

<b><u>Lesson</u></b>	<b><u>Learning Objective</u></b>	<b><u>Lesson Content and Learning Outcomes</u></b> <b><u>(resources hyperlinked)</u></b>	<b><u>Assessment and Prior Learning needed</u></b>	<b><u>Cross-Curricular learning</u></b>	<b><u>Suggested resources and Notes</u></b>	<b><u>Remote Learning</u></b>
<b>1</b>	<p>4.1 Geology and past processes have influenced the physical landscape of the UK.</p> <p>LO – To know the distribution and characteristic s of the UK’s main rock types: sedimentary, igneous and metamorphic .</p> <p>LO – To understand how geology and past processes have influenced the physical landscape of the UK.</p>	<p>Explain Ws <a href="#">Overview of UK’s evolving physical environment</a>.</p> <p>Starter – use images from PP Physical overview, pupils write down what they see, what they think caused the landscapes.</p> <p>Task 1 – In pairs Ws <a href="#">Rock types</a> complete card sort of sedimentary, igneous and metamorphic rocks. Use PP or website: <a href="http://www.thegeologytrusts.org/pub/our-earth-heritage/gb-ipr_123-16ctgeologymap/">http://www.thegeologytrusts.org/pub/our-earth-heritage/gb-ipr_123-16ctgeologymap/</a></p> <p>Pupils describe distribution of UK’s geology. Feedback and review. Write up using blank UK map as summary, including knowledge/examples of types of rock.</p> <p>Task 2 – the role of geology, plate tectonics and glaciers. <a href="#">Information sheet 1</a> and <a href="#">2</a> on the Pennines – mind map what role geology, plate tectonics and glaciation had in forming the landscape. Feedback and review.</p> <p>Homework – create Key vocabulary list and definitions/learn: geology, erosion, deposition, igneous rocks, metamorphic rocks, sedimentary rocks.</p> <p>PP <a href="#">UK physical overview</a> is available.</p>	<p>PL – location, geology, compass directions, tectonics, glaciation, physical processes.</p> <p>Assess accuracy from card sort (Excel file tabs has answers).</p> <p>Use oral examples of pattern description. Pupils then amend own responses using purple pen.</p> <p>Share ideas and findings through oral contributions and amend using purple pen.</p> <p>Assess via 5 minute starter next lesson using quiz in vocabulary books.</p>	<p>Earth Science – Science.</p>	<p>Covers 4.1a and 4.1b (see Overview sheet).</p> <p>As this topic is part of Component 2 – issue new exercise book and refer back to course structure.</p> <p>UK map needed for front/back inside cover of exercise book to mark on named places/case studies covered.</p> <p>GCSE Geography Edexcel B (Oxford) pg. 116-117, pg. 114-115 has really useful UK maps showing relief and geology and cross section line.</p> <p>Edexcel GCSE Geography B (Pearson) pg. 128-129.</p> <p>When describing UK’s geology, use PQE technique – general pattern, qualifications and exceptions.</p> <p>Key vocabulary could be given out every lesson or as part of review/flexibility.</p> <p><a href="#">Knowledge organiser</a> is available and Key Vocabulary sheet.</p> <p><a href="#">Key vocabulary for EQ1</a>.</p> <p>Ws <a href="#">Malham Cove</a> available for use in task 2 write up.</p> <p>GCSE Geography Edexcel B (Oxford) pg. 112-113 has Malham Cove, Yorkshire Pennines information.</p> <p>Complete UK Physical Assessment week prior to Y10 PC3 (Internal data) week 19 beginning 30/1/17. UK’s evolving</p>	<p>CGP GCSE Geography revision guide pg. 44-47.</p> <p>Oak Academy – Pupil – Subjects – KS4 – Geography – Major landscapes of the UK – lesson 1.</p> <p>Student Hub – Geography Hub – KS4 – UK’s evolving physical landscape – 1 UK physical overview.</p>

					<p>physical landscape lessons 1-18 need to be completed for this assessment.</p> <p>This could take two lessons – complete a labelled UK relief map as starter to topic.</p> <p>Reading images activity – 5W’s questions to create, use images from PP. Ws <a href="#">Images</a> is available (would print in colour).</p>	
<b>2</b>	<p>4.2 A number of physical and human processes work together to create distinct UK landscapes.</p> <p>LO – To know how distinctive UK landscapes are formed from the interaction of physical processes.</p>	<p>Re-cap – 5 minute vocabulary test of EQ1 terms from homework.</p> <p>Starter - difference between upland and lowland area (use photos from PP). Task 1 – investigate processes that form an upland area, individually or in pairs, pupils use Ws <a href="#">Features</a> and information sheet Ws <a href="#">Lake District</a> to investigate and explain features of upland area and processes. PP Upland area shows example of how to set out.</p> <p>Need to include photos of Lake District to annotate/label and OS map sections.</p> <p>Feedback and review. Pupils amend with purple pen if needed. Review and post-its.</p> <p>PP <a href="#">Upland areas</a> is available.</p> <p>Plenary – mime the processes you have investigated today or play Pictionary with a partner.</p>	<p>PL – location, geology, tectonics, glaciation, OS map skills, physical processes.</p> <p>Assess accuracy by peer or self marking and scoring.</p> <p>Processes or terms not sure about to be written as questions on post-its.</p> <p>Self-assessment of content using purple pen.</p>	<p>Earth Science – Science.</p>	<p>Covers 4.2a (see Overview sheet).</p> <p>Pupils will need to explain processes and how they work, for examples freeze-thaw action weathering.</p> <p>Access to internet good idea for lesson.</p> <p>Dictionaries in every classroom for terms.</p> <p>I would also have copies of Wider World, AQA A GCSE Geography, plus Pearson textbook as reference material.</p> <p>GCSE Geography Edexcel B (Oxford) pg. 114-115 has accessible relief and geology maps.</p> <p>Make sure UK overall map has Lake District located and labelled as example of upland area. I have a proper walker’s laminated OS map of Lake District in my cupboard if you want to borrow from Buchanan family holiday.</p> <p>You could cover lesson 2 and 3 as independent learning task, pupils need to find images/OS map extracts for both upland and lowland.</p>	<p>CGP GCSE Geography revision guide pg. 47.</p> <p>Oak Academy – Pupil – Subjects – KS4 – Geography – Major landscapes of the UK – lesson 1.</p> <p>Student Hub – Geography Hub – KS4 – UK’s evolving physical landscape – 2 Upland area.</p>
<b>3</b>	<p>4.2 A number of physical and human processes work together to create</p>	<p>Re-cap – processes quiz (checking understanding of last lesson).</p> <p>Starter - show annotated photo of upland area from PP, with partner 3 labels to improve. Task 1 – investigate processes that form a lowland area, individually or in pairs, pupils use Ws <a href="#">Features</a> and information sheet Ws <a href="#">Weald (North and South Downs)</a> to investigate and</p>	<p>PL – location, geology, tectonics, glaciation, OS map skills, physical processes.</p> <p>Assess using mini whiteboards and pens.</p>	<p>Earth Science – Science.</p> <p>Co-ordinates - Numeracy</p>	<p>Covers 4.2a (see Overview sheet).</p> <p>Pupils will need to explain processes and how they work, for example biological weathering.</p> <p>Access to internet good idea for lesson.</p> <p>Dictionaries in every classroom for terms.</p>	<p>CGP GCSE Geography revision guide pg. 47.</p> <p>Oak Academy – Pupil – Subjects – KS4 – Geography – Major landscapes of the UK – lesson 1.</p>

