



GEOGRAPHY YEAR 8 LP1

This half term: Skills, Knowledge and Understanding to be developed:

How does the sea shape the coastline in Wales? CONCEPTS: PROCESSES AND PLACE

Skills: Students will be able to use an atlas to locate places in Wales, make a model of a headland and annotate the main coastal features, evaluate the best method of coastal protection, evaluate statistics on tourism and industry in Wales.


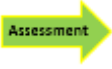
Knowledge: Students will know the different processes that take place along the coastline, including, weathering, transportation, erosion and deposition, how coastal landforms are created by these processes.

Understanding: Students will demonstrate their understanding of how geology affects the coastal landforms by describing landforms such as headlands, bays, arches, stacks, stumps and spits, that there are limiting factors as to what type of coastal protection (if any) is used at Fairbourne by justifying their decision whether to continue to protect Fairbourne.

Key Terms / Words:

erosion, transportation, deposition, abrasion, attrition, hydraulic action, corrosion, traction, solution, suspension, saltation, longshore drift, cave, arch, stack, stump, headland, bay, coastal erosion, coastal management.

<p>LP 1 – Week 1 Learning Outcomes:</p> <ol style="list-style-type: none"> Students will know the main human and physical features and places of the Welsh coastline. Students will also know the main uses of the coastline in Wales and how it has enhanced the economy in Wales. 		<p>Success criteria: To define a coastline. To complete a map with labels to show the main features of the Welsh coastline- bays, seas, places, headlands, bays, castles. Uses to include, industry, imports, exports, fishing, tourism. To know advantages to the economy- jobs etc.</p>	<p>Homework LP1 1</p> <p>Revise for APP (GC)</p> <div style="border: 2px solid black; width: 40px; height: 20px; margin: 0 auto;"></div>
<p>LP 1 – Week 2 Learning Outcomes:</p> <ol style="list-style-type: none"> Students will complete their APP- a piece of extended writing <u>describing</u> and <u>explaining</u> the uses of the Welsh coastline. Students will be able to <u>use technical terms</u>, language and expression appropriate to the processes of EROSION, TRANSPORTATION and DEPOSITION in shaping coastline. <p>Literacy: 8.WL2</p>	<div style="border: 2px solid blue; padding: 5px; display: inline-block;">APP</div> <div style="border: 2px solid red; padding: 5px; display: inline-block;">Grade:</div>	<p>Success criteria: Report on the uses of the Welsh coastline- including, tourism, shipping, energy, fishing. To explain, erosion (abrasion, hydraulic action, corrosion and attrition), transportation (Longshore drift) and deposition.</p>	<p>Homework LP1 2</p>
<p>LP 1 – Week 3 Learning Outcomes:</p> <ol style="list-style-type: none"> Students will be able to <u>explain</u> how differential EROSION has shaped the headlands and bays along the Pembrokeshire coast. 		<p>Success criteria: To explain the formation of Llandudno Bay, Great Orme, Little Orme linking to processes/ geology</p>	<p>Homework LP1 3</p>
<p>LP 1 – Week 4 Learning Outcomes:</p> <ol style="list-style-type: none"> Students will be able to <u>explain</u> the role of weathering and erosion in the formation of caves, arches, stacks and stumps. Students will be able to <u>explain</u> the formation of the erosional features along the coast at the Green Bridge of Wales in Pembrokeshire 		<p>Success criteria: To make a model of a headland to show the processes that lead to the formation of caves, arches, stacks and stumps. To show knowledge of weathering, erosion and geology to explain the features on the Green Bridge of Wales in Pembrokeshire.</p>	<p>Homework LP1 4 Green bridge of Wales Homework (GC)</p> <div style="border: 2px solid black; width: 40px; height: 20px; margin: 0 auto;"></div>
<p>LP 1 – Week 5 Learning Outcomes:</p> <ol style="list-style-type: none"> Students will be able to <u>explain</u> how material is transported along the coastline of west Wales to form the spit at Harlech. 		<p>Success criteria: To explain the formation of Harlech Spit.</p>	<p>Homework LP1 5</p>

<p>LP 1 – Week 6 Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will <u>describe</u> the different methods of coastal protection 2. Students will be able to understand and <u>assess</u> the threat of coastal erosion and flooding at Fairbourne in Wales. 		<p>Success criteria: To know the different hard and soft engineering methods of coastal management and the basic arguments for and against each. Eg. sea wall, riprap/ beach nourishment.</p>	<p>Homework LP1 6 Revise for SA. GC</p> <div style="border: 2px solid black; width: 40px; height: 20px; margin: 0 auto;"></div>
<p>LP 1 – Week 7 Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will be able to complete their SA. 	<div style="border: 2px solid blue; padding: 5px; display: inline-block; margin-bottom: 10px;">SA</div> <div style="border: 2px solid red; padding: 5px; display: inline-block;">Grade:</div>	<p>Success criteria: SA</p>	<p>Homework LP1 7</p>
<p>LP 1 – Week 8 Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will <u>assess</u> at the advantages and disadvantages of the different methods of coastal protection. 2. Students will be able to <u>make a justified decision</u> on whether to protect the Fairbourne from decommissioning and put their opinion forward in a newspaper article as well as construct a graph/ diagram to represent discrete data. <p>Numeracy: 8.D4</p>		<p>Success criteria: To know the arguments for and against protecting Fairbourne in the future. To make a well- justified decision in terms of effectiveness, need, risk, cost. etc.</p>	<p>Homework LP1 8</p>

Please note: This Learning Programme is subject to change.