



Coast

Recommended year group: Year 8

Subject focus: Geography, Personal Development

Driving Question

What is the impact of coastal change?

Introduction

This intention of this theme is to enhance students' confidence in using key geographical terminology to explain how coastlines change over time. We study the inter-relationships of natural processes and human influences and how they interact to alter the shape of the coastline.

The theme also explores the tourism industry and allows students to identify how tourism impacts the people, geomorphic features and economy of an area.

As the theme progresses, the focus will move towards a social and environmental context and students will be expected to plan an investigative geographical fieldwork trip and complete a report based on the evidence of their findings.



Assessment outcomes

Lesson 2 How do coasts change naturally? – SE.GE.03 Demonstrate understanding of physical geography concepts and their interrelationships with places, environments and processes.

Lesson 3 How coastal change impacts humans. SE.GE.02 Demonstrate understanding of human geography concepts and their interrelationships with places, environments and processes.

Lesson 8 Geography fieldwork – PL.IE.02 Investigate problems providing conclusions, using reasoned arguments and evidence.

Lesson 9 How do coasts inspire us? – C.RS.01 Identify and explore relevant contextual Artist research and I am able to express my thoughts and ideas through written analysis.

Lesson 10 Big Write: Nation's Ode to the Coast – CL.WP.02 Produce clear and coherent writing in which the development, organisation, and style are appropriate to task, purpose, and audience (Voice).

Linked reading

'Nation's Ode to the Coast' – commissioned by the National Trust to celebrate 50 years of its Neptune Coastline campaign, the 'Nation's Ode to the Coast' began taking shape when the poet wrote the opening verses of the poem. The public were then asked to submit social media posts that summed up their love of the coast, in the form of words, pictures or sounds, using the [#lovethcoast](#) hashtag.

Flipped learning opportunities

- **Lesson 4: How coastal change impacts humans** – The Butler model of tourist development
- **Lesson 7: Planning a trip to Weston-super-Mare** – Weston-super-Mare Attractions



Key vocabulary

abrasion, alliteration, arches, attractions, attrition, backwash, bars, blending, Butler model, capillary ripples, caves, climate scientist, coast, coastal management, coastal processes, conclusion, constructive wave, contour lines, countryside officer, data analysis, data collections, data presentation, deposition, destructive wave, Ecologist, energy, environmental health officer, environment consultant, erosion, evolution, fading, fieldwork, geology, gravity waves, grid references, hard engineering, human geography, introduction, landform, longshore drift, mass tourism, metaphor, methodology, ode, OS maps, pathetic fallacy, personification, physical geography, process, reliability, repetition, rhetorical questions, rogue waves, safeguarding, salt marsh, sand dune, simile, soft engineering, solution, spits, stacks, stumps, swash, swells, tombolos, tourism, transportation, tsunami, wave sea, wave trains, wellbeing

Extended learning opportunities

Students could use these ideas to explore different features of the theme.

Careers

These ideas can be used alongside the lessons in order to discover career pathways associated with key elements of learning from this theme:

Explore careers that protect the environment

[National Careers Service – Environment Jobs](#)

Places to visit

This section offers a selection of virtual trips which support knowledge of key areas and attractions from the lessons:

[National Trust Giant's Causeway virtual tours](#)

[Welcome to the Jurassic Coast World Heritage Site](#)

Cultural capital suggestions

Read: [What I Was by Meg Rossoff](#) – Two boys from very different backgrounds meet on a beach, and strike up an unlikely friendship, eventually leading to devastating scandal.

Look: [Blue Planet BBC Episode 8](#)

David Attenborough narrates a natural history of the oceans, examining the use animals from in and around the sea make of the constantly changing areas where land meets water.

Listen: ['Wellerman' by Nathan Evans](#)

Nathan Evans first gained fame in 2020 by posting videos of himself singing sea shanties on social media service TikTok. In 2021, he released a cover of the folk song 'Wellerman'.