	<p>distinct UK landscapes.</p> <p>LO – To know how distinctive UK landscapes are formed from the interaction of physical processes.</p>	<p>explain features of lowland area and processes. PP Lowland area shows example of how to set out.</p> <p>Need to include photos of Weald (North and South Downs) to annotate/label and OS map sections.</p> <p>Feedback and review. Pupils amend with purple pen if needed. Review any post-its.</p> <p>PP <a href="#">Lowland area</a> is available.</p> <p>Plenary – double bubble thinking map to compare and contrast upland/lowland landscapes. Update Key vocabulary from EQ1 second column.</p> <p>Homework – exam style questions to complete (see PP Lowland areas).</p>	<p>Processes or terms not sure about to be written as questions on post-its.</p> <p>Self-assessment of content using purple pens.</p> <p>Teacher to mark responses, with written feedback.</p>		<p>I would also have copies of Wider World, AQA A GCSE Geography, plus Pearson textbook (pg. 131 also covers North and South Downs) available as reference material.</p> <p>GCSE Geography Edexcel B (Oxford) pg. 114-115 has accessible relief and geology maps.</p> <p>Make sure UK overall map has Weald (North and South Downs) located and labelled as example of lowland area.</p> <p>Key vocabulary for <a href="#">EQ1</a>.</p> <p>Need guidance on what 'explain' means - use exam command word cards around classroom. Guidance on numbers in brackets – 'so what', 'idea + development' principles</p>	<p>Student Hub – Geography Hub – KS4 – UK's evolving physical landscape – 3 Lowland area.</p>
<p><b>4</b></p>	<p>4.2 A number of physical and human processes work together to create distinct UK landscapes.</p> <p>LO – To have an awareness of how distinctive landscapes result from human activity over time.</p> <p>LO – To recognise physical and human</p>	<p>Starter – 3 images (agriculture, forestry, settlement), in pairs describe the activity and explain impact on landscape. Use PP Human activity. Feedback/discuss.</p> <p>Task 1 – use textbook (Pearson) to create mind map using 3 headings about the positive and negative impacts human activity can have on the landscape. Include basic information about South Downs National Park.</p> <p>Feedback and assess using exam style question.</p> <p>Task 2 – in pairs/small groups use OS maps to identify human and physical features. Use post-its to record. Pupils then move round the groups to learn from/correct other groups' responses.</p> <p>Plenary – Evidence of human activity impacting upon area identified on OS map? Update Key vocabulary from EQ1 third column.</p> <p>PP <a href="#">Human activity</a> is available.</p> <p>Independent Learning Homework task 5 – set on using OS map symbols using OS website (see PP).</p>	<p>PL – location, geology, tectonics, glaciation, OS map skills, physical processes, human processes.</p> <p>Assess oral contributions to starter.</p> <p>Peer or self assess written answers to exam style question using mark scheme and purple pen.</p> <p>Peer assessment on human/physical features using</p>	<p>Earth Science – Science.</p> <p>Co-ordinates – Numeracy.</p>	<p>Covers 4.2b (see Overview sheet).</p> <p>Edexcel GCSE Geography B (Pearson) pg. 132-33.</p> <p>Need guidance on what 'explain' means – use exam command word cards around classroom. Guidance on numbers in brackets and positive, negative impacts – getting balance into answer and basing answer around an example. There are tips on pg. 132.</p> <p>OS maps (Dudley and Wolverhampton) can be found in R019 map chest, full size ones, need to identify a section for pupils to investigate.</p> <p>Key vocabulary for <a href="#">EQ1</a>.</p>	<p>CGP GCSE Geography revision guide pg. 48.</p> <p>Oak Academy – Pupil – Subjects – KS4 – Geography – Major landscapes of the UK – lesson 1.</p> <p>Student Hub – Geography Hub – KS4 – UK's evolving physical landscape – 4 Human activity.</p>

	features on OS maps.		simple ✓, X or ? on post-its.			
<b>5</b>	Flexibility.	Flexibility.			<p>DVD UK's changing landscape may be of use here as a good re-cap and reinforcement.</p> <p>Learning grid <a href="#">UK Physical</a> is available for re-cap, review and reinforce. Will need dice – see KEB R022.</p> <p>Complete review and actions needed for UK physical section (use Overview sheet).</p> <p>Connecting wall thinking activity is available – make 4 groups of 4 words that connect together. Connecting wall <a href="#">template</a> and <a href="#">answers</a> are available to use. Watch Only Connect if you are unsure what to do/see KEB/EMH.</p> <p><a href="#">Pupil review sheet.</a></p>	<p>CGP GCSE Geography revision guide pg. 58.</p> <p>Student Hub – Geography Hub – KS4 – UK's evolving physical landscape – 5 Flexibility and review.</p>
<b>6</b>	<p>4.3 Distinctive coastal landscapes are influenced by geology interacting with physical processes.</p> <p>LO – To understand how geological structure and rock type influence the formation of coastal landforms of erosion.</p> <p>LO – To know how and why</p>	<p>Explain Ws <a href="#">Overview of Coastal change and conflict</a>.</p> <p>Starter – use images from PP to think about what processes shaped the coast?</p> <p>Task 1 – use all the information to produce a mind map covering how rock types (hard/soft), rock structure (discordant and concordant coasts), weaknesses in rock structure (joints and faults), wave erosion contribute to shaping the UK coastline. Include bays and headlands. Feedback and review.</p> <p>Task 2 – create a labelled sequenced diagram to show how geology and physical processes create landforms – 1. Cliffs and wave cut platforms, 2. Caves, arches and stacks/stumps. Could use a cartoon or storyboard approach. Pair work – each person complete one diagram then has to explain to their partner – who listens and draws. Ws <a href="#">Stacks</a> and Ws <a href="#">Wave cut platform</a> available for write up.</p> <p>Plenary – tell me how quiz? In pairs create a question relating to lesson content, take in turns to ask.</p> <p>PP <a href="#">Coastal landforms and geology</a> is available.</p>	<p>PL – location, geology, physical processes, tectonic processes, glaciation, human processes.</p> <p>Orally assess contributions and ideas.</p> <p>Self assess explanations of physical processes.</p> <p>Peer assess responses.</p>	Earth Science – Science.	<p>Covers 4.3a (see Overview sheet).</p> <p>Answers should cover all aspects of how UK's coastline is shaped – waves, geology, weathering, storms etc.</p> <p><a href="#">Knowledge organiser</a> is available.</p> <p>Edexcel GCSE Geography B (Pearson) pg. 134-137.</p> <p>GCSE Geography Edexcel B (Oxford) pg. 122-125.</p> <p>Exam question is available - explain how an arch and a stack are formed from a combination of different processes. (4 marks)</p>	<p>CGP GCSE Geography revision guide pg. 49, 50, 51, 53</p> <p>Oak Academy – Pupil – Subjects – KS4 – Geography – Coasts – lessons 1 and 3.</p> <p>Student Hub – Geography Hub – KS4 – UK's evolving physical landscape – 1 UK physical overview – 6 Coastal landforms geology.</p>

