St Peter's Roman Catholic Primary School

# Geography Class 4 Year A - Our Changing World

Substantive concept: Physical and human processes / Environmental impact

Disciplinary concept: Fieldwork / Cause and consequence

**Enquiry Question:** How do physical and human processes cause coastal erosion, and what are the consequences for people and the environment in the UK?

**What is this topic about?**

In this unit, we will discover some of the many ways in which the world around us is changing. From coastal erosion to political changes, there are many factors at work. We will learn about the structure of the UK and how its shape and geography have changed over thousands of years. We will have the chance to predict the future and look at what might change again in our lifetime.

**During this unit, I will discover ...**

- How erosion and weathering can change the landscape.
- How coastal features are formed and some coastal features of the UK.
- Some ways in which water and weather can change coastlines and that they have changed the coastline of the UK over time.
- That the make-up of the UK has changed over time.
- That the international borders of Europe have changed over time.
- How landscapes change over time.

**During this unit, I will work historically to ...**

- Identify and describe key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of erosion, weathering, coastal features and changing landscapes.
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time in the context of coastal features, coastal erosion in the UK and the changing make-up of the United Kingdom..
- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities in the context of the changing international borders of Europe.
- Demonstrate understanding of key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water by looking at how landscapes change over time.





**Key Knowledge (linked to concepts). What children NEED to know.**

Coastal erosion is when the sea wears away the land along the coast. **Physical processes** like waves crashing against cliffs, tides rising and falling, and storms breaking up rocks all slowly change the shape of the coastline. Over thousands of years, these natural forces have made bays, headlands and beaches. **Human processes** can speed up coastal erosion. For example, removing sand and gravel from beaches or building sea defences in one place can make erosion worse in another. People also build houses and roads close to the coast, which means erosion threatens their homes. The **consequences** are that some land and buildings may be lost to the sea, animals and plants can lose their habitats, and communities may have to move or build expensive defences. In the **future**, rising sea levels from climate change could make coastal erosion even faster, so humans will need to make decisions about protecting coastlines or letting nature take its course.

| Key Vocabulary | | |
|---|---|---|
| physical weathering | erosion | human changes |
| chemical weathering | minerals | regeneration |
| biological weathering | physical changes | protection |