**ICT Opportunities:**

Digital photographs – child led

Video diary – child led

**Resources:**

Swanage Pier Presentation

Swanage Pier worksheets photocopied

**Links to PSHE, Citizenship or Global Citizenship:**

* Collaboration
* Team building
* Communication

**Vocabulary:** Erosion, headland, bay, stack, stump, cave, arch, wave cut platform, wave cut notch, attrition, hydraulic action, constructive, destructive.

**NC References:**

Geomorphic processes and landscape – How geomorphic processes at different scales, operating in combination with geology, climate and human activity have influenced and continue to influence the landscapes of the UK.

Fieldwork overall should include exploration of physical and human processes and the interactions between them.

**Link to next session:**

Weathering and mass movement

**Pupil Age: 14-16**

The Swanage Pier Trust has prepared this plan, presentation and resources for school groups visiting Swanage Pier. The plan and teaching resources are editable to enable them to be tailored to the different needs of student groups.

**Year Group: Y10 and Y11**

**Subject / Theme of Lesson:**

Geography – To explain, using geographical language, the landforms created by coastal erosion

**How the learning will be assessed:**

Teacher/Facilitator: Observation/Questioning/photography/ discussions

Child led: Photography/video/discussions/peer

**Timing Overview of lesson**

**5 min Introduction to the theme.** To explain, using geographical language, the landforms created by coastal erosion

Discuss learning objective and aims.

**30 min. Presentation**

Presentation can be delivered in the classroom or in the Swanage Pier education room.

**Activities**

Activities should be completed on Swanage Pier. In bad weather the Swanage Pier education room can be used as this provides a view of the Pier. The details of each activity should be read aloud to the whole group.

Activities can be completed individually, in pairs or in small groups.

**Activity Differentiation:**

**LA:** Additional support to be provided by teaching assistant to help guide students through the activities.

**MA:** Students can be encouraged to provide more detailed answers for activities 1,2, 4 and 5

**5 min Plenary / Reflection on the learning**

Initiate discussion based upon their experiences and question it further through a dialogic based approach.

Beat the Teacher – Your task is to try and beat the teacher!

Come up with questions based around your learning today and see if the teacher can answer them.

**Learning Objectives:**

To describe what a headland and a bay is

To explain how headlands and bays are formed

To describe what a wave cut platform is and a wave cut notch

To explain how wave cut platforms and wave cut notches are formed

To explain how caves, arches, stacks and stumps are formed