	coastal stacks are formed.	Homework – update Key vocabulary list with terms concordant, discordant, joints and faults, bays and headlands.	Teacher assess quality of diagrams and explanations.		<p>Could use BGS Geology maps to link coastal form to geology.</p> <p>Key vocabulary for <a href="#">EQ2 and EQ3</a> could give out terms lesson by lesson, or use sheet as part of review or flexibility lesson.</p> <p><b>This will take two lessons to complete and reinforce.</b></p> <p>Maps from memory <a href="#">Coastal erosional landforms</a> is available (cliffs/wave-cut platforms and caves/arches and stacks).</p>	
<b>7</b>	<p>4.3 Distinctive coastal landscapes are influenced by geology interacting with physical processes.</p> <p>LO – to understand how these processes contribute to coastal retreat.</p>	<p>Starter – use image of Holderness coast – what is happening and why? Use graph at bottom of page: <a href="http://urbanrim.org.uk/data-summary.htm#seasonal-variation">http://urbanrim.org.uk/data-summary.htm#seasonal-variation</a> for pupils to work out during which season the most erosion occurs/give evidence.</p> <p>Task 1 – how is coastal erosion measured? Watch movie clip: <a href="http://www.telegraph.co.uk/news/weather/10652076/Winter-storms-caused-years-of-damage-to-coastal-beauty-spots.html">http://www.telegraph.co.uk/news/weather/10652076/Winter-storms-caused-years-of-damage-to-coastal-beauty-spots.html</a> Edexcel GCSE Geography B (Pearson) pg. 137 – complete activity 2 (table calculating mean rates).</p> <p>Task 2 – why is coastal retreat and erosion occurring? In pairs read the article from website: <a href="http://www.nationaltrust.org.uk/article-1355824158683/">http://www.nationaltrust.org.uk/article-1355824158683/</a> highlight factors that affected erosion in the places mentioned. Which place suffered most erosion? Ws <a href="#">National Trust</a> (copy of website) available.</p> <p>Explain the processes/factors – UK climate (seasonality, storm frequency, prevailing winds), marine (destructive waves) and sub-aerial processes (mass movement and weathering). Use textbooks available and page references.</p> <p>Feedback and review.</p> <p>Plenary – in pairs play Pictionary with the processes above.</p> <p>PP <a href="#">Coastal retreat</a> is available.</p>	<p>PL – location, geology, physical processes, tectonic processes, glaciation, human processes.</p> <p>Assess contributions orally and through Q and A.</p> <p>Assess accuracy of mathematical calculations.</p> <p>Self assess explanations and amend or make</p>	<p>Earth Science - Science.</p> <p>Data handling – Numeracy.</p>	<p>Covers 4.3b (see Overview sheet).</p> <p>Just be careful of Telegraph movie clip – I watched trailer for horror movie before we got onto coastal retreat. It looked quite good!</p> <p>Edexcel GCSE Geography B (Pearson) pg. 134, 137 (activity 2), 138-139.</p> <p>GCSE Geography Edexcel B (Oxford) pg. 124-125.</p> <p>Measuring rates of erosion – practical activity, involves using tape measures, numeracy, card markers to show erosion rates over 5 years (could use pupils on chairs) – pack is available from KEB R022. Use Q matrix questioning to differentiate and promote deeper thinking. I use the hessian sheet as a method of coastal defence (sea wall) to get pupils to think about what impact this will have on whole coastline. Use</p>	<p>CGP GCSE Geography revision guide pg. 50-51.</p> <p>Oak Academy – Pupil – Subjects – KS4 – Geography – Coasts – lessons 2, 5, 6 and 7.</p> <p>Student Hub – Geography Hub – KS4 – UK’s evolving physical landscape – 1 UK physical overview – 7 Coastal retreat processes.</p>