Lessons

Lesson title	Subject	Essential knowledge/concepts	Competencies	National curriculum coverage
Lesson 1 An introduction to coasts	Geography	Describe what coasts are and what the coastal zone is. Explain how waves are formed and how they impact the coast. Analyse how the coast of Britain has changed over time from the Stone Age to today.	SE.GE.01 Demonstrate knowledge of locations, places, environments and different scales	Geography: Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts.
Lesson 2 How do coasts change naturally?	Geography	Describe and explain natural changes in the UK coastline. Identify and locate erosional and depositional landforms in the UK.	SE.GE.03 Demonstrate understanding of physical geography concepts and their interrelationships with places, environments and processes	Geography: Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
Lesson 3 How coastal change impacts humans	Geography	Describe the different coastal management methods. Explain why different methods are used and different locations in the UK. Analyse the impact of coastal management.	SE.GE.02 Demonstrate understanding of human geography concepts and their interrelationships with places, environments and processes	Geography: Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
Lesson 4 How does tourism impact the coast? Part 1	Geography	To compare coastal tourism in different countries. To consider how current issues can impact tourism on an international scale. To discuss career pathways in tourism.	SE.GE.01 Demonstrate knowledge of locations, places, environments and different scales PD.CA.02 Experiencing the world of work	Geography: Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.

Lesson title	Subject	Essential knowledge/concepts	Competencies	National curriculum coverage
Lesson 5 How does tourism impact the coast? Part 2	Geography	<p>Interpret information provided on an OS map to practise map skills.</p> <p>Investigate attractions encouraging tourism within the UK.</p> <p>Use of persuasive language and the impact on its audience.</p>	<p>SE.GE.04 Demonstrate map skills</p> <p>CL.WP.02 Produce clear and coherent writing in which the development, organisation, and style are appropriate to task, purpose, and audience (Voice)</p>	Geography: Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
Lesson 6 Personal Development: Punch and Judy	Personal Development	<p>Investigate the impact of abuse on how a person feels about themselves.</p> <p>Demonstrate how a person in an abusive relationship could receive help and the services they can access.</p>	PS.HL.04 Recognise how attitude, behaviour, and social choices affect one's personal well-being and self-esteem	Personal Development RSE12: That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
Lesson 7 Planning a trip to Weston-super-Mare	English	<p>Plan a day out in Weston-super-Mare, to include the transport, activities and refreshments while there.</p> <p>Use persuasive writing to convince a parent/carer to take you on a day trip to Weston-super-Mare.</p>	PD.BF.01: Business and enterprise skills.	English: Writing for a wide range of purposes and audiences, including: a range of other narrative and non-narrative texts, including arguments, and personal and formal letters.
Lesson 8 Geography fieldwork	Geography	<p>Identify key features of Geography fieldwork.</p> <p>Apply Geography fieldwork stages to a fieldwork trip.</p>	PL.IE.02 Investigate problems providing conclusions, using reasoned arguments and evidence	Geography: Geographical skills and fieldwork – use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.

Lesson title	Subject	Essential knowledge/concepts	Competencies	National curriculum coverage
Lesson 9 How do coasts inspire us?	Art	<p>Research artists who use the sea as inspiration.</p> <p>Use images as a stimulus to create our own pen and ink coastal image inspired by Van Gogh.</p>	<p>C.RS.01 Identify and explore relevant contextual Artist research and I am able to express my thoughts and ideas through written analysis</p> <p>C.RS.02 Respond to contextual research within a practical context; analysing, recording and evaluating your findings</p>	Art: Produce creative work, exploring ideas and recording experiences. Become proficient in drawing, painting, sculpture and other art, craft and design techniques. Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.
Lesson 10 Big Write: Nation's Ode to the Coast	English	<p>Identify linguistic devices within a professional text.</p> <p>Select key, relevant information needed to interpret meaning.</p> <p>Apply knowledge of linguistic devices to your own writing.</p>	CL.WP.02 Produce clear and coherent writing in which the development, organisation, and style are appropriate to task, purpose, and audience (Voice)	English: Write accurately, fluently, effectively and at length for pleasure and information through: writing for a wide range of purposes and audiences.
Lesson 11 Careers that protect the environment	Personal Development	<p>Identify how different jobs may require similar skill sets.</p> <p>Describe how these skills can be used in more than one profession.</p>	PD.CA.02 Experiencing the world of work	Gatsby Benchmark 4: Linking curriculum learning to careers.