

<b>Teacher(s)</b>	<b>MDI</b>	<b>Subject group and discipline</b>	<b>Geog (I&amp;S)</b>		
<b>Unit title</b>	<b>Stormy waters ahead: The future of Britain's coastline</b>	<b>MYP year</b>	<b>3 (yr9)</b>	<b>Unit duration (hrs)</b>	<b>18</b>

Inquiry: Establishing the purpose of the unit

<b>Key concept</b>	<b>Related concept(s)</b>	<b>Global context</b>
<b>Systems</b>	<b>Management and Intervention</b>	<b>Scientific and Technical Innovation</b>
<b>Statement of inquiry</b>		
<p>Systems require scientific and technical innovation to manage their changing components</p> <p><i>Climate change is affecting the shape of Britain's coastline and needs intervention to manage the retreat observed.</i></p>		
<b>Inquiry questions</b>		
<p><b>Factual— What is a constructive wave?</b></p> <p><b>Conceptual— How can human intervention slow the damage caused by rising coastal tides?</b></p> <p><b>Debatable— Can 'hold the line' plans succeed whilst still balancing the need for natural systems?</b></p>		
<b>Objectives</b>	<b>Summative assessment</b>	

<p><b>Criterion A: Knowing and understanding</b></p> <p>At the end of year 3, students should be able to:</p> <ul style="list-style-type: none"> <li>i. use a range of terminology in context</li> <li>ii. demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples.</li> </ul> <p><b>Criterion C: Communicating</b></p> <p>At the end of year 3, students should be able to:</p> <ul style="list-style-type: none"> <li>i. communicate information and ideas in a way that is appropriate for the audience and purpose</li> <li>ii. structure information and ideas according to the task instructions</li> <li>iii. create a reference list and cite sources of information.</li> </ul>	<p>Outline of summative assessment task(s) including assessment criteria:</p> <p><b>GOAL:</b> Come up with a plan that looks at the Holderness coastline and how to defend it without compromising the needs</p> <p><b>ROLE:</b> EA agency in control of the defence planning and creation of the Holderness coastline</p> <p><b>AUDIENCE:</b> Government officials holding the budget</p> <p><b>SITUATION:</b> Holderness coastline has active erosion if left undefended</p> <p><b>PURPOSE:</b> Discuss the strengths and weaknesses of defences beyond their ability to slow erosion and cliff retreat</p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>Rising tides and storms with climate change is putting weaker geologies at risk faster erosion. The natural systems are in flux. More investment will be needed to defend the country's coastal economies. New systems of defence are needed to intervene in this time of change.</p>
<p><b>Approaches to learning (ATL)</b></p>		