		Homework – pupils find and use an image of Old Harry rocks and draw/write a storyboard to explain how it was formed.	additions with purple pen.		Redgrave foye/corridor. Q matrix question cards are available (or use laminated sheet).	
					This will take two lessons to complete.	
<b>8</b>	<p>4.3 Distinctive coastal landscapes are influenced by geology interacting with physical processes.</p> <p>LO – To know how the processes of transportation and deposition operate at the coast.</p> <p>LO – To know how the processes of transportation and deposition create coastal landforms.</p>	<p>Starter – copy and complete the following: 'A _____ is an area of land between the low _____ and storm tide marks. They are made up of _____ and pebbles. Beaches are formed by _____ waves, which deposit material.'</p> <p>Follow up with answers and images of beaches (including storm beach/Berm), Spits and Bars.</p> <p>Task 1 – what processes create these coastal features? Transportation, Long Shore Drift and Constructive waves. Pupils are given diagrams and textbook page references to annotate diagrams. Feedback and review.</p> <p>Task 2 – pictures of coastal landforms, use knowledge of processes and information in textbook to explain what each landform is and how it is formed. Feedback and review</p> <p>Additional task: OS map coastal landforms Edexcel GCSE Geography B (Pearson) pg.</p> <p>Plenary – picture quiz on coastal landforms and processes, name and explain.</p> <p>PP <a href="#">Coastal landscapes deposition</a> is available.</p> <p>Homework – update Key vocabulary list with terms from second column EQ2.</p>	<p>PL – location, geology, physical processes, tectonic processes, glaciation, human processes, OS map skills.</p> <p>Assess accuracy and understanding of answers orally.</p> <p>Clarify knowledge and understanding. Assess using post-its or whiteboards.</p> <p>Pupils self check responses and amend in purple pen if needed.</p> <p>In pairs, peer assess responses during feedback and comment.</p> <p>Self and peer mark responses.</p>	<p>Earth Science – Numeracy.</p> <p>Co-ordinates – Numeracy.</p>	<p>Covers 4.3c (see Overview).</p> <p>Edexcel GCSE Geography B (Pearson) pg. 134, 140.</p> <p>GCSE Geography Edexcel B (Oxford) pg. 124, 126.</p> <p>Ws <a href="#">Transportation processes</a>.</p> <p>Edexcel GCSE Geography B (Pearson) pg. 140-141.</p> <p>GCSE Geography Edexcel B (Oxford) pg. 126-127.</p> <p>Ws <a href="#">Coastal landforms</a>.</p> <p>Edexcel GCSE Geography B (Pearson) pg. 142-143.</p> <p>Key vocabulary list <a href="#">EQ2</a>.</p>	<p>CGP GCSE Geography revision guide pg. 52-53.</p> <p>Oak Academy – Pupil – Subjects – KS4 – Geography – Coasts – lessons 4, 8 and 9.</p> <p>Student Hub – Geography Hub – KS4 – UK's evolving physical landscape – 1 UK physical overview – 8 Coastal landscapes LSD deposition.</p>

					This will take two lessons to complete.	
<b>9</b>	<p>4.4 Distinctive coastal landscapes are modified by human activity interacting with physical processes.</p> <p>LO – To appreciate how human activities can have direct and indirect effects on coastal landscapes.</p>	<p>Starter: interpreting images, show pictures from <a href="http://www.westernmorningnews.co.uk/LIVE-UPDATES-Rail-travel-hanging-thread-track/story-20563661-detail/story.html">http://www.westernmorningnews.co.uk/LIVE-UPDATES-Rail-travel-hanging-thread-track/story-20563661-detail/story.html</a> what has caused the problems shown?</p> <p>Task 1 – Human activities and the coast, read pg. 128-129 GCSE Geography Edexcel B (Oxford), complete activities 1a locate places on UK map, 1b what pressures does each location face? Identify the human activity, extension – assess the human activities – which has the most impact?</p> <p>Feedback and review.</p> <p>Task 2 – Exam question: 'Explain how human activities affect coastal landscapes'. (4 marks)</p> <p>Peer/self marking – create a model answer.</p> <p>Plenary – 5-5-1:</p> <ul style="list-style-type: none"> <li>Summarise today's topic in 5 sentences.</li> <li>Reduce to 5 words.</li> <li>Reduce to one word.</li> </ul> <p>PP <a href="#">Human activity and coastal landscapes</a> is available.</p> <p>Homework – pupils get image of Old Harry rocks, create a storyboard to explain its formation.</p>	<p>PL – location, geology, physical processes, tectonic processes, glaciation, human processes.</p> <p>Assess oral contributions and ideas.</p> <p>Pupils amend, alter and add during feedback and review.</p> <p>Self/peer assess.</p> <p>Teacher provides written feedback.</p>	Earth Science – Science.	<p>Covers 4.4a (See Overview).</p> <p>Task 1 covers human activities of development (housing, office development), agriculture, industry and coastal management.</p> <p>Need atlas and blank UK map (use small A5 size for middle of double page).</p> <p>GCSE Geography Edexcel B (Oxford) pg. 128-129.</p> <p>Need guidance on what 'explain' means – use exam command word cards around classroom. Specimen exam papers show how this is marked. Need to pick out human activities and affect (can be positive or negative), use of examples/places as evidence.</p>	<p>CGP GCSE Geography revision guide pg. 54.</p> <p>Student Hub – Geography Hub – KS4 – UK's evolving physical landscape – 1 UK physical overview – 9 Human influence coastal landscape.</p>
<b>1</b>	<p><b>0</b> 4.4 Distinctive coastal landscapes are modified by human activity interacting with physical processes.</p> <p>LO – To understand how the interaction of physical and</p>	<p>Starter – pictures of Dorset coastline. What human and physical features/processes do they recognise? Use images from PP Dorset coastline and Google maps/earth.</p> <p>Task 1 – in pairs produce a guide to the Dorset coast. Ws <a href="#">Dorset coast</a> (gives guidance as to actual content).</p> <p>Use A3 paper to produce task and display around the room.</p> <p>Task 2 – pupils read information around the classroom to produce a mind map of the Dorset coast (use key questions from guidance sheet as headings to cover).</p>	<p>PL – location, geology, physical processes, tectonic processes, glaciation, human processes.</p> <p>Assess knowledge and understanding through oral contributions.</p>	Earth Science – Science.	<p>Covers 4.4b (see Overview).</p> <p>Although this lesson covers a named coastline (as specified in the GCSE specification) this lesson could be used as good re-cap of landforms, physical processes, human activity and influence on the coastline, as well as introducing ideas of erosion and management (which is where SOL is going next).</p> <p>Resources available (main focus on Swanage Bay)</p> <p>Internet/PC's</p>	<p>Oak Academy – Pupil – Subjects – KS4 – Geography – Coasts – lessons 10, 14 and 15.</p> <p>Student Hub – Geography Hub – KS4 – UK's evolving physical landscape – 1 UK physical overview – 10 Named coastal landscape.</p>

