

# PARENT NOTES

## Geography

### Coasts (Spits)



#### At A Glance:

- ✓ Geography
- ✓ Key Stage 4
- ✓ National Curriculum 2014
- ✓ Promotes understanding of spits, their formation and human uses of them
- ✓ Pre-visit, on-board, and follow-up activities

#### About this activity

Before their visit to the Isle of Wight, key stage 4 students will be learning the meaning of key physical processes which operate at the coast, and which lead to the development of spits. Through a variety of different activities, they will be able to explain how and why these processes operate, and this is fundamental to their understanding of spit formation.

On board the ferry, Calshot Spit lies roughly halfway into the crossing, giving students the opportunity to learn how spits are formed before they then see one 'in the flesh'. The ferry passes close

## Teaching resources by Education Destination Ltd.

Curriculum relevant materials supporting school trips to the Isle of Wight

Book today with Education Destination and get full access to **this and hundreds more** quality resources

[www.edudest.uk](http://www.edudest.uk)

physical processes taking place at the coast, and the characteristics of a specific coastal landform (Calshot Spit). They will examine the ways in which physical processes occur, and how these processes lead to the development of a distinctive landform; a spit.

On board the ferry, they will be able to observe Calshot Spit as they pass.



***"The breaking of a wave cannot explain the whole sea."***

- Vladimir Nabokov

later) which enables pupils to carry out independent research into the spit; its importance, issues being faced, and how it is being managed. By combining their own fieldwork (photos and sketch) with this research, they will produce a presentation.

#### Questions & Answers

##### What is the task?

- ▶ This is a geography task which enables students to make first-hand observations of the physical (and human geography) of a specific coastal area/landform.
- ▶ Students will learn about the physical geography of the area, specifically, the processes taking place at the coast and how these processes lead to the development of specific landforms.
- ▶ The activities on the worksheet guide students through learning what these processes are, how they operate, and how they interact to lead to the formation of a spit.
- ▶ The post-visit activity uses a website which students will use to research Calshot Spit in more depth, and produce a presentation on all of their 'findings'.

##### What will they learn?

- ▶ How to define the meaning of the following terms: Long-shore drift, deposition and spit.
- ▶ How to describe and explain how the processes of long-shore drift and deposition occur.
- ▶ How to describe and explain the formation of a spit.
- ▶ How to draw and label a field sketch.
- ▶ How to use a website to find relevant information, and to put this information into a clear and well-structured, informative presentation.

### 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.*

### How does this enrich study undertaken in school?

- ▶ Nothing beats first-hand experience of what is learnt in school. Seeing a spit in the 'flesh' will help them to consolidate what they have learnt about them in school. Good fieldwork literally brings to life the learning that takes place in the classroom.

## Teaching resources by Education Destination Ltd.

Curriculum relevant materials supporting school trips to the Isle of Wight

Book today with Education Destination and get full access to **this and hundreds more** quality resources

[www.edudest.uk](http://www.edudest.uk)

- ▶ 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 can use the internet and/or books to research and ensure that they understand what they key physical processes are and how they operate.
- ▶ The animation here is very good at showing stage-by-stage the development of a spit:  
<http://www.seinamaritime.net/suports/uploads/files/Spit%20Formation,%20stage-by-stage.swf>
- ▶ The website that students use to help them to find out more about Calshot Spit and to prepare their presentation is here:

<http://www.newforest.gov.uk/CHttpHandler.ashx?id=23568&p=0>

### What skills do they need to demonstrate?

- ✓ Producing a simple, labelled field sketch.
- ✓ Observational skills; the ability to observe and interpret features of human and physical geography that they can see, and record them accurately.
- ✓ Conducting independent research on the internet; selecting appropriate information and applying this for use in a presentation.
- ✓ Working with others – collaborating and co-operating with other students to complete activities and support each other's understanding.

