes: KQ1.1.6</p> <ol style="list-style-type: none"> 1. Students will be able to explain the processes of coastal transport 2. Students will be able to describe and explain how and why reduced energy levels lead to flocculation and sediment sorting. 3. Students will be able to describe and explain the formation of coastal depositional landforms. 4. Students will be able to explain in detail the formation of various coastal landforms around Wales and the UK and beyond. 		<p>Success criteria:</p> <p>Using key terms to describe and explain processes. Detailed explanation of formation of depositional landforms.</p>	<p>Homework LP5 1</p> <p>Fact file on various coastal landforms and landscapes around Wales.</p>
<p>LP 5 – Week 2 Learning Outcomes: KQ1.1.7</p> <ol style="list-style-type: none"> 1. Students will be able to describe and explain how wind leads to the formation of sand dunes. 2. Students will be able to analyse the contribution of fluvial processes in estuarine environments. 3. Students will be able to describe and explain the formation of tidal flats, salt marshes and micro-features of channels and rills. 4. Students will be able to analyse the action of biotic processes in the formation and development of coral reefs and mangrove coastlines. 5. Students will be able to describe and explain the threats to coral reefs and mangrove coastlines. 		<p>Success criteria:</p> <p>Description and explanation of how sand dunes are formed. Explanation of the formation of tidal flats, salt marshes and micro features.</p>	<p>Homework LP5 2</p> <p>Revise for Assessment 1 [GC]</p> <div style="border: 2px solid red; width: 100px; height: 100px; margin: 10px auto;"></div>
<p>LP 5 – Week 3 Learning Outcomes: KQ1.1.9</p> <ol style="list-style-type: none"> 1. Students will be able to describe the positive impacts of coastal processes on human activity, including the growth of tourism. 2. Students will be able to analyse the negative impacts of coastal processes on human activity, referring specifically on coastal erosion. 3. Students will be able to produce a detailed case study on one management strategy to manage the impacts of coastal processes on human activity. 		<p>Success criteria:</p> <p>Assessment 1</p> <p>Analysis of both positive and negative impacts of coastal processes on human activity.</p> <div style="border: 2px solid red; width: 100px; height: 100px; margin: 10px auto;"></div>	<p>Homework LP5 3</p> <p>Individual research on ONE detailed case study of ONE management strategy.</p>
<p>LP 5 – Week 4 Learning Outcomes: KQ1.1.10</p> <ol style="list-style-type: none"> 1. Students will be able to describe and explain the positive impacts of human activity on coastal processes and landforms. 2. Students will be able to analyse various management and conservation strategies to manage coastal landscape systems. 		<p>Success criteria:</p> <p>Detailed description and explanation of both positive and negative impacts of human activity on coastal landforms.</p>	<p>Homework L5 4</p> <p>Revise for Assessment 2 [GC]</p> <div style="border: 2px solid red; width: 100px; height: 100px; margin: 10px auto;"></div>

<p>3. Students will be able to critically assess the negative impacts of human activity on coastal processes and landforms.</p> <p>4. Students will undertake a detailed case study of one management strategy to manage the impacts of human activity on coastal processes and landforms.</p> <p>5. Students will be able to synthesise and apply their knowledge and understanding of human impacts on coastal landscapes in the context of a local environment. (Talacre)</p>			
<p>LP 5 – Week 5 Learning Outcomes: KQ1.1.10</p> <p>1. Students will be able to apply their knowledge and understanding of coastal processes and landforms by answering past questions in preparation for their CDG Assessment.</p> <p>2. Students will be able to selectively use geographical skills to analyse coastal processes and patterns.</p> <p>3. Students will be able to plan a fieldwork enquiry to assess the impacts of humans on coastal landscapes.</p>		<p>Success criteria:</p> <p>Assessment 2</p> <div style="border: 2px solid red; width: 100px; height: 100px; margin: 10px auto;"></div> <p>Detailed revision notes in prep. for Assessment 2. High level of knowledge and understanding in answering past questions.</p>	<p>Homework LP5 5</p> <p>Answering past questions.</p>
<p>LP 5 – Week 6 Learning Outcomes: KQ1.1.10</p> <p>1. Students will be able to plan a fieldwork enquiry to assess the impacts of humans on coastal landscapes (continued)</p> <p>2. Students will be able to selectively use geographical skills to present data/information gathered as part of a past fieldwork activity.</p> <p>3. Students will be able to selectively use geographical skills to present data/information gathered as part of a past fieldwork activity. (continued)</p> <p>4. Students will be able to selectively use skills to analyse data collected on sand dunes.</p> <p>5. Students will be able to draw conclusions based on their knowledge, understanding and data on the human impacts on Talacre sand dunes.</p>		<p>Success criteria:</p> <p>Detailed planning and data collection methods. Effective use of cartographic and graphical skills to present information. Detailed analysis of data using prior knowledge.</p>	<p>Homework LP5 6</p> <p>Research into Talacre sand dunes and SSSI.</p> <p>Planning data collection sheets.</p>
<p>LP 5- Week 7 Learning Outcomes: Introduction to Unit 4: Weather and Climate. KQ 4.5.1</p> <p>1. Students will be able to distinguish between weather and climate and discuss common and uncommon features between them.</p> <p>2. Students will be able to describe and explain the structure of the atmosphere, including the characteristics of different layers.</p> <p>3. Students will be able to explain how the different layers of the atmosphere regulate climate.</p> <p>4. Students will be able to describe and explain the atmospheric heat budget.</p>		<p>Success criteria:</p> <p>Use of technical terms in explaining the difference between weather and climate. Knowledge of the different atmospheric layers and the heat budget.</p>	<p>Homework LP5 7</p> <p>Individual research into the structure of the atmosphere.</p>

Please note: This Learning Programme is subject to change.