

Video summary	Before watching the video	During the video
<p>Katie Knapman defines the coastal feature of a 'spit' before visiting Spurn Head to examine the impact of shifting sands.</p> <p>The clip shows a spit as a dynamic landscape that is constantly changing due to longshore drift and the effect of backwash. It explains that the area used to be managed with coastal defences, before a decision to designate the area as a nature reserve without coastal management techniques.</p> <p>The team visit a new road surface that is recyclable - meaning that if the coastline changes and the road needs to be moved, it can simply be picked up and relocated elsewhere.</p>	<p>Locate Spurn Head on a map of the UK and ask students to write a locational description.</p> <p>Look at images of Spurn Head and ask students how they think it was formed. Talk about the movement of waves and ask students what processes help to shape this coastal environment.</p> <p>Introduce key terms such as:</p> <p>Spit: A narrow-elongated ridge of sand or shingle that projects from the mainland into the sea.</p> <p>Backwash: The movement of water back down the beach after a wave has broken and washed up the shore.</p> <p>Longshore Drift: The movement of sediment along the coastline due to the angled approach of waves.</p>	<p>You may wish to stop at relevant points during this short film to pose questions and check understanding or wait until the end.</p> <p>Useful questions might include:</p> <ul style="list-style-type: none"> • What is a spit? • Why is there a RNLI Lifeboat station located at Spurn Head? • How has the coastline changed since Roman times? • What is longshore drift? • Why is the shape of the land constantly changing? • Why are the roads at the end of the clip important?
After watching		
<p>Ask students to describe how the spit was formed at Spurn Head and which processes have created this landform.</p> <p>Students could create a storyboard to describe the formation of a spit and then use this information to help answer an exam style question such as “Describe the formation of a spit”. Students could be shown photographs of spits around the world to see how they are similar and different. For example, some spits are curved. Ask students why some are slightly different shapes. You could also look at examples such as Hurst Castle Spit on the south coast of the UK, ask students how old they think this spit is based on the evidence of the castle on the spit.</p>		

Ask students to draw a diagram of longshore drift, showing the different angles of swash and backwash. Ask students how we could measure longshore drift if we were to complete fieldwork on this.

Curriculum notes	Where next?	Links
<p><i>This topic appears in Geography at KS3 (Coasts) and KS4 / GCSE (Coastal landscapes) in England, Wales and Northern Ireland and National 4/5 in Scotland.</i></p>	<p>Use GIS to explore a range of different spits. The measuring tool could be used to see how long they are as well as looking at different layers such as OS maps to look at relief and aerial photography to look at how the spit is being used.</p>	<p>Coastal deposition: https://www.bbc.co.uk/bitesize/articles/z4d7qfr</p> <p>Coastal transportation: https://www.bbc.co.uk/bitesize/guides/zt6r82p/revision/5</p> <p>Depositional landforms: https://www.bbc.co.uk/bitesize/guides/zyfd2p3/revision/2</p>