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OCR
Oxford Cambridge and RSA

GCSE (9–1)
Delivery Guide

GEOGRAPHY B (GEOGRAPHY FOR ENQUIRING MINDS)

J384
For first teaching in 2016

Distinctive Landscapes

Version 1

www.ocr.org.uk/geography

GCSE (9–1)

GEOGRAPHY B (GEOGRAPHY FOR ENQUIRING MINDS)

Delivery guides are designed to represent a body of knowledge about teaching a particular topic and contain:

- Content: A clear outline of the content covered by the delivery guide;
- Thinking Conceptually: Expert guidance on the key concepts involved, common difficulties students may have, approaches to teaching that can help students understand these concepts and how this topic links conceptually to other areas of the subject;
- Thinking Contextually: A range of suggested teaching activities using a variety of themes so that different activities can be selected which best suit particular classes, learning styles or teaching approaches.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email resources.feedback@ocr.org.uk

Curriculum content

3.1. What makes a landscape distinctive?	
a. What is a landscape? • How the concept of a landscape can be defined, including the differences between built and natural landscapes.	R, L, F
b. Where are the physical landscapes of the UK? • Overview of the distribution of upland, lowland and glaciated landscapes in the UK. • Overview of the characteristics of these landscapes which make them distinctive including their geology, climate and human activity.	N
3.2. What makes any two landscapes in the UK so different?	
a. What physical processes shape coastal landscapes? • The geomorphic processes that are involved in shaping landscapes, including weathering (mechanical, chemical, biological), mass movement (sliding, slumping), erosion (abrasion, hydraulic action, attrition, solution), transport (traction, saltation, suspension, solution), deposition. • The formation of coastal landforms including headlands, bays, cave, arch, stack, beach and spit. • The formation of river landforms including waterfall, gorge, v-shaped valley, floodplain, levee, meander and oxbow lake.	L, F
b. What are the characteristics of your chosen landscape? • **Case study** of **two** landscapes in the UK, **one** coastal landscape and **one** river basin, to include the study of: - The landforms created by geomorphic processes - The geomorphic processes operating at different scales and how they are influenced by geology and climate - How human activity, including management, works in combination with geomorphic processes to impact the landscape.	R, L, F

Thinking conceptually

Distinctive Landscapes

Students will gain an overview of the natural landscapes that the United Kingdom has to offer and unravel the geographical processes that make them distinctive. This topic then allows students to gain a deeper understanding of the geomorphic processes that shape both coastal and river landscapes and consider the human influence on these.

Approaches to teaching the content:

- Throughout this topic, there should be a focus upon the keyword, 'distinctive'. It appears in the title and permeates throughout the content. It is intended therefore that there is a focus upon real UK landscapes, landforms and processes, rather than discussion of generic versions.
- As a starting point 'what is a landscape?' with consideration of both natural and built landscapes is a good place to begin. This then needs to be set within the context of the UK's physical landscapes and what makes them distinctive. Since this is an overview, there is no need for detailed case studies, but students must be able to indicate examples for both landscapes and their distinctive characteristics.
- Key elements for students to understand are the geomorphic processes that are involved in shaping landscapes and the formation of coastal and river landforms, whilst showing how they might vary over space and time.
- The main content involves the study of two different, distinctive UK landscapes, one coastal and one river. Key to the successful delivery of both landscapes will be the application of specific geographical knowledge, via detailed reference to case studies.
- Fieldwork is an examinable part of the 'Our Natural World' examination paper and this topic provides opportunities to deliver this key aspect, as well as a range of geographical skills.

Common misconceptions or difficulties students may have:

- 'Distinctive' will be a challenge to some candidates and so some time should be spent focusing upon this word that is key to the whole topic.
- Students often *describe* rather than *explain* geomorphic processes and so there is a need for a greater development of *how* a landform is formed.
- Geology will not be familiar to many. It is important to refer to both the role of geological type *and* structure.
- Annotation, particularly of sketches and photographs, is a skill that can cause difficulty to many at this level. Why not set tasks that require students to produce all their explanations as annotations for a particular landform?

