






## Welcome to the Isle of Wight Coastal Trail for Geography at KS2!

The resources cover six different locations around the island, and allow students to study a variety of different human and physical geography topics. All of the resources are closely linked to the *KS2 National Curriculum Geography Programme of Study*. The following notes give an overview of each location and guidance to accompany the resource for that location.

Location		Curriculum Content / Skills	Number
VENTNOR		<ul style="list-style-type: none"> <li>Processes of long-shore drift and the development of beaches</li> <li>Making observations of, and categorising, human activities</li> </ul>	<div>107</div> <div>561</div>
CHINES		<ul style="list-style-type: none"> <li>The development and characteristics of Chines</li> <li>Human uses of the Chines in the past</li> </ul>	<div>107</div> <div>562</div>
THE NEEDLES		<ul style="list-style-type: none"> <li>The formation of sedimentary rocks at Alum Bay, and making observations of the cliffs</li> <li>The formation of stacks</li> </ul>	<div>107</div> <div>563</div>
HAMSTEAD / NEWTOWN		<ul style="list-style-type: none"> <li>The site and situation of Newtown settlement</li> <li>The variety of ecosystems at Newtown, with a focus on the development and characteristics of the saltmarsh</li> </ul>	<div>107</div> <div>564</div>
RYDE		<ul style="list-style-type: none"> <li>The site and situation of Ryde settlement</li> <li>Ryde today – making observations of transport and tourist facilities along the seafront</li> </ul>	<div>107</div> <div>565</div>
ST HELENS DUVER / BEMBRIDGE		<ul style="list-style-type: none"> <li>Sand dune formation and key characteristics</li> <li>Human activities in the sand dune ecosystems</li> <li>Human and physical interactions; the positive and negative impacts of human activities</li> </ul>	<div>107</div> <div>566</div>

### Ventnor



Ventnor is a popular tourist destination. The resource is aimed at providing students with an understanding of both the physical and human geography of the town.

Some quotes are provided to show what some famous people have said about it, and students are encouraged to write their own. They then examine the physical processes responsible for the development of the beach; the relationship between erosion, transportation and deposition, and the process of long-shore drift. This could even be 'acted out' by students on the beach!

*continued overleaf...*



The human geography of Ventnor is studied by looking at the different categories of uses of buildings along the seafront and can be easily completed by taking a walk from the car park at the eastern end, to the Spyglass at the western end. Students simply have to write down the different examples of human activities that they see along the way, into the right category in the table. A summary activity then brings together all that they have learnt; they produce a labelled sketch of the beach and seafront area, labelling both physical and human features (and processes). A good place to do this is either along the harbour wall, or from the top of the bandstand.



### Chines

There are currently a total of 22 Chines on the Isle of Wight, and they each have their own character and unique features. The resource is deliberately not focused on one chine in particular, to allow you to explore more than one, or perhaps to compare different chines. However, it is equally possible to choose one Chine to visit and focus solely on that one alone; the choice is yours! Whale Chine

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enables students to compare two Chines (Grange/Marsh Chine and Whale Chine) regardless of whether or not you choose to actually

visit both 'in the flesh', and this will demonstrate the variability between them. There is some information about the history of the Chines; smuggling, shipwrecks, lifeboat stations and the Chines during the war. Students use this information to write their own 'story', imagining an event that occurred in one of the Chines and writing their story of it. An excellent website on the Isle of Wight Chines gives a wealth of information about them, as well as providing information on access and facilities at each: <http://www.iwchines.org.uk/>

### Alum Bay & The Needles

The multi-coloured cliffs of Alum Bay are well-known and are one of the most-visited places on the Island. The theme park above provides extensive parking and other facilities and attractions if desired. One can access the beach either by walking, or by taking the cable-car. The resource provides students with very simplified information about how the sandstones here, a type of sedimentary rock, formed millions of years ago. Students make observations of the cliffs and the variety of colours that they can see. The beach is also an excellent location to get a view of the Needles Stacks, without having to actually go up to the viewpoint near the Needles Battery on the Headland (although you can walk up here or take a bus if desired). The formation of these stacks is described in the resource, with key geographical terms in bold. Students number the photos in the correct order to show the sequence in the formation of a stack. BBC Education have an excellent video which can be used to illustrate for students how the process operates, and could be shown either before or after the visit.





### Hamstead / Newtown

Both human and physical geography is studied in this resource. Newtown was once the main port on the Island and the residents had high hopes of its future, naming the streets 'Gold Street' and 'Silver Street'. Students examine the site and situation of Newtown, using both an OS map extract, as well as their own observations. They should be able to explain why the site was chosen for the original settlement, and how its situation also made it a good location for a settlement/port. The geographical terms are defined and student's understanding should be confirmed before moving onto the activity.

Some further information explains how Newtown



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Newtown is also an important conservation area and is protected by several designations. It lies within the Isle of Wight AONB (Area of Outstanding Natural Beauty), and also within the Hamstead heritage Coast. The Newtown National Nature Reserve is owned and managed by the National Trust, and is the only National Nature Reserve on the Isle of Wight. Students learn about the variety of different ecosystems and the wildlife that they support. The resource particularly focuses on the saltmarsh, as a type of coastal ecosystem, and students learn about how the saltmarsh formed and developed over time, and some of the key features of the saltmarsh; both its physical features and its flora and fauna.



### Ryde

The geographical term 'site', related to the topic of settlements, can be reinforced by visiting Ryde. As a very different town to the Hamlet of Newtown, the two locations could even be compared. The resource for Ryde again incorporates an OS map and students should use this, along with their own observations, to identify the characteristics which made this a good site for the original settlement. A variety of activities develop their ideas. They are then presented with some information about Ryde today, and activity three focuses on them making observations of transport and tourist facilities as they walk along the seafront.

Starting from the transport interchange, students will see the bus station, train station and cross-Solent travel links. Then, walking along the seafront towards Appley Park students will be able to see a wide range of different tourist facilities. The final activity, 'a postcard home', enables students to both use their imaginations and to also demonstrate what they have learned about the town.





## St Helens Duver & Bembridge Harbour

Pronounced to rhyme with 'cover', a Duver is the local name for an area of sand dunes. St Helen's Duver, on the edge of Bembridge Harbour is the island's most extensive and best example of sand dunes and, along with Newtown Marshes, will give students a second coastal ecosystem to study. Through the activities in the resource they will learn, step by step, how sand dunes form in the first place, and then how they

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A wonderful resource to show students, either before or after their visit is this website: <http://sandgrains.com/Sand-Grains-Gallery.html> which shows the fascinating world of sand grains, as seen through a high-powered light microscope!

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Students should be encouraged to explore the dune system – there is a network of paths criss-crossing the dunes and the resource indicates some of the main types of flora and fauna that they may see. Some form of identification chart, so that students can attempt to identify what they are seeing would enrich the experience. The FSC fold-out charts are particularly good for students to use and can be purchased from the FSC website at:

<http://www.field-studies-council.org/publications/fold-out-charts.aspx>.

The last section of the resource looks at human activities on the Duver and a stimulating activity gets students to find the feature that each photograph is part of. Finally, they are encouraged to consider both the positive and negative impacts of human activities on the Duver. More able students will be able to discuss the interactions between the physical and human geography of the area, and may even be able to consider how conflicts may arise and how these could be managed.

