

PARENT NOTES

Geography

Coasts - Ports and Growth of Industry



At A Glance:

- ✓ Geography
- ✓ Key Stage 4
- ✓ National Curriculum 2014
- ✓ Promotes understanding of human characteristics of a specific coastal environment
- ✓ Pre-visit, on-board, and follow-up tasks

About this activity

Before their visit to the Isle of Wight, students will be investigating the physical characteristics which made the site where Southampton first developed a good site for the settlement. They will come up with their own ideas as to what criteria they would consider important when choosing a site for a settlement, look at a map extract showing the location of Southampton and label it to show these characteristics, and then share their ideas as a class. What students learn during these activities will form the basis for the tasks they complete on the ferry.

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characteristics of a specific coastal environment, as well as investigating the physical characteristics which made the site where Southampton first developed a good site for the settlement. They will complete a table to show the evidence for the various locational factors for the port, and will produce labelled field sketches of Fawley explaining why it has developed in this location.

industry along Southampton Water. They will complete a table to show the evidence for the various locational factors for the port, and will produce labelled field sketches of Fawley explaining why it has developed in this location.

Post-visit, students will then work in small groups on a 'Dragons' Den' style activity. The scenario is that they must choose a suitable site for a new expansion of the port / docks and they have a map extract to use. All of the information in the worksheet that they have studied will help them to select a site, which they will then present to the CEO of Associated British Ports (their teacher!), who will select the most appropriate and well-justified 'pitch'.



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 the physical geography of the area, and how this has enabled the settlement to develop and grow, and also how it has contributed to the development of the port and industry. They will also examine the role of human geography in the development and growth of these human activities.
- ▶ The activities on the worksheet guide students through observing the port and Fawley from the ferry.
- ▶ The post-visit activity is designed to be a stimulating and fun activity which will also act to consolidate all that they have learnt previously. All students will work with their group to produce a presentation which puts forward the proposed new docks site, and fully justifies the choice of their chosen location.

“Everything in a modern container port is enormous, overwhelming...”

- Rose George

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?

- ▶ Students will learn what physical characteristics were important in the development of the settlement of Southampton, and which additional factors have affected the development of the port and industry along Southampton Water. They will learn how to make first hand observations and apply them.

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- ▶ Good fieldwork literally brings to life the learning that takes place in the classroom. Making 'real' observations will greatly enhance their understanding of the topic and their ability to apply their knowledge in the examination.
- ▶ 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 will probably have studied settlement sites and situation before – revising this area would be of use. Students could consider the characteristics that made the site of their own settlement, where they live, favourable for development. They could even think about / look into the factors that have influenced its growth (physical and human) and even what has affected the shape of the settlement.

This is not essential, but a good understanding of the above would help with the activities on board Red Funnel.

- ▶ A virtual tour of Fawley can be taken here: <http://resources.schoolscience.co.uk/ExxonMobil/vw2/index.html> and this may be interesting for some pupils. It may also cross over into their Science studies. After their trip, they will be working in groups to produce their presentations and may want to conduct some independent research, e.g. into ABP (Associated British Ports).

What skills do they need to demonstrate?

- ✓ Photo and map interpretation – the ability to interpret/gather information about a place from images and OS maps.
- ✓ The ability to read sections of text and identify the key information from it.
- ✓ Observational skills; the ability to observe and interpret features of human and physical geography that they can see.
- ✓ Working with others – collaborating and co-operating with other students to complete activities and support each other's understanding.

