

Year 5– Coasts

National Curriculum:

- Locate and name the main counties and cities in England.
- Explain the key Human and Physical features of the place I'm studying and their changes over time, focusing on land use.
- Compare a region in the UK with a region in Europe and describe their significant differences and similarities.
- I can compare regions and/or countries within Great Britain.
- Describe and understand key aspects and processes of Physical geography in my local area and the area I'm studying, including coasts, rivers, climate zones, biomes and vegetation belts.
- Understand how people can both improve and damage their environments.
- Explain how changes in the Human and Physical environments affect the people living there.
- Explain my own views, and the views of others, e.g. changing environments.
- Use age-appropriate maps, atlases and globes to describe places I'm studying and their Human and Physical features.
- Ask geographical questions that are relevant to my topic and suggest ways to investigate them

Prior learning	In Year 5...	Future learning
In Year 4, Children will be taught to... -Identify the different climate zones of the world. -Understand how climates affect the vegetation, weather, and landscape of the world. -Identify different types of settlement and their land use -Investigate the weather and identify that Bedworth has a temperate climate, and how this changes with the seasons. -Locate the different countries that make up the Arctic circle, and discuss the physical features. Understand the climate and weather in the Arctic. Compare human and physical features of Greenland (Ilulissat) and Bedworth. -Identify the key advantages and disadvantages of fossil fuels for humans and their planet, and discuss the impact this may have on the world.	In Year 5, Children will be taught to... -Identify some of the main cities and counties in the United Kingdom, especially those in close locality to Bedworth, Warwickshire. -Identify features of a coastal region (Happisburgh) and environmental impacts of physical processes including erosion, arches, stacks, stumps and longshore drift. -Identify human processes including tourism buildings and land use. -Compare Happisburgh to an inland region of the UK – Skipton, identifying key similarities and differences between human and physical features. -Compare Skipton and Happisburgh to Paris, including human and physical features such as large, built up areas, population, tourism, landmarks, buildings and transport routes. -Give their own opinion of different regions studied, identifying key advantages and disadvantages of those areas, including land use, environmental issues, tourism, landmarks, features and transport links.	In Year 6, Children will be taught to... -Identify the position and importance of longitude and latitude in locating places around the world using 6 figure grid references. -Name and locate the human and physical features of the UK and understand how these have changed over time. -Identify key physical features of the Western USA including the San Andreas Fault line (earthquakes) Mount St Helens (Volcanoes) and the Rockies (mountains) -Locate climate zones and vegetation belts in the Western USA states and describe the biomes located there. -Compare a region of the UK with a region in Western USA including population, settlements and economy. -Investigate relevant geographical questions and issues I have chosen.

-Explore greener, renewable types of energy including solar, geothermal, wind, biomass and hydropower and discuss the impact this will have on the environment.		-Use fieldwork to observe, measure, record and present the human and physical features using a range of methods.
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Key Vocabulary

Abrasion, bar, bay, beach, cliff, coast, deposition, erosion, hard engineering, headland, hydraulic action, longshore drift, sea defence, soft engineering, spit, transportation, wave

Abrasion - When waves pick up loose rock and throw it against the cliff face causing parts to break off.

Bar - When a spit develops in a bay, it may join another headland, forming a bar.

Bay - A curved indent to the coastline, which is often sheltered.

Beach - A low lying area where the land meets the sea, made up of fine, loose sediment.

Cliff - A tall, vertical rock face, where the land meets the sea.

Coast - The land beside the sea.

Deposition - Where waves set down material e.g. sand that they have been carrying.

Erosion - Waves and wind wear away the coastline.

Hard engineering - Methods of coastal protection that rely on the construction of barriers.

Headland - An area of resistant (hard) rock that sticks out into the sea.

Hydraulic action - Waves force air into cracks in the cliff face, putting extra pressure on the rock, causing it to break off.

Longshore Drift - The movement of beach material along the coast, occurring in the direction of the prevailing wind.

Sea defence - Protecting the coast from the effects of erosion; can be either hard or soft engineering.

Soft engineering - Methods of coastal protection that work with nature, rather than against it.

Spit - A long narrow stretch of pebbles and sand attached to the mainland at one end.

Transportation - Movement of eroded materials like mud, sand or shingle.

Wave - A raised ridge of water which moves across the surface of the sea.

