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| **Year** | 8 | **Subject** | Geography  |
| **Lessons** | 12 | **Topic** | Topic 4 - Coasts  |
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| **Lesson** | **Title** | **L.O.s** | **Literacy / Numeracy / Skills** | **Differentiation / Extension** |
| 1  | What are weathering processes? | * I can describe the four different types of weathering using basic geographical language.
* I can explain how the four types of weathering damage rocks using good geographical language
* I can analyse how the four types of rocks could help shape a landscape using technical geographical language.
 | * Extended writing
 | Embedded in lesson and resource folder  |
| 2 | What are coastal processes? | * I can describe the three main coastal processes using basic geographical language.
* I can explain how the waves shape the coastline using good geographical language
* I can analyse some of the issues that coastal processes create using technical geographical language.
 | * Extended writing
 | Embedded in lesson and resource folder  |
| 3 | How are Hard Rock landforms created? | * I can describe the five main hard-rock landforms using basic geographical language.
* I can explain how the five main hard-rock landforms are created using good geographical language
* I can analyse the five main hard-rock landforms and what processes are used to shape them using technical geographical language.
 | * Extended writing
* Live marking
 | Embedded in lesson and resource folder  |
| 4 | How are Hard Rock landforms created? part 2  | * I can describe the five main hard-rock landforms using basic geographical language.
* I can explain how the five main hard-rock landforms are created using good geographical language
* I can analyse the five main hard-rock landforms and what processes are used to shape them using technical geographical language.
 | * Use of diagrams
 | Embedded in lesson and resource folder  |
| 5 | Soft landform features  | * Describe how soft rock features form using basic geographical language
* Explain how soft rock features form using good geographical language
 | * Extended writing
* live marking
 | Embedded in lesson and resource folder  |
| 6 | How does transportation form coastal landforms  | * I can describe how coasts transport sediment down the beach using basic geographical language.
* I can explain how erosion and transportation happen at the coast using good geographical language
* I can analyse how soft-rock landforms are created by coastal processes using technical geographical language.
 | * Extended writing
* Use of diagram to explain work
 | Embedded in lesson and resource folder  |
| 7 | How can we protect the coastline - Hard Engineering  | * I can describe how coastal areas can be protected from erosion using basic geographical language.
* I can explain how hard engineering will reduce the effect of coastal erosion using good geographical language
* I can analyse the costs and benefits of each coastal defence scheme using technical geographical language.
 | * Extended writing
* Live marking
 | Embedded in lesson and resource folder  |
| 8 | How can we protect the coastline - Soft Engineering  | * I can describe how coastal areas can be protected from erosion using basic geographical language.
* I can explain how soft engineering will reduce the effect of coastal erosion using good geographical language
* I can analyse the costs and benefits of each coastal defence scheme using technical geographical language.
 | * Extended writing
* Live marking
 | Embedded in lesson and resource folder  |
| 9 | Exam  | * I can describe using basic geographical language.
* I can explain using good geographical language.
* I can analyse using technical geographical language.
 | * Exam skills
 | Embedded in lesson and resource folder  |
| 10 | Peer Marking  |  |  | Embedded in lesson and resource folder  |
| 11 | Enquiry - 3 places  |  |  | Embedded in lesson and resource folder  |
| 12 | Enquiry - 3 places  |  |  | Embedded in lesson and resource folder  |
| **Prior Knowledge** | **Assessment Opportunities** |
| This topic embeds the processes of Geomorphology into the student’s minds and dovetails into the Y7 Rivers unit. These topic set up the GCSE unit well and link into the Science curriculum – ultimately the students begin to understand that the landscape changes and there are clear processes that account for this. | Live marking opportunitiesDPR Assessment 2 |
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