

PARENT NOTES

Geography

Coasts - managing conflict



At A Glance:

- ✓ Geography
- ✓ Key Stage 4
- ✓ National Curriculum 2014
- ✓ Promotes understanding of coastal conflict management
- ✓ Pre-visit, on-board, and follow-up activities

About this activity

Before their visit to the Isle of Wight, students will learn / revise the meaning of the term 'conflict' and practise applying their understanding of the term through a photo-interpretation activity, which will introduce them to the idea of conflicts in Southampton Water/The Solent. They will develop their skill at adding detailed annotations to photos, rather than simply labelling features that they can see; an important skill in GCSE Geography. These activities will provide an excellent foundation for the task they will

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characteristics of a specific coastal environment, through the types of activities that they can observe taking place there. They will consider how conflict may occur between the different activities that take place and by investigating the ways in which these conflicts and issues can be managed to ensure that the coastal area is safe and accessible for all to enjoy.



users on the water. They will also be able to see other features on the shore, e.g. Fawley oil refinery and power station. Through these observations, they will be able to develop an understanding of the potential conflicts that may occur as a result of so many different users, all with different needs, vying for a place on the water. They will learn what a conflict matrix is (a simple, visual method for showing how different activities might conflict with one another!) and then develop one of their own. Then they will develop their ideas further by considering what some of the safety issues might be with this number/variety of different vessels on the water, and they will observe safety/navigation controls from the ferry and consider how these are helping to address these issues.

Questions & Answers

What is the task?

- ▶ This is a geography task which enables students to make first-hand observations of the human geography of a specific coastal area.
- ▶ Students will learn about human activities on and off the water, and about how these activities might conflict with one another
- ▶ The activities on the worksheet guide students through observing these activities from the ferry, and recording their observations in a conflict matrix. They are then required to observe various safety/navigation control measures and discuss how these might be effective in managing the issues.
- ▶ The post-visit activity will enable students to conduct some further research into conflicts in Southampton Water/The Solent, and also to investigate in more detail the management strategies that are being used to ensure that all users' needs are catered for, and that it is an accessible and safe place for all users.

“Peace is not the absence of conflict, it is the ability to handle conflict by peaceful means...”

- Ronald Reagan

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How does this link to my child's learning?

Below are the relevant links to the current GCSE Geography specifications, showing where this resource fits into your child's studies:

AQA Geography A: The Coastal Zone

AQA Geography B: The Coastal Environment

Pearson Education Ltd (Edexcel) Geography A, Unit 2, section A, Topic 1: Coastal landscapes

Pearson Education Ltd (Edexcel) Geography B, Unit 1, section B, Topic 5: Coastal change and conflict

OCR Geography B: Theme 1: Rivers and coasts

WJEC Geography A: Unit 2; Our changing coasts

WJEC Geography B: Theme 2; Coastal processes and coastal management

The activities in this resource enable students to cover certain criteria within the above units in each specification.

What will they learn?

- ▶ What the term 'conflict' means and what conflicts are likely to occur on Southampton Water/The Solent.
- ▶ What a conflict matrix is, and how to complete one.
- ▶ How different management strategies are being used to tackle issues associated with safety and navigation in this busy/multi-use area.

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- ▶ This activity involves a lot of fundamental skills in geography, photo interpretations, making observations in the field and conducting primary fieldwork. Also, good fieldwork is fun! Students have the opportunity to fully engage with the subject and immerse themselves in it; something which will hopefully enthuse them and instill in them a curiosity about the world around them

What do they need to have done in preparation?

- ▶ Students may well have studied conflicts before, perhaps in a different context, and it would help them to revise what they have done before on the topic if this is the case. If not, learning and practising applying the meaning of the term conflict (in a geographical sense!) would help immensely. Perhaps consider another 'scenario' e.g. a new building project in a town – which different user groups would have an opinion / how might conflicts arise?
- ▶ Students could conduct a mini conflict matrix based on their imaginary scenario (or even a real situation that they know of!) Students could also use the internet to look up conflict matrix and familiarise themselves with what they are, what they look like, and have a look at a few examples.
- ▶ This is not essential, but a good understanding of the above would help with the activities on board Red Funnel. After their trip, they will be conducting some research, and using the websites provided on the worksheet to do as much research as they can will really help them with their presentations.

What skills do they need to demonstrate?

- ✓ Photo interpretation – the ability to interpret/gather information about a place from images. Also, the ability to annotate images to explain their geographical ideas, rather than simply labelling features.
- ✓ Observational skills: the ability to observe and interpret features of human geography.
- ✓ Developing and completing a conflict matrix as a tool to show the potential conflicts that may arise between different user groups of a resource (Southampton Water/The Solent).
- ✓ Working with others – collaborating and co-operating with other students to complete activities and support each other's understanding.

