

Crofton Junior School – Geography Knowledge Organiser – Coastal Erosion and Tourism (Year 4)

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| **Unit of Work** | Erosion and deposition: coasts  Erosion and deposition: management  Fieldwork: Enquiry -based unit – the impact of tourism on a coastal town. |
| **Text Driver the Unit of Work Links to** | Video driver: The Lighthouse (Literacy Shed) |
| **Geographical Location** |  |
| **Overview of the Unit of Work** | Pupils will learn about how the physical features of a coastline are created: stacks, arches, stump, bay, cliff, headlands, cave. They will learn how the waves, sand and rocks erode the coastline to create the different features. They will explore the relationship between the rates of erosion and the type of rocks (sedimentary, igneous and metamorphic) at the coastline and draw conclusion. Pupils will learn about different sea defences (sea wall, groynes, rock armour and revetments) and the effectiveness of these.  Pupils will develop their fieldwork skills by preparing for an enquiry-based trip to Flamborough. In preparation, they will create a question to investigate around the effects of tourism on a local coastal town and a questionnaire about why people visit Flamborough. During the visit, they will use a range of data collection techniques: bi-polar survey, pedestrian tally charts and questionnaires. Following the visit, the pupils will reflect upon their data collection to draw conclusions to answer their initial question and present their findings in written and mathematical representations. |
| **Prior Learning & Vocabulary** | Pupils will be able to apply their knowledge and understanding of rocks (Y3 Science) in order to draw conclusions about the different rock types and rates of erosion at the coast. They will continue to build on their map skills (Y3 – Geography) to locate the different coastlines. They will build on their knowledge of Europe and identify different countries with coastlines that have eye-catching physical features due to erosion of rock. |
| **Sticky Knowledge** | **Coastal erosion**  The pupils will learn:   1. Coasts are where land meets the oceans or sea and how erosion is a natural process that can cause vast amounts of damage. They will learn about the effect this has on people’s lives. 2. Some of the geographic features found at the coast are beaches, cliffs, arches, stacks, headlands and bays and will learn how these are formed. 3. That arches and stacks are located at coastlines in countries in Europe, and will learn where these are located on a map. 4. Over time, erosion can cause cliffs to collapse and so the coastline needs to be managed through different management strategies, which have advantages and disadvantages. 5. How the rates of erosion are linked with the type of rock found there and will learn about the rates of erosion at the Holderness and Blackpool coasts.   **Fieldwork**  The pupils will learn:   1. What tourism is and what fieldwork is, and how this links to the coastal erosion learning. They will learn about the purpose of a trip and the risks that this can pose. They will learn how to develop an enquiry-based question to investigate. 2. The advantages of tourism: creation of jobs, creation of new facilities and amenities, money for community from tourism.   The disadvantages of tourism: seasonal jobs with poor pay, overcrowding in locality, damage to the natural environment   1. About the importance of data collection in order to answer an enquiry-based question 2. How to carry out a survey and communicate with others 3. How to draw conclusions from fieldwork information 4. How to discuss and present their findings in different ways including written responses and mathematical graphing. |
| **End of Unit Outcome** | By the end of the unit of work, the children will apply their understanding about coastal erosion and sea defences on a fieldwork trip to Flamborough. The children will carry out an enquiry-based study at Flamborough, collecting data and then drawing conclusions. They will produce a written response to the question using their findings from the trip to Flamborough. |
| **New Vocabulary** | **Tier 2**   * **advantages**: positive or good things * **disadvantages**: negative or bad things * **prevent**: to stop something happening * **maintain**: to look after   **Tier 3**   * **tourist destinations**: places to visit for a holiday * **natural physical process**: something that happens in nature and is not caused by people * **artificial structures**: things built by people * **erosion**: the wearing away of rocks * **deposition**: the dumping of rocks * **boulders**: large rocks * **cave**: a natural underground chamber in a hillside or cliff. * **bay**: a broad inlet of the sea where the land curves inwards. * **headland**: a narrow piece of land that projects from a coastline into the sea. * **arch**: a curved symmetrical structure spanning an opening and typically supporting the weight of a bridge, roof, or wall above it. * **stack**: a landform consisting of a steep and often vertical column of rock near a coast formed by wave erosion * **sea defence**: way of protecting land from being flooded or worn away by the sea. |
| **Post Learning** | Pupils will be able to extend their knowledge and understanding about tourism in the UK and apply this to international tourism (Y6) in order to explain the key features of tourism with a focus on intangibility, seasonality, diversity and interdependence. They will also learn why people travel internationally and the most popular types of international tourism. |