

## Year 10 Geography Unit 5 Overview – UK Coastal Landscapes

Target grade for tests:

Dates: W/C 29<sup>th</sup> April to W/C 17<sup>th</sup> June



**You will learn about:**

- Different coastal processes
- Formation of erosional and depositional landforms
- Different strategies to protect the coastline

**You will be able to:**

- Use case studies/examples to explain processes.
- Carry out research.
- Use and create graphs/diagrams/maps to describe information.
- Use literacy (PEEL and PEAL).

<p><b><u>Lesson Overview:</u></b></p> <ol style="list-style-type: none"> <li>1. Resource Management Assessment DIT and Types of Wave <b>Homework</b> – UK’s Physical Landscapes</li> <li>2. Coastal Processes 1 (weathering and mass movement) <b>Homework</b> – Types of Erosion, Longshore Drift and Deposition</li> <li>3. How geological structure influences the coastline &amp; erosional landforms</li> <li>4. Depositional landforms (beaches and sand dune)</li> <li>5. Depositional landforms (spits and bars)</li> <li>6. Example of UK Coastline – <b>Swanage</b> <b>Homework</b> – Coastal Management/Defences</li> <li>7. Example of Coastal Management Scheme – <b>Holderness Coastline</b></li> <li>8. Revision &amp; Consolidation</li> <li>9. End of Unit Assessment</li> </ol>	<p><b><u>Key Words:</u></b></p> <p><b>Backwash</b> – water that rolls back down the beach after the wave has broken</p> <p><b>Bar</b> - a ridge of sand or shingle which forms across the mouth of a river.</p> <p><b>Beach replenishment</b> - sand added to the beach to replace sand washed away.</p> <p><b>Concordant coastline</b> – a coastline with one type of rock type</p> <p><b>Constructive waves</b> - Construct or ‘build’ the coast because deposition is greater than erosion.</p> <p><b>Destructive waves</b> – take away the sediment, they have a weak swash and a strong backwash. Erosion is greater than deposition.</p> <p><b>Discordant coastline</b> – a coastline with alternating bands of hard and soft rock</p> <p><b>Fetch</b> - the distance over which the wind has blown</p> <p><b>Gabions</b> - large steel or stainless steel mesh cages filled with rocks.</p> <p><b>Groyne</b> - low wall or timber barrier built out into the sea from a beach</p> <p><b>Longshore drift</b> - how sand and other material is carried parallel to the shore in a zigzag fashion by waves</p> <p><b>Revetments</b> - wooden Structures placed in front of a cliff which allows waves to break before they reach the cliff.</p> <p><b>Rock armour/rip rap</b> - large boulders, of 10 tonnes or more, are piled up along the shoreline to form a type of sea wall.</p> <p><b>Sand dunes</b> - small ridges or hills of sand found at the top of a beach, away from the usual reach of the waves.</p> <p><b>Sea wall</b> - concrete wall built to protect the coast from coastal erosion</p> <p><b>Spit</b> - an extended stretch of beach that projects out to sea and is joined to the mainland at one end.</p> <p><b>Swash</b> – the water that washes up a beach</p> <p><b>Tombolo</b> - a spit connecting an island to the mainland</p> <p><b>Weathering</b> – sub-aerial processes which breakdown rock in situ (in place) e.g. physical, chemical and biological.</p>
<p><b><u>Suggested reading or support available:</u></b></p> <ul style="list-style-type: none"> <li>• Edexcel blue AQA textbook – pages 92-112</li> <li>• Class showbie pages</li> <li>• Department revision flashcards</li> </ul>	<p><b><u>Cross curricular:</u></b></p> <ul style="list-style-type: none"> <li>• <b>SMSC:</b> develop a critical understanding of how humans interact with coastlines and how different communities have different opinions on how to manage the coastal zone.</li> <li>• <b>Literacy:</b> using key geographical terms, PEAL to write well balanced explanations and comparisons. Accurate SPAG.</li> <li>• <b>Numeracy:</b> to analyse trends in data, reading and drawing pie charts, bar graphs.</li> </ul>

