

PARENT NOTES

Geography

Physical Geography: The Formation of Southampton Water



At A Glance:

- ✓ Geography
- ✓ Key Stage 3 (and KS2U for extension/preparation)
- ✓ National Curriculum 2014
- ✓ Focuses on how the Southampton Water area was formed

About this activity

While crossing the Solent, and travelling up/down Southampton Water aboard their Red Funnel ferry, students will get the opportunity to experience first-hand what the area is like today. They will be provided with historical information to inform them of what the area was once like and, through the activities they will be completing, they will come to understand how and why the physical geography of the area has changed.

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Students will learn about the physical characteristics of a specific coastal environment, and understand the processes which led to their development.

Students will make observations while on the ferry and practise describing what they can see using nouns and adjectives.



“Estuaries are coastal bays, harbours... places where rivers meet the sea.”

- Jim Gerlach

They will learn that changes in the global climate led to the formation of the Southampton Water area from the mainland of the UK. Then, they will consider how the physical geography of the area has led to the development of the area.

and industry, and therefore gain an appreciation of the interaction between physical and human geography. The activities also enable students to witness geographical features in ‘real life’ and to make observations in the field - an important skill in geography.

Questions & Answers

What is the task?

- ▶ This is a geography task which enables students to make first-hand observations of the physical geography of a specific coastal area. Students will learn about the climatic changes which led to the formation of the physical features which they have observed.
- ▶ The activities on the worksheet guide students through making these observations and then being able to describe, using geographical terminology, the processes which have led to the physical features they have seen.
- ▶ The post-visit activity will enable students to combine their understanding of the physical geography of the area, with what they observed about the human geography of the area, i.e. how the physical characteristics have led to the development of certain human activities.

How does this link to my child’s learning?

The National Curriculum for KS3 Geography outlines that students should be taught, and be able to understand:

- ▶ Processes in physical geography relating to weather and climate, including the change in climate from the Ice Age to the present; processes in human geography relating to economic activity and the use of natural resources; how human and physical processes interact, and how human activity relies on effective functioning of natural systems.

What will they learn?

- ▶ Students will learn to observe physical and human features in a 'real' fieldwork situation, and relate their understanding of physical processes to what they can see before them.
- ▶ They will learn to make links between the physical and human characteristics they have observed, and be able to appreciate that the physical geography of an area influences the human activities that take place there.

How does this enrich study undertaken in school?

- ▶ Nothing beats first-hand experience of what is learnt in school. Good fieldwork literally brings to life the learning that takes place in the classroom.
- ▶ Rather than simply learning about geographical features in the classroom, students will be able to experience for themselves what the area looks like in reality, and this will help them to understand the processes they are being taught.
- ▶ 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

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- ▶ Go to <http://www.scopac.org.uk/solent> to watch the animation – it will really help students to understand the processes that led to the formation of The Solent and Southampton Water.

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What skills do they need to demonstrate?

- ✓ Observational skills and the ability to record observations clearly and accurately.
- ✓ Literacy skills – using adjectives and nouns to record observations.
- ✓ Team work – cooperating with other students on activities to share ideas and support each other's understanding.

Helpful Resources

Encourage your child to research Red Funnel ferries, The Solent and Southampton Water before their visit

This activity was compiled by **Education Destination** in conjunction with **Red Funnel**. We help students of all ages and abilities to experience excellent curriculum based learning opportunities at many Island venues and attractions.



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Red Funnel brings learning alive the moment you step aboard the vessel. Your passenger or vehicle ferry ride will be an amazing learning opportunity in subjects such as Science, Geography, Mathematics, PSHE & English - for all ages and interests!



RED FUNNEL

redfunnel.co.uk

For further reading about Red Funnel ferries, Southampton Water, The Solent or the Isle of Wight, **wikipedia** offers an excellent range of articles. This would serve as an ideal introduction for learners prior to their visit, and is



wikipedia.org

