



<b>Lesson Six:</b>	<b>Why do we need to protect our coastlines?</b>		
<b>Aim:</b>	To examine coastlines in both the UK and Oman in terms of how and why they are changing and how they are protected.		
<b>NC Links:</b>	physical and human features of coastlines; observe, measure, record and present human and physical features in a local area using a range of methods, including sketch maps, plans, graphs and digital technologies		
<b>Scottish NC Es and Os:</b>	SOC 3-07a; LIT 3-25a		
<b>Key Vocabulary:</b>	coast accropode tetrapod harbour bay stack longshore drift	coastline groyne sea wall marina cave stump corniche	sea defence rock armour breakwater beach arch erosion
<b>Resources:</b>	<b>Learning Outcomes:</b>		
PowerPoint: Why do we need... OS map(s) of coastal areas of the UK Challenge Cards Coastal Defence Factfile Coastal Features Worksheet	<ul style="list-style-type: none"><li>• To identify similarities and differences between the coastline of Oman and that of the UK</li><li>• To name physical and human features of coastlines</li><li>• To explain why coastlines need protecting</li><li>• To identify different coastal defences</li><li>• To apply knowledge to create a plan for a new coastal development in either the UK or in Oman</li></ul>		
<b>Lesson Introduction:</b>			
Oman and the UK both have long and varied coastlines. The coastline of mainland UK is 17,819.88km long (Ordnance Survey, 2018), while the length of the coastline of Oman 2,092km.			
<b>Starter: (10 mins)</b>			
<b>Slide 2: Describe the coastline of Oman</b> Students should watch the video and note the physical and human coastal features that they see. Students should also note how the coast is being used.			
<b>Slide 3: Identifying physical and human features</b> Using <i>Coastal Features Worksheet</i> , students should label the images using the key word vocabulary provided. Discuss how they know which images are from Oman and which from the UK.			
<b>Main Activities (40 mins)</b>			

#### **Slide 4-5: Coastal Attractions**

Return the discussion to the initial video seen. Ask students to consider how the coastline of Oman makes it an attractive destination for tourists. Students might like to consider the physical geography, the abundant sea life and the calm, clear and warm sea.

#### **Slide 6: Similarities and Differences**

Students should then be asked to consider the coastal areas of the UK that also attract tourists such as Cornwall, Dorset or Brighton. Students should discuss what coastal attractions the UK and Oman share.

#### **Slide 7: Coastal Defences**

Discuss how different defences are used for different purposes. The [Coastal Defence Factfile](#) can give additional information to support students.

#### **Slide 8: The Coastal Challenge**

The class should be split into two groups. One group will use their knowledge of coasts to focus on the UK, the second group will focus on Oman. Each of the two groups should be subdivided into smaller teams of three or four students and each subgroup given a [Challenge Card](#). Students will need to work together to decide on a location to build a new coastal resort in their designated country. They will need to design their resort taking into account the country where they are working, its physical features, the demographic they are trying to attract and the coastal defences they will need to include. Students may need access to additional resources such as Google Maps or OS maps of coastal areas. Students can choose any method they like to present their chosen idea.

#### **Slide 9: The Coastal Challenge**

The UK and Oman teams working on the same challenge should be given time to compare their ideas and explain how the unique environments and climates of each place impact on how they have developed and protected their chosen coastline.

#### **Reflection: (10 mins)**

#### **Slide 10: Time for Reflection**

Students can reflect on their approaches to the challenge and the knowledge they needed to help solve it. Groups of students can be invited to share the results of their challenge. Then students can discuss the similarities and differences in the solutions to the challenges for both Oman and the UK.

#### **Additional Lines of Enquiry:**

- How is the coastline changing in the UK and Oman?
- What employment does the coastline provide for the UK and for Oman?

#### **Bibliography:**

Slide 4-5 imagery – Oman Tourism  
Image of Accropodes: Flickr User Richard Allaway  
Image of Freshwater Bay: Flickr User James Whitesmith  
All other images from <https://pixabay.com/en/>