	human processes are causing change along a named coastal landscape.	<p>Plenary – 5-5-1:</p> <ul style="list-style-type: none"> <li>Summarise today’s topic in 5 sentences.</li> <li>Reduce to 5 words.</li> <li>Reduce to one word.</li> </ul> <p>PP <a href="#">Dorset coast</a> is available.</p>	<p>Teacher gives advice and guidance to pairs, as well as assess.</p> <p>Peer and self assess A3 Dorset coast work.</p>		<p>GCSE Geography for AQA A (Oxford – old spec) pg. 142-143, 145, 146, 154-156 (touches on management).</p> <p>AQA Geography A (Nelson Thornes - old spec) pg. 152-153.</p> <p>Edexcel GCSE Geography B (Pearson) pg. 145.</p> <p>Could complete as two lessons and/or homework. Bringing pictures in of Dorset coastline would make a good flipped learning task.</p> <p>DVD Managing the Dorset Coast is available – see KEB for folder notes/timings of DVD.</p>	
<b>1</b>	<p><b>1</b> 4.5 The interaction of human and physical processes present challenges along coastlines and there are a variety of management options.</p> <p>LO – To know the reasons why there are increasing risks from coastal flooding and erosion.</p> <p>LO – To appreciate the threats coastal flooding and erosion create for</p>	<p>Starter – images of coastal erosion and coastal flooding. What’s the difference between the two? Use images from PP</p> <p>Task 1 – watch movie clip, use Ws <a href="#">UK at risk</a> to describe location of areas at risk of coastal flooding and coastal erosion. Mind map the impacts of coastal erosion and flooding. Colour code impacts according to social, economic and environmental.</p> <p>Task 2 - causes of coastal flooding and erosion. Pupils use <a href="#">information sheets</a> around the room (rising sea levels, storm surges, flood risks) to complete Ws <a href="#">Coastal challenges</a>.</p> <p>Extension sheet – why do rates of erosion vary?</p> <p>Plenary – image: what is happening here? Why is it happening? What impacts will there be? Can anything be done to stop this?</p> <p>Homework – Ws <a href="#">December 2013 storm and future?</a> Contains exam style question.</p> <p>PP <a href="#">Coastal challenges</a> is available.</p>	<p>PL – location, geology, physical processes, tectonic processes, glaciation, human processes.</p> <p>Assess oral responses of explanation and initial understanding.</p> <p>Pupils amend and alter during feedback/shared responses.</p> <p>Assess ability to explain causes and physical processes that create them.</p> <p>Teacher to provide written feedback.</p>	Earth Science – Science.	<p>Covers 4.5a (see Overview).</p> <p>I have ordered some coastal DVD’s that may help here: Coastal processes and landforms, Extreme weather: Coastal flooding.</p> <p>Edexcel GCSE Geography B (Pearson) pg. 146-147.</p> <p>GCSE Geography Edexcel B (Oxford) pg. 130-32.</p> <p>DVD Class clips 1 Causes of coastal erosion A Holderness Coast, B Rush programme no 12 (both are only couple of minutes long).</p> <p>Use 5W’s to frame questions. Pupils could create their own questions.</p>	<p>CGP GCSE Geography revision guide pg. 56.</p> <p>Student Hub – Geography Hub – KS4 – UK’s evolving physical landscape – 1 UK physical overview – 11 Coastal flooding.</p>



		people and the environment.					
<b>1</b>	<b>2</b>	<p>4.5 The interaction of human and physical processes present challenges along coastlines and there are a variety of management options.</p> <p>LO – To know different types of soft and hard engineering techniques used on coastal landscapes.</p> <p>LO – To understand the reasons for using these techniques and their associated costs and benefits.</p>	<p>Starter – images of hard/soft engineering coastal defence. What are these? Real life examples?</p> <p>Task 1 - idea of managing the coastline – can we protect the coastline? Use Ws <a href="#">Norfolk</a>, pupils produce spider diagram 'Coastal management' and highlight key points on sheet.</p> <p>Task 2 – use information sheets (<a href="#">hard</a> and <a href="#">soft</a> engineering methods) around room to complete Ws <a href="#">Coastal defences</a>. Covers 2 methods of hard and soft engineering. Feedback, discussion and review.</p> <p>Plenary – in pairs plan an answer to exam style question: 'Assess the costs and benefits of hard and soft engineering to manage erosion risks in the UK'. (12 marks)</p> <p>Homework – complete exam question and/or Key vocabulary sheet.</p> <p>PP <a href="#">Coastal management</a> is available.</p>	<p>PL – location, geology, physical processes, tectonic processes, glaciation, human processes, cost-benefit analysis.</p> <p>Orally assess understanding of coastal defence.</p> <p>Pupils amend, add and alter during feedback and review.</p> <p>Peer discussion and planning. Written teacher feedback to be used if question set.</p>	<p>Earth Science – Science.</p> <p>Moral and ethical issues – PHSE.</p> <p>Cost-benefit analysis – Business Studies.</p> <p>Extended writing to assess – Literacy.</p>	<p>Covers 4.5b (see Overview).</p> <p>Exposition and discussion needs to cover ICZM (Integrated Coastal Management Zone), Environment Agency and SMP (Shoreline Management Plan), options 1-4, cost-benefit analysis, hard and soft engineering.</p> <p>Coastal defences covers Sea wall (rip-rap), Groynes, Slope stabilisation and Beach replenishment.</p> <p>Edexcel GCSE Geography B (Pearson) pg. 148-149.</p> <p>GCSE Geography Edexcel B (Oxford) pg. 134-137.</p> <p>Alternative exam question: 'Explain why coastal management decisions can lead to conflict'. (4 marks)</p> <p>Use specimen papers for generic mark schemes for 4 and 12 mark questions.</p> <p>Key vocabulary for <a href="#">EQ2 EQ3</a>.</p> <p><b>Complete as two lessons – use flexibility.</b></p> <p><b>Use the Plus/Minus/Interesting strategy - no resources needed – done in pupil's exercise books, use different coloured pens/key?</b></p>	<p>CGP GCSE Geography revision guide pg. 57.</p> <p>Oak Academy – Pupil – Subjects – KS4 – Geography – Coasts – lessons 11, 12 and 13.</p> <p>Student Hub – Geography Hub – KS4 – UK's evolving physical landscape – 1 UK physical overview – 12 Hard soft engineering.</p>
<b>1</b>	<b>3</b>	Flexibility.	Flexibility.			<p>DVD's could be used here as re-cap, reinforcement. We have also got copy of Coast series 1 (full episode contents list is available) which covers many aspects of specification.</p> <p>Complete review and action needed for Coasts section (use Overview sheet).</p>	<p>CGP GCSE Geography revision guide pg. 58.</p> <p>Student Hub – Geography Hub – KS4 – UK's evolving physical landscape – 1 UK physical overview – 13 Flexibility review.</p>