Links to other areas of the specification:

- Both fieldwork and geographical skills are part of the assessment of Our Natural World. Both landscapes (coast and river) could provide opportunity for their delivery. Cartographical skills e.g. relief interpretation and graphical skills e.g. beach cross-sections are examples of other skills that could be delivered.
- 1.1.b requires study of a UK-based natural hazard – if flash flooding is chosen, you could make links to your UK river basin case study if appropriate.
- The study of Plate Tectonics in 1.2 provides some overlap with the characteristics of the UK's physical landscapes, with former volcanoes prominent in some upland areas.
- Both 5.1 and 5.2 require the study of the built landscape through the study of world cities and megacities with case studies of an AC city and LIDC or EDC city.
- 7.1 requires the study of UK population and its economy, both influenced by the UK's physical landscape.
- The influence of physical landscape upon food production, mining and water transfer from 8.1, also offers possible links within a UK context and presents distinctive characteristics of such landscapes.

Thinking contextually

Student Activity 1
What makes a landscape distinctive? 3.1.a

The aim of this activity is to explore the meaning of 'landscape' through the exemplar of the School landscape and identify what makes it distinctive.

- The student or group activity is to produce a spider diagram for the characteristics of their own School landscape. What are its physical, environmental and human characteristics that make it distinctive?
- It is envisaged that relief, vegetation, prominent buildings and major developments will be appropriate to all school landscapes and you may decide to give these headings as guidance. However, personal aspects such as their own tutor base, their favourite subject/ activity or the dining hall are also equally important in establishing what makes up the landscape and should be encouraged.
- A sharing of class ideas should enable a better understanding of what constitutes a landscape and what makes it distinctive by the end of the lesson.
- As a follow up or extension activity students could apply the principles of what they have learnt to a notable local physical landscape.

Student Activity 2
What makes these UK landscapes distinctive? 3.1.a

Student Activity 1

- The aim of this activity is to identify the distinctive characteristics of the selected UK landscapes.
- Using Student Activity 1 students should draw arrows to locate the images with the UK on the map, to gain an initial understanding of where the landscapes are located. Then, with your local landscape photograph displayed, discuss the distinctive characteristics that make up your local landscape, students should then annotate the local area photograph on Student Activity 1.
- Using larger A3 versions of each image (Student Activity 1) split the class into five groups, one for each of the remaining photographs, as a group students should work together to identify the distinctive characteristics of their allocated landscape.
- Groups can then report back their findings to the rest of the class which can then be added to their own copy of Student Activity 1.
- To support the development of fieldwork skills, students could also use the larger versions of Student Activity 1 to practice their field sketching skills. Get students to consider the following questions as they complete the activity; if they were out "in the field" what equipment would they need? What human and physical features would they label? What is the purpose of their field sketch and how could it be analysed?

Thinking contextually

Student Activity 3
What physical processes shape coastal landscapes? 3.2.a

Student Activity 2

Student Activity 3a

Student Activity 3b

Student Activity 3c

The aim of the activity is to understand the role of geomorphic processes in the formation of headlands, bays, caves, arches and stacks.

- This clip http://www.bbc.co.uk/education/clips/zcw6hyc illustrates the formation of headlands, bays, caves, arches and stacks which can be used as a short introduction to how coastal landscapes develop.
- All students should name the key features on Student Activity 2 using the blue hexagons (Student Activity 3a). To demonstrate higher skill level students should add more detail by using the green hexagons (Student Activity 3b) to start trying to explain the formations of the coastal landscapes.
- As a stretch activity students can use the blue and green hexagons (Student Activity 3c) to form a paragraph that explains how the coastal landforms are created. The hexagons can be arranged in a logical order and students can use connectives to build up their paragraph. The hexagons give students the opportunity to make links between different words and phrases, so students should be encouraged to make as many links as possible.
- Class or group discussion should follow to develop the full range of geomorphic processes at work upon headlands, including mass movement and weathering, as well as erosion.

