



UKS2 Cycle B

Geography – What is the coast around Britain like?

Autumn Term (T1) 2026

Prior knowledge

- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including rivers), and land-use patterns; and understand how some of these aspects have changed over time (Review of River Processes – Middle School)

Future knowledge

Key Stage 3 Curriculum

Key Vocabulary

Cliff, beach, cave, arch, stack, peninsula, tombolo, spit, salt marsh, deposition, erosion, lighthouse, pier, harbour, port hydraulic action, abrasion,

attrition, solution, coastal management, coastal defences, hard engineering, groynes, rip-rap, gabions, weathering, pollution, tourism

Learning Sequence

L1: What is a coast?

L.I. To define what a coast is and to learn about coastal features.

Substantive Knowledge:

- Know what a coast is.
- Know what coastal features are like.

Disciplinary Knowledge:

- To observe and collect information from photographs. (Fieldwork skill)



L2: Mapping the Coast – What is the coast like? How can maps help us identify coastal features?

L.I. To use maps and other sources to recognise, locate and describe a range of coastal features in the UK.

Substantive Knowledge:

- Know what physical and human coastal features look like on a map. (spit, estuary, headland, bay, beach, cliff, port, harbour, pier, lighthouse)
- Know about the land use of coastal areas.

Disciplinary Knowledge:

- Be able to identify physical and human coastal features on a map and use the information to describe a coastal walk.



L3: Coastal Erosion

L.I. To explain why the sea erodes the land.

Substantive Knowledge:

- Know how waves are formed.
- Understand what coastal erosion is and how it affects coastlines.
- Know the four types of coastal erosion: hydraulic action, abrasion, attrition, solution
- Know the geology of an area affects erosion.

Disciplinary Knowledge:

- Explain how physical processes of erosion affect the coastline. (Formation of caves, arches, stacks & stumps.)



L4: The Changing Coastline

L.I. To use geographical vocabulary to describe coastal processes.

Substantive Knowledge:

- Understand how coasts are formed including the processes of erosion and deposition.

Disciplinary Knowledge:

- Explain how physical processes of deposition affect the coastline. (Formation of spits, bars, tombolo, saltmarshes, lagoons.)



L5: Protecting the Land

L.I. To name and describe different types of coastal protection and discuss their effectiveness.

Substantive Knowledge:

- Understand the need for coastal management strategies.
- Know the difference between hard engineering (sea wall, groynes, rip rap) and soft engineering (beach nourishment, profiling)
- Consider the advantages and disadvantages of both methods of coastal management.
- Consider how the coastline is changing. (It is decreasing due to erosion and the impact of groynes.)

Disciplinary Knowledge:

- Analyse evidence of coastal erosion using maps and aerial photographs.
- Express own views about coastal defences, suggest a way to solve the problem, considering the views of locals affected.
- Compare the suggestions of others to their own idea.
- Understand that actions taken in the short term can have long-term consequences.



L6: Coasts and Tourism

L.I. To research and present information about a coastal place using geographical enquiry and sources.

Substantive Knowledge:

- Explore the impact of tourism on coastal regions.

Disciplinary Knowledge:

- Reach a geographical conclusion and begin to debate the impact of human activity on the world (tourism).