					<a href="#">Pupil review sheet.</a> Learning grid <a href="#">Coasts</a> is available for re-cap, review and reinforce. Will need dice – see KEB R022.		
<b>1</b>	<b>4</b>	4.6 Distinctive river landscapes have different characteristics formed by interacting physical processes.  LO – To know the key characteristics of a river.  LO – To have an awareness of how river landscapes contrast between upper, middle and lower courses.	Explain Ws <a href="#">Overview of River processes and pressures.</a>  Starter – Ws <a href="#">Blank drainage basin diagram</a> , list of <a href="#">terms and definitions</a> to match (pair or individual work). Feedback and review/discuss. Reinforce with Ws <a href="#">Yorkshire rivers.</a>  Task 1 - how do river landscapes change downstream? Watch movie clip on PP River landscapes (River Severn) and describe main physical and human changes they see along the way. Feedback and review.  Task 2 – A3 River profile sheet and <a href="#">labels</a> to place along the rivers different stages.  Extension – describe and explain how the river changes along its course.  Plenary – pictures of different stages and features of a river (including OS maps) are they upper, middle or lower?  PP <a href="#">River landscapes</a> is available.  Homework Ws <a href="#">River changes</a> (includes Bradshaw model) questions relating to graphs/tables etc.	PL – location, geology, physical processes, tectonic processes, glaciation, human processes.  Assess prior knowledge and understanding of rivers and drainage basin orally and through Q and A.  Assess observations from the clip and understanding of changes – explanations?  Assess accuracy of where labels have been placed.  Assess via voting, show of hands/stand up/sit down/stand on chair or quiz method.  To be peer/self-assessed as starter next lesson.	Earth Science – Science.	Covers 4.6a (see Overview).  Starter goes over basic parts and terminology associated with rivers.  Ws Yorkshire rivers could be annotated/labelled with any parts of river pupils were unsure of.  Teacher could draw simplistic diagram on board to show main changes in river – use cartoons/symbol drawings.  Edexcel GCSE Geography B (Pearson) pg. 158.  GCSE Geography Edexcel B (Oxford) pg. 146-147.  Task 2 should introduce key ideas of long and cross profile, upper, middle and lower course, plus changes on shape, gradient, sediment size, velocity along the river.  <a href="#">Knowledge organiser</a> is available.  Key vocabulary for <a href="#">EQ4 and EQ5</a> could give out terms lesson by lesson, or use sheet as part of review or flexibility lesson.  <b>This will take two lessons to complete.</b>	CGP GCSE Geography revision guide pg. 59, 60, 66.  Oak Academy – Pupil – Subjects – KS4 – Geography – Rivers – lessons 1 and 2.  Student Hub – Geography Hub – KS4 – UK’s evolving physical landscape – 14 Changing river landscape.
<b>1</b>	<b>5</b>	4.6 Distinctive river landscapes have	Re-cap how a river changes from source to mouth (use homework task from previous lesson).	PL – location, geology, physical processes, tectonic processes,	Earth Science – Science.	Covers 4.6b (see Overview).	CGP GCSE Geography revision guide pg. 61-65.

	<p>different characteristic s formed by interacting physical processes.</p> <p>LO – To understand the processes that shape river landscapes and landforms.</p>	<p>Starter – images of river landscapes and landforms – how many can we name? What processes helped shape/create them?</p> <p>Task 1 – re-cap processes of weathering and mass movement. Give out Ws <a href="#">Processes</a> as re-cap.</p> <p>Task 2 – River processes – erosion, transportation and deposition. Use storytelling for erosion types (hydraulic action, abrasion, solution and attrition). Use Ws <a href="#">Transportation pictures</a> and <a href="#">labels</a> to cut out and match. Ws <a href="#">Deposition</a> – highlighting or memory test. Feedback and review.</p> <p>Plenary – quiz on processes. Image of waterfall – apply the processes.</p> <p>PP <a href="#">River processes</a> is available.</p> <p>Homework – learn the processes. Use SAM learning to self-test.</p>	<p>glaciation, human processes.</p> <p>Orally assess contributions and accuracy of homework.</p> <p>Assess prior knowledge of river landforms from KS3</p> <p>Use mini-whiteboards and quiz to assess recall of these processes.</p> <p>Assess accuracy of responses.</p> <p>Assess recall and understanding of processes.</p>		<p>Re-cap cover long/cross profile, Bradshaw’s model, vertical/lateral erosion.</p> <p>Edexcel GCSE Geography B (Pearson) pg. 158-159.</p> <p>GCSE Geography Edexcel B (Oxford) pg. 142-143.</p> <p>Previous sections of UK physical environment have covered weathering and mass movement.</p> <p>Need to make sure you have covered erosion – higher when large amount of water, steep gradient, rivers have most energy for eroding and transporting sediment. Type of transportation is also linked to energy levels of river. <u>Extension task</u>: sorting erosion and transportation processes into order related to energy required.</p> <p><a href="#">Reading images activity (could be used in lesson 14 or 15), <a href="#">river images</a> available for students to label. Print the images in colour for detail/clarity.</a></p>	<p>Oak Academy – Pupil – Subjects – KS4 – Geography – Rivers – lessons 3, 4 and 5.</p> <p>Student Hub – Geography Hub – KS4 – UK’s evolving physical landscape – 1 UK physical overview – 15 River processes and landforms.</p>	
<b>1</b>	<b>6</b>	<p>4.6 Distinctive river landscapes have different characteristics formed by interacting physical processes.</p> <p>LO – To know the key features of river landforms.</p>	<p>Starter – processes quiz or alternatively name and identify river landforms (extension upper, middle or lower course).</p> <p>Task 1 – landforms in upper course of a river – interlocking spurs and waterfalls/gorge formation. Show photos from PP River Landforms and model formation. Pupils need to complete Ws <a href="#">Interlocking spurs</a> photo to explain formation. Ws <a href="#">Waterfalls</a> matching and sequencing activity, plus Ws <a href="#">Waterfall 2</a> photo to label.</p> <p>Extension exam question: Explain the processes that lead to the formation of a waterfall. 4 marks</p> <p>Task 2 – teacher modelling of meanders and their formation. Ws <a href="#">Meanders</a> pupils have to sequence and explain formation (will need to colour code and key erosion/deposition/fastest flow). Ws <a href="#">Meanders 2</a></p>	<p>PL – location, geology, physical processes, tectonic processes, glaciation, human processes.</p> <p>Assess accuracy using vocabulary books, mini-whiteboards etc.</p> <p>Assess knowledge and understanding of landforms.</p>	<p>Earth Science – Science.</p>	<p>Covers 4.6b (see Overview).</p> <p>Movie clip Waterfalls features the song Waterfall by The Stone Roses, please try and educate them musically as well.</p> <p>Edexcel GCSE Geography B (Pearson) pg. 160-161.</p> <p>GCSE Geography Edexcel B (Oxford) pg. 140-141, 145.</p> <p>If you feel adventurous, I have used chalk and Redgrave foyer to teach meanders.</p>	<p>CGP GCSE Geography revision guide pg. 61-65.</p> <p>Oak Academy – Pupil – Subjects – KS4 – Geography – Rivers – lessons 5 and 6.</p> <p>Student Hub – Geography Hub – KS4 – UK’s evolving physical landscape – 1 UK physical overview – 16 River processes and landforms 2.</p>