Student Activity 4
What makes my coastal landscape distinctive? – Case Study 3.2.a

The aim of this activity is for students to research, select what is appropriate and produce a learning resource for a UK coastal landscape.

Students should be encouraged to adopt a visually attractive format, incorporating bullet points and fully integrated annotated diagrams, maps and photographs, rather than lots of text.

The task for the students is to produce a learning resource (PowerPoint, Mind Map etc.) that can be shared with the rest of the class, to include the following information:

1. Location of their chosen UK coastal landscape, with appropriate annotated map(s) to include geology. The British Geological Survey provides an excellent starting point for students to explore. http://mapapps.bgs.ac.uk/geologyofbritain/home.html
2. Three selected landforms, shown as annotated photographs, to describe their features and explain the geomorphic processes responsible for their formation. These should include the influence of both geology and climate.
3. Examples of coastal management showing how each affects geomorphic processes and the coastal landscape.
4. How sustainable are the examples of coastal management?
5. A summary slide listing the distinctive aspects of your coastline.

The students learning resource should cover the whole of 3.2b for the coastal landscape, complete with sufficient specific case study detail. Coastal areas such as Holderness are well-resourced for a task such as this with resource sheets such as GeoActive Online, number 407, entitled 'Holderness Coastal Management: an Update" is an example of a good starting as are the following resources.

A brief overview of coastal erosion of the Holderness to Spurn Head coast: http://www.bgs.ac.uk/research/climatechange/environment/coastal/coastalErosion.html#aldbrough

A good clip to illustrate influence of geology and climate: http://www.bgs.ac.uk/research/engineeringGeology/shallowGeohazardsAndRisks/landslides/aldbrough.html

Some more detailed information on coastal processes and management: http://www.eastriding.gov.uk/coastalexplorer/documents.html

Coastal processes: http://www.eastriding.gov.uk/coastalexplorer/pdf/2coastalprocesses.pdf

Management: http://www.eastriding.gov.uk/coastalexplorer/pdf/4defendingtheercoastline.pdf

Thinking contextually

Student Activity 5
How does human activity affect my coastal landscape and its processes? 3.2.b

Student Activity 4

The aim of this activity is to examine the range of human activities impacting upon the coastal landscape case study.

- This task will require knowledge of key terms such as hard and soft engineering and access to additional resources providing information about coastal defence schemes, the previous link could also be useful here if focusing on the Holderness Coast. http://www.eastriding.gov.uk/coastalexplorer/pdf/4defendingtheercoastline.pdf
- Student Activity 4 provides a grid for the student to complete having identified a range of human activities that impact on a coastline, their advantages and disadvantages for the landscape and effect on geomorphic processes.
- Page 28 of the 2010 Shoreline Management Plan (SMP) Non Technical Summary provides an overview of the SMP which can be discussed as a class. Students can use the SMP to investigate how different sections of the coastline are being managed e.g. Policy Unit A versus Policy Unit F. Students can then consider "how human activity, including management, work in combination with geomorphic processes to impact the landscape?" http://www.nelincs.gov.uk/council/planning-policy/evidence-base/sub-regional-documents/shoreline-management-plan/

Student Activity 6
What makes my two physical landscapes distinctive? 3.2.b

Student Activity 5

- Working in pairs students will need to sit back to back and decide who is A and who is B.
- A is given Image 1 from Student Activity 5 and B is given a plain piece of paper. A now needs to describe the image to B from Student Activity 5, whose aim is to create an exact replica (size, shape and detail with annotations) explaining the formation of the landform. A is not allowed to draw in the air with their fingers or look at B's drawing. B can ask as many questions to A throughout the activity as they need. The focus should be on both what the landform looks like and the processes behind its creation. When the time is up get students to compare and contrast the original image with their own drawing and ask the following questions; What did you do well? What do you need to add to improve your image? Repeat the activity with image 2, swapping the roles of A and B so each get a chance to describe and draw.

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