

Coastal features

Aim and introduction

There are many processes along the coast which directly feed into the morphology of the coastline. This lesson will look at how coastal processes help create specific coastal features along the coastline. Depending on the class's ability, it might be beneficial for pre-learning on coastal processes so that pupils have a foundation of understanding.

••• This lesson will take approximately 1 hour.

Curriculum links

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.

Learning goals

- Know some coastal processes.
- Use the Omani coastline to understand how these processes work.
- Apply knowledge of coastal processes to a specific Omani coastline.

Learning outcomes

Greater depth: pupils will be able understand that there are a range of processes affecting the coastline as well as some will be more dominant than others depending on various factors. They will be able to confidently synthesise information and help others understand what they have learnt. Their written response will be well written using accurate geographical terminology, explained fully and supported with relevant examples.

Expected level: pupils will be able understand that there are a range of processes affecting the coastline showing some understanding that some may be more dominant than others. They will be able to synthesise information and support others understand the processes. Their response will be written using some geographical terminology which is mostly accurate, some areas will have more developed responses. This will most likely be imbalanced.

Working towards: pupils will be able understand that there are processes affecting the coastline. They will be able to synthesise information and support others understand the process they have learnt. Their response will be written using some geographical terminology which might be inaccurate, they will begin to develop their answer but mainly keep within the descriptive stage rather than explanation.

Support: pupils will be able to see that there are processes along the coastline, but might not understand how they affect the coastline. They will be able to synthesise some information but will need support from others to understand the process they have learnt. Their response will be

Produced for, and in association with

.....

written using limited geographical terminology which might be inaccurate, their response will be mostly limited to the description stage rather than explanation.

Key terms

- Erosion
- Mass movement
- Transportation
- Weathering
- Deposition

Learning resources

- Teacher Presentation_Coastal Features
- Processes resources (added to the 'resources' section of the teacher presentation)
- Coastal processes mix and match sheet.

What you will need

- Additional resources on the coastal processes for this lesson (if available)
- Poster paper
- Coloured pens / pencils (different colour for each member of the group)
- Highlighters
- Countdown timer (a link [here](#) and in the notes section of Slide 6 if you need one)

Challenge and support

Challenge pupils by taking them with gathering information from different stalls on coastal processes as well as explaining them coherently to the rest of their group. Support pupils with a range of resources to help them understand the process they are learning.

Support pupils with a scaffold sheet for the answer at the end of the lesson. Challenge pupils to include named examples in their extended answer.

Starter

Show the drone footage of the Omani coastline as pupils enter the classroom (hyperlink within the image of the coastline on Slide 1). Pupils to think about how the coastline is shaped this way. Quick questioning to class to gauge understanding.

Pupils complete a mix and match key terms on the overarching processes along the coast (weathering, erosion, mass movement, transportation and deposition).

Main

Presentation outlining the range of processes that can be found along the coastline introducing one from each area for this lesson (landslides, wave-cut platforms, physical weathering, beaches and long-shore drift). Emphasise that the pupils will be learning more about the processes when they work on the main task.

Introduce the question which you would like the class to answer at the end of the lesson '*Explain how different processes work along the coastline*' then introduce the marketplace task (instructions on the teacher presentation).



Pupils split into 5 groups (ideally no more than 6 per group, please adjust depending on your class size). They will each look at a different coastal process and complete the marketplace task (instructions are within the slides of the teacher presentation) to present and gather information about different coastal processes in order to answer the question. NOTE: They will need at least two different processes to answer the question fully.

Plenary

Depending on time, either plan or answer the question posed at the start of the lesson. If time allows, this could be a good assessment for learning activity to gauge application of knowledge and understanding. Slide 10 repeats the marking scheme and instructions for self / peer marking.