

## Year 8 Unit 4 Overview: Coasts and Tourism

### Target grade for tests:

Dates W/C 1<sup>th</sup> April 2020 to W/C 20<sup>th</sup> July 2020



### You will learn about:

- Waves and how they work
- Processes of erosion and deposition and the landforms created by these processes
- Coastal defences and management and a case study to examine the impact of these strategies
- Trends and impacts of Tourism

### You will be able to:

- Describe how waves are created and how they differ
- Make comparisons between places and views
- Investigate patterns in tourism and sustainability
- Use literacy (PEEL, PEAL), numeracy (graph skills, and map skills (OS maps))

<p><b>Lesson Overview:</b></p> <ol style="list-style-type: none"> <li>1. Waves – how do they work?</li> <li>2. Erosional landforms created by the sea</li> <li>3. Depositional – landforms created by the sea</li> <li>4. Coastal defences</li> <li>5. Views on coastal management</li> <li>6. Case study of the Holderness/Happisburgh coastline</li> <li>7. Introduction to tourism</li> <li>8. UK tourism</li> <li>9. World tourism</li> <li>10. Advantages disadvantages of tourism</li> <li>11. Ecotourism</li> <li>12. Project on tourism</li> </ol>		<p><b>Key Words:</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>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>Ecotourism</b>- small groups of tourists with minimum impact on the environment</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>Suggested reading or support available</b></p> <p>Why are Nike trainers washing up on the beaches?</p> <p>Geofactsheet324 – Coastal landforms</p>		<p><b>Cross curricular</b></p> <p><b>SMSC:</b> using empathy when analysing the impact of erosion on different communities and developing an appreciation of the power of the sea. Recognising that tourism can have positive and negative: social, economic and environmental impacts.</p> <p><b>Literacy:</b> inferring from sources of information, using PEEL, reading for meaning and analysis and using a range of geographical vocabulary accurately.</p> <p><b>Numeracy:</b> wave count on fieldwork, use of statistics and analysing graphs. Interpreting graphs on tourism and predicting future trends.</p>				
Research	Note-making	Group work & discussion	Memorisation	Precision & accuracy	Independence	Reflection