		<p>LO – To be able to describe and explain the formation of river landforms.</p>	<p>labelling of photo and main features – including cross section of meander.</p> <p>Plenary – review the landforms and formation of.</p> <p>PP River landforms is available.</p> <p>Independent Learning Homework task 6 – To produce an explanation for formation of floodplain, levees and deltas. Need to include diagrams, photos and label the main features of landforms.</p>	<p>Check accuracy of responses, knowledge and understanding.</p> <p>Peer and self-assess responses, alter, add and amend with purple pen.</p>		<p>Pearson textbook is simple and straightforward, Oxford starts going on about helicoidal flow and thalweg!</p> <p>Plenary could use the textbooks to check knowledge, understanding and accuracy of work completed.</p> <p>Ws <a href="#">Levees and floodplains</a> is available (from old spec).</p> <p><b>This will take two lessons to complete.</b></p>	
<b>1</b>	<b>7</b>	<p>4.7 River landscapes are influenced by human activity interacting with physical processes.</p> <p>LO – To understand how storm hydrographs and lag times can be affected by physical and human factors.</p>	<p>Starter – OS map starter – can we identify the river landforms?</p> <p>Task 1 – how does precipitation enter a river? In pairs look at Ws <a href="#">Water cycle</a> – find simple and complex answers. Feedback and discuss.</p> <p>Task 2 - label and explain the main features of a storm hydrograph, Ws <a href="#">Hydrograph</a>. Extension –what factors may alter shape of hydrograph?</p> <p>Task 3 – <a href="#">card sort</a> relating to 2 contrasting hydrographs – quick flows/steeper and slow flows/flatter. Record on table under <a href="#">headings</a>. Use images of <a href="#">two different hydrographs</a> as stimulus. Feedback and review.</p> <p>Plenary – use mini whiteboards to draw/label hydrograph – with partner explain factors that may determine shape.</p> <p>Homework – continue with ILH 6. Exam questions are available.</p> <p>PP <a href="#">Storm hydrographs</a> is available.</p>	<p>PL – location, geology, physical processes, tectonic processes, glaciation, human processes, OS maps skills.</p> <p>Assess recognition of river landforms and OS map skills.</p> <p>Peer/self-assess responses and explanations.</p> <p>Assess knowledge and understanding of completed hydrograph.</p> <p>Assess accurate completion of card sort and table.</p>	<p>Earth Science – Science.</p> <p>Co-ordinates – Numeracy.</p>	<p>Covers 4.6c and 4.7a (see Overview).</p> <p>Key idea from Task 1 is that water levels in a river do not stay the same – discharge.</p> <p>Task 2 – include rising limb, falling limb, normal basal flow, peak, lag time.</p> <p>Edexcel GCSE Geography B (Pearson) pg. 166-167.</p> <p>GCSE Geography Edexcel B (Oxford) pg. 150-151.</p> <p>AQA A GCSE Geography (old spec) pg. 108-110.</p> <p>Ws <a href="#">Storm hydrographs</a> is available (from old spec).</p> <p>Answers to card sort are in Edexcel textbook pg. 167.</p> <p><a href="#">Summary sheet</a> is available.</p> <p>Exam questions:</p>	<p>CGP GCSE Geography revision guide pg. 67.</p> <p>Oak Academy – Pupil – Subjects – KS4 – Geography – Rivers – lesson 8 and 10.</p> <p>Student Hub – Geography Hub – KS4 – UK’s evolving physical landscape – 1 UK physical overview – 17 Hydrographs human activities.</p>

					<p>Explain how drainage basin shape can affect the shape of a storm hydrograph. (4 marks)</p> <p>Assess the value of hydrographs in helping to evaluate flood risks to people and their property. (12 marks).</p> <p><b>This will take more than one lesson to complete.</b></p>		
<b>1</b>	<b>8</b>	<p>4.7 River landscapes are influenced by human activity interacting with physical processes.</p> <p>LO – To understand how the interaction of physical and human processes is causing flooding along the River Severn.</p>	<p>Starter – show movie clip on River Severn from source to mouth. How does the river change?</p> <p>Task 1 – use double page to put together basic information on River Severn, location, basic features and changes. Use movie clip observations, textbook and <a href="#">information sheet</a>.</p> <p>Task 2 – images of flooding along the Severn – need to explain why the river floods. In pairs use textbook to describe and explain reasons, focus on 2007 floods, human and physical factors. Extension – which factor is having the greatest influence on flooding? Feedback and review.</p> <p>Plenary/Homework – create named example/case study notes for River Severn, include impacts/effects of 2007 Severn flood.</p> <p>PP – <a href="#">River Severn</a> is available.</p>	<p>PL – location, geology, physical processes, tectonic processes, glaciation, human processes, weather and climate.</p> <p>Assess observations of river changes and re-cap of rivers content covered so far.</p> <p>Application of knowledge and understanding of rivers to named example.</p> <p>Self and peer assess responses to Task 2.</p>	<p>Earth Science – Science.</p>	<p>Covers 4.7b (see Overview).</p> <p>Lesson also acts as a re-cap for stages of a river/long profile etc. Have seen movie clip before. Specification states need a named example of a river – we may be using tributaries of Severn for fieldwork.</p> <p>Edexcel GCSE Geography B (Pearson) pg. 162-163 and pg. 168-169 (flooding).</p> <p>Could use Internet/PC's to find images of flooding along River Severn to include in Task 2.</p> <p><b>Could use this as flipped learning activity – pictures of River Severn.</b></p>	<p>Student Hub – Geography Hub – KS4 – UK's evolving physical landscape – 1 UK physical overview – 18 Flooding named river.</p>
<b>1</b>	<b>9</b>	<p>4.8 Some rivers are more prone to flood than others and there is a variety of river management options.</p>	<p>Starter – asking questions, in pairs pupils are provided with an image of recent UK flooding events, pupils create 5W's questions around the image, then swap with partner who provides answer for 3 of them.</p> <p>Task 1 - why is the risk of flooding increasing? Pupils are given Ws <a href="#">Flood events</a> have to classify by highlighting social, economic and environmental effects of flooding. Use PP River Severn flooding to illustrate frequency. Pupils use textbook Edexcel textbook pg. 170-171 to write bullet point summary. Extension –</p>	<p>PL – location, geology, physical processes, tectonic processes, glaciation, human processes, weather and climate.</p> <p>Assess knowledge and understanding</p>	<p>Earth Science – Science.</p>	<p>Covers 4.8a (see Overview).</p> <p><a href="#">Tewkesbury</a> and <a href="#">Somerset</a> levels are available for starter activity.</p> <p>Edexcel GCSE Geography B (Pearson) pg. 170-171.</p> <p>Starter is optional – could use Task 1 as starter.</p>	<p>CGP GCSE Geography revision guide pg. 69.</p> <p>Oak Academy – Pupil – Subjects – KS4 – Geography – Rivers – lessons 8 and 9.</p> <p>Student Hub – Geography Hub – KS4 – UK's evolving</p>

