

# Year 4 – Waves of Change

## Enquiry question: Why is the coast changing?

National Curriculum Objectives		Core Knowledge & Key Questions			Specific geographical areas studied
<ul style="list-style-type: none"> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>		<p><b>What is the coast?</b></p> <ul style="list-style-type: none"> <li>To use local area maps to identify specific features, e.g. land-use, areas of farming or industry.</li> <li>To can name, locate and describe the Southern region of the UK, including the surrounding seas (particularly London, South East, South West)</li> <li>To describe different types of land-use and natural resources</li> </ul> <p><b>How does the sea shape the coastline?</b></p> <ul style="list-style-type: none"> <li>In these areas, using the terms human and physical accurately in relation to this.</li> <li>To explain the process of coastal erosion and how this can impact on people, giving precise observations from research about changes to human settlements.</li> <li>To identify how processes such as land-use, climate and availability of natural resources may have impacted on a country/area and comment how this may have changed over time.</li> <li>To make increasingly detailed sketches of a location, labelling them with geographical vocabulary.</li> <li>To draw maps and plans of places I have studied, including a key, four figure grid references, a scale, a compass rose indicating North and some OS symbols.</li> </ul> <p><b>What impact does the sea have on human activity?</b></p> <ul style="list-style-type: none"> <li>Name and locate counties and cities of the United Kingdom, and their identifying human and physical characteristics.</li> <li>Understand how some of these aspects have changed over time.</li> </ul> <p><b>How do we try to prevent coastal erosion?</b></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of physical geography, including the water cycle.</li> <li>Identify human and physical characteristics of coasts and understand how some of these aspects change over time.</li> </ul> <p><b>What impact do humans have on the coast?</b></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of human geography, including types of settlement and land use.</li> </ul>			Southern England, particularly the Jurassic Coast and Sussex/Kent coast
<b>Prior Learning</b>					<b>Linked Texts</b>
This unit builds on geographical knowledge of UK developed in KS1 including regional and cultural differences between four countries of the UK, key features and landmarks and an understanding of London and the other capital cities. In yr 3, the children have studied rocks and fossils, including learning about the rock cycle and how different types of rocks are formed					<b>Future Learning</b>
					<b>Yr 5:</b> more detailed study of regions of the UK including trade links, industry, natural resources etc. Physical geography further developed in learning about physical processes of mountain formation, volcanoes, earthquakes and climate.
Locational knowledge	Place knowledge	Physical geography	Human geography	Physical and human processes	BIG Question: Outcome & Assessment Opportunity
<i>Does erosion happen on all coasts?</i> <i>Does erosion happen at the same rate in all locations?</i>	<i>Which towns/villages are on the coast? Why have some of them grown more than others?</i>	<i>What does the coast look like?</i> <i>Physical features of coastal landscapes</i> <i>How has the landscape changed over time?</i>	<i>What impact has coastal erosion had on land use?</i>	<i>Coastal erosion; how humans impact the coast and how the coast impacts humans</i>	<i>Does the coast stay the same?</i> <i>Model physical and human coastal features</i>

Fieldwork Opportunities	Key vocabulary	Key Geographical Skills
<ul style="list-style-type: none"> <li>I can use local area maps to identify specific features, e.g. land-use, areas of farming or industry, or areas of coastal erosion.</li> <li>I can make increasingly detailed sketches of a location, labelling them with geographical vocabulary.</li> <li>I can draw maps and plans of places I have studied, including a key, four figure grid references, a scale, a compass rose indicating North and some OS symbols.</li> </ul>	Beach, cliff, sand, pebble, shingle, cove, erosion, waves, rock pools, harbour, pier, spit, sea defence, sand dunes, arch, stack, tourism, headland, coastline	<ul style="list-style-type: none"> <li>I can ask which physical and human features a particular locality has and use observations and subject specific geographical vocabulary to explain these.</li> <li>I can ask questions about environmental issues affecting a particular locality and what impact this is having on both people and place.</li> <li>I can find out more detailed information about places and features of these places, through both observation and using other information sources.</li> <li>I can compare how a locality has changed over time and give reasons for this, using both human and physical factors in my explanation.</li> <li>I can explain the process of coastal erosion and how this can impact on people, giving precise observations from research about changes to human settlements.</li> </ul>
<p><b>Sustainability and environmental concerns</b></p> <ul style="list-style-type: none"> <li>I can ask questions about environmental issues affecting a particular locality and what impact this is having on both people and place.</li> </ul>		