

# PARENT NOTES

## Geography

### Coasts (Containerisation)



#### At A Glance:

- ✓ Geography
- ✓ Key Stage 4
- ✓ National Curriculum 2014
- ✓ Promotes understanding of containerisation and its importance in port operations and expansion

#### About this activity

Before their visit to the Isle of Wight, students will be learning the meaning of the term 'containerisation' and will learn a little about its history; how it developed and how it has grown over the last 60+ years. They will gain an understanding of what current container facilities are like at Southampton Port, by watching two videos which show the new SCT5 container port development which was opened on 31st March 2014. They will find out some of the key facts about this development, and they will then be able to see some of

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Students will learn about containerisation and about the current container facilities at Southampton Port. Through a variety of different and stimulating activities, they will be able to appreciate the vast scale of the operations at the port, and will also investigate the potential advantages and disadvantages of a further proposed port expansion at Dibden Bay.



*"The need of expansion is as genuine an instinct in man as the need in a plant for the light..."*

- Matthew Arnold

the container facilities (and perhaps even one of the huge container cranes) to photograph some of this during their journey, and to see the facilities from a map of the port. The design also passes close to the site of proposed expansion at Dibden Bay and the plans, ABP (Associated British Ports) still intends to develop this site, and students will learn about and consider the likely advantages and disadvantages that this would bring to the area. All of this will feed in to the post-visit activity, which involves students conducting further research into Dibden Bay and carrying out a debate to decide its future.

#### Questions & Answers

##### What is the task?

- ▶ This is a geography task which enables students to make first-hand observations of the human (and physical) geography of a specific coastal area.
- ▶ Students will learn about the human geography of the area, specifically, the role of containerisation in world trade and the container facilities in operation at Southampton Port.
- ▶ The activities on the worksheet guide students through learning key terms and their definitions, what containerisation 'looks' like in reality, and what building additional container facilities along Southampton Water could mean; both positive and negative.
- ▶ The post-visit activity involves a debate to decide whether the Dibden Bay expansion development should go ahead in the future.

##### What will they learn?

- ▶ How to define the meaning of the term 'containerisation' and how container shipping first started and has grown.
- ▶ What current container facilities at Southampton Port are like, including the new SCT5.
- ▶ What the main pros and cons are of the proposed Dibden Bay development, and whether or not it should go ahead in the future.

### 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 the container facilities at Southampton Port 'in the flesh' will 'wow' the students; the ships are massive, containing over 1,500 containers and the port facilities with their giant cranes are a sight to behold! Good fieldwork literally brings

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- ▶ The skills learnt/practised in the debate are also good 'life skills' e.g. the ability to empathise with different viewpoints, the ability to work cooperatively with others as a team, the ability to write persuasively and public speaking.
- ▶ 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 ensure that they fully understand the meaning of the term 'containerisation'.
- ▶ Students can research the subject by using the links at [www.edudest.uk/followup](http://www.edudest.uk/followup) - type in this document's code: **10726**

### What skills do they need to demonstrate?

- ✓ Producing a series of photographs to show current port facilities and also to illustrate the potential impacts of the proposed port expansion.
- ✓ 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.
- ✓ Empathy - the ability to recognise and appreciate the varying viewpoints of different people.
- ✓ Literacy - writing persuasively.
- ✓ Working with others – collaborating and co-operating with other students to complete activities and support each other's understanding.

