

# TEACHER NOTES

## Geography

### Physical Geography: The Formation of Southampton Water

## Contextual Summary

This is a geography resource which engages students with the environment of Southampton Water and the Solent, whilst on their Red Funnel ferry journey across. It includes pre-visit, on-site, and post-visit activities. The resource task will help students to understand the physical geography processes that have shaped the Solent and Southampton Water historically, and to then appreciate how the physical characteristics of Southampton Water have enabled specific human activities to develop there. The resource will develop students' geographical terminology by introducing new terms, and giving them

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## Task Implementation

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This resource will require students to consider the physical characteristics of the area, and they will complete a mapping exercise during the pre-visit task to familiarize themