

## Year 6 Geography: Coastal Changes

Spring Term

### Is climate change to blame for coastal erosion?

#### Geographical Skills:

- Suggest relevant questions and make decisions based on knowledge, understanding and facts.
- Use precise geographical words, e.g. *erosion, deposition, urban and rural*, and describe processes.
- Use ICT to enhance learning and present own findings.
- Use atlases to find places using the index.
- To use decision making skills- e.g. *deciding what measures are needed to improve safety in the local street.*
- To select from appropriate visual media to record evidence- e.g. *photography.*
- Analyse evidence and draw their own conclusions, selecting and using graphs, charts and tables as appropriate to the data.
- To record fieldwork in an appropriate manner, e.g. *width, depth and velocity of a river.*

#### Fieldwork:

Visit to Marsden Bay

**Prior Learning:** My Country, My School; Beside the Seaside; My Locality; Around the World; Comparing north east to a European region; Rule Britannia; Mountains, Volcanoes and Earthquakes; Sustaining the World's Resources; Marvellous Maps; Comparison of region of UK and South America; Rivers and the Water Cycle.

#### Curriculum Skill(s)

##### Locational Knowledge:

- To know the locations and environments of significant places both globally and locally- e.g. Continents, Oceans, longest rivers, deserts etc.
- To confidently locate places on a world map.
- Develop knowledge of the locations and environments of significant places- e.g. *Continents, Oceans, longest rivers, deserts etc.*

#### Learning Intention

##### **What is a coast? Where is our nearest coastline?**

- Use a range of maps such as atlases, UK and world maps to revisit prior learning.
- Use a range of maps and Google Earth to locate the nearest coastlines to us and describe their position using 8 points of a compass.

#### Knowledge and Key Vocabulary

##### Knowledge:

- Name and locate countries of the UK and their capital cities
- Name and locate seas and oceans that surround the British Isles
- Know the difference between the UK and the British Isles
- Name and locate the continents and know that we are part of Europe
- Name and locate the five major oceans
- Know that the UK is in the northern hemisphere and the difference between the northern and southern hemisphere as well as the significance of the equator and the tropics
- Locate Whickham, Newcastle, Gateshead and London on a UK map and know the county Whickham is in
- Know that a coast is where the land meets the sea
- name 4 North East coastal areas and describe their positions in relation to the 8 points of a compass

##### Vocabulary:

England; Scotland; Ireland; Wales; Northern Ireland; UK; British Isles; London; Dublin; Belfast; Cardiff; Edinburgh; North Sea; Atlantic Ocean; English Channel; Irish sea; continent; Europe; Asia; Africa;

		North America; South America; Australasia/Oceania; Antarctica; Pacific ocean; Indian Ocean; Arctic Ocean, Southern Ocean; Northern hemisphere; Southern hemisphere; equator; Tropic of cancer; Tropic of Capricorn; Whickham; Newcastle; Gateshead, region; county; town; city; compass points
<p><b><u>Place Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>To identify, describe and explain several reasons for how and why places are similar to and different from the other places in the same country and elsewhere in the world.</li> <li>To know the location and scale of a range of places around the world in relation to each other.</li> <li>To recognise how places fit within a wider geographical context and are interdependent.</li> <li>To use atlases to find out about other features of places, e.g. <i>mountain regions and weather patterns</i>.</li> </ul>	<p>How does the coastline of the north east of the UK compare to the coastline of the south west of the UK? How does it compare to the coastline of Rio De Janeiro?</p> <ul style="list-style-type: none"> <li>Look at differences and similarities in coastlines such as locations and oceans, average sea temperatures, wildlife, marine life, levels of tourism, climate, coastal features etc.</li> </ul>	<p><b><u>Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>Know that the north east coastline meets the North sea, the south west coastline meets the Atlantic Ocean and the coastline of Rio De Janeiro meets the Atlantic ocean</li> <li>Can describe the locations of these coastlines in relation to continents, hemisphere's and the 8 points of a compass</li> <li>Can give some similarities such as physical and human features and how the beaches are used</li> <li>Can give some differences such as sea temperatures, climates, biomes, levels of tourism, types of wildlife and marine life found</li> </ul> <p><b><u>Vocabulary:</u></b> North Sea; Atlantic Ocean; Northern Hemisphere; Southern Hemisphere; compass points; climate; temperatures; ecosystems; tourism; biomes; physical features; human features</p>
<p><b><u>Human and Physical Geography:</u></b></p> <ul style="list-style-type: none"> <li>To explain why places are like they are- e.g. <i>in terms of weather conditions, local resources and historical development</i>.</li> <li>To recognise some physical and human processes (e.g. <i>river erosion, a factory closure</i>) and how they cause changes in places and environments</li> <li>Recognise how and why people may seek to manage environments sustainability, and to identify opportunities for their own development.</li> <li>To have awareness of current global issues and the affect on the populations- e.g. <i>factory closures in Redcar, hurricane in Haiti, tsunami in Japan etc.</i></li> </ul>	<p>How do coastal features form?</p> <ul style="list-style-type: none"> <li>To look at what weathering and erosion mean and how these can change rocks and form coastal features</li> </ul> <p>How are coastlines changing?</p> <ul style="list-style-type: none"> <li>To look at a section of coast e.g. Skipsea and compare how it looked 10 years ago to now and why</li> <li>Describe how a coastline might look in the future and why</li> </ul>	<p><b><u>Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>name the three types of weathering</li> <li>name the features of a coastline formed by erosion and deposition e.g. cave, arch, stack, spit</li> <li>know waves are created by the wind over the surface of the water</li> <li>know that a storm surge is created when high winds meet high tide</li> </ul> <p><b><u>Vocabulary:</u></b> Weathering, physical weathering, chemical weathering, acid, dissolve, minerals, biological weathering, erosion, deposition, coast, bay, headland, beach, dune, cave, cliff, arch, stack, stump, spit, erosion, deposition, physical weathering, chemical weathering, biological weathering, erosion, development, regeneration, protection.</p>

<p><b>Geographical Enquiry:</b></p> <ul style="list-style-type: none"> <li>Using: maps, counts, photographs, graphs, measurements, films and reports</li> <li>Carrying out fieldwork</li> <li>Researching secondary sources</li> <li>Engaging with people, communities, views and opinions</li> <li>Tackling issues and relevant events</li> <li>Proposing outcomes and taking actions</li> <li>Working at different scales of enquiry e.g. local, regional, global but in connected ways</li> </ul>	<p><b>How does a changing coastline affect the area?</b></p> <ul style="list-style-type: none"> <li>To look at how a changing coastline can affect the local communities, levels of tourism, safety, wildlife and marine life etc.</li> <li>To look at sea defences and discuss options of how to protect communities and slow down erosion</li> </ul> <p><b>What does the future hold?</b></p> <ul style="list-style-type: none"> <li>describe how physical changes have affected Earth since 1800</li> <li>know some physical changes to the Earth predicted to occur by 2050</li> <li>describe how human activity has changed the Earth since 1800</li> <li>know some human activity changes to the Earth predicted to occur by 2050</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Know how some communities and areas have been affected by erosion and what can be done, if anything, to slow it down</li> <li>Know some types of sea defences and their pros and cons</li> </ul> <p><b>Vocabulary:</b></p> <p>Community; tourism; human migration; population; conservation; ecosystems; sea defences – sea wall, groynes, gabions, riprap etc.; climate change; global warming; greenhouse gases</p>
<p><b>Thinking Deeper:</b> Find out more about how the shape of the UK has changed over time. Research changes which have taken place to the North East coastline. Think about Marsden and the rocks.</p>		
<p><b>Links to other subjects:</b></p>		
<ul style="list-style-type: none"> <li>Subject Specific links – Science: rocks and soils unit and materials and their properties, global warming, greenhouse gases; Maths: data handling e.g. looking at temperatures, rainfall, populations; History: looking at changes over time; ICT: use of Google Earth</li> </ul>		
<ul style="list-style-type: none"> <li>Personal Development – to appreciate a common value of working together to use our Earth’s resources wisely</li> </ul>		
<ul style="list-style-type: none"> <li>SMSC – awe and wonder at the natural world and how nature shapes it</li> </ul>		
<ul style="list-style-type: none"> <li>Cultural Capital – knowing how the UK is dealing with the problems that erosion causes</li> </ul>		
<ul style="list-style-type: none"> <li>Careers – fishermen, geologists, biologists, conservationist</li> </ul>		
<ul style="list-style-type: none"> <li>British Values – Knowing that our actions have a worldwide impact on global warming and climate change</li> </ul>		
<ul style="list-style-type: none"> <li>Equality – to understand we all have a right to be safe in our homes and a part to play in conserving resources</li> </ul>		