	<p>LO – To have an awareness of the increasing risks of flooding and the threats this provides for people and the environment.</p>	<p>which factor will contribute the most to increased flooding?</p> <p>Task 2 – investigate the role of the Environment Agency (IGO). Read Ws <a href="#">Environment Agency</a>, highlight what organisation does, complete activities 1 and 2 from pg. 171. Extension – what questions does the article prompt?</p> <p>Plenary – why is the risk of flooding increasing? Write a newspaper headline.</p> <p>PP <a href="#">River flooding</a> is available.</p> <p>Homework – visit Environment Agency website to find out about what they do, advice for home owners, property postcode for flood risk etc. <a href="http://www.environment-agency.gov.uk">www.environment-agency.gov.uk</a></p>	<p>of causes and effects of floods.</p> <p>Self-assess ability to differentiate social, economic and environmental effects.</p> <p>Assess ability to summarise and explain.</p> <p>Assess understanding of role of Government Agency in managing floods.</p>		<p>Reasons for increased risk of flooding include: population increase, building on floodplain, urbanisation, changes to land-use, and changes to weather patterns (climate change).</p> <p>Demonstrate Environment Agency website using schools postcode to show river Tame and flood management methods.</p> <p>Exam question available: 'Explain two reasons why flood risks in the UK are rising'. (4 marks)</p> <p>Starter activity use Inference squares (<a href="#">template</a> available) of flood images. Individual or paired activity, feedback and discuss.</p>	<p>physical landscape – 1 UK physical overview – 19 Flood risks and threats.</p>
2	<p>0</p> <p>4.8 Some rivers are more prone to flood than others and there is a variety of river management options.</p> <p>LO – To know the different techniques used to manage rivers.</p> <p>LO – To appreciate how the use</p>	<p>Starter – watch: <a href="http://www.bbc.co.uk/news/uk-england-25511280">http://www.bbc.co.uk/news/uk-england-25511280</a> are the river defences effective? Think, pair, share – how could you protect own home from flooding?</p> <p>Task 1 – introduce methods of reducing flooding, <a href="#">hard</a> and <a href="#">soft</a> engineering. Use images from PP <a href="#">Flood management</a> to name different methods. Pupils complete <a href="#">table</a> to name method, advantages and disadvantages. Colour code costs and benefits to classify into economic, environmental and social. Extension – research and name real place examples.</p> <p>Feedback, discussion and review.</p> <p>Task 2 – applying hard and soft engineering to River Severn flooding in Bewdley. Read Ws <a href="#">Bewdley</a> and complete activities 1 and 2. Complete tasks and additional research on Bewdley flood barrier for homework.</p>	<p>PL – location, geology, physical processes, tectonic processes, glaciation, human processes, cost-benefit analysis.</p> <p>Assess observations and ideas on flood preparation within the home.</p> <p>Pupils amend, alter and add with purple pen during</p>	<p>Earth Science – Science.</p> <p>Moral/Ethical issues – PHSE.</p> <p>Cost-benefit analysis – Business Studies.</p>	<p>Covers 4.8b (see Overview).</p> <p>BBC News clip is about River Severn and flood barrier.</p> <p>Edexcel GCSE Geography B (Pearson) pg. 172-173 (Hard and soft engineering), 174-175 (Bewdley).</p> <p>Task 1 – either use Pearson textbook or information sheets around classroom.</p> <p>Exam questions available:</p> <p>'Describe the differences between soft and hard engineering'. (2 marks)</p> <p>'Explain why soft engineering is often preferred to hard engineering when managing flood risk.' (4 marks)</p>	<p>CGP GCSE Geography revision guide pg. 70</p> <p>Oak Academy – Pupil – Subjects – KS4 – Geography – Rivers – lessons 11, 12, 13 and 14.</p> <p>Student Hub – Geography Hub – KS4 – UK's evolving physical landscape – 1 UK physical overview – 20 Flood management.</p>

	of different river management techniques will have both costs and benefits on river channels and the surrounding environment.	Plenary – in pairs play Pictionary with different hard and soft engineering methods. PP <a href="#">Flood management</a> is available.	feedback and review.  Teacher to assess and provide written feedback.		Task 2 – some maths involved in cost-benefit ratio being calculated for flood defence options.  <b>This will take more than one lesson to complete.</b>  Flood management strategies (hard and soft engineering) Diamond 9 formation is available to use. Pupils need to select, sort and justify choices. <a href="#">Cards</a> available to use.	
<b>2</b>	<b>1</b> Flexibility	Flexibility – could be used to complete content or reinforce areas.  Ws <a href="#">Odd One Out</a> (Thinking Skills activity) is available.  Could also complete/reinforce OS maps skills tasks on rivers. Ws <a href="#">Edexcel OS Rivers</a> is available.			Various department Rivers DVD's are available.  <b>UK Physical extended writing - 8 marks will need to be completed.</b>  Complete review and action needed for Rivers section (use <a href="#">Overview sheet</a> ).  Use Key vocabulary sheet <a href="#">EQ4</a> and <a href="#">EQ5</a> to prompt and review.  Learning grid <a href="#">Rivers</a> available to use for review, revision and recall. Dice available from R022 KEB.  <a href="#">Pupil review sheet</a> .	CGP GCSE Geography revision guide pg. 71.  Student Hub – Geography Hub – KS4 – UK's evolving physical landscape – 1 UK physical overview – 21 Flexibility review.

## Scheme of Learning

Curriculum area: Geography

Key Stage: KS4 GCSE Geography

Unit/Topic Title: UK's evolving physical landscape (Component 2 UK Geographical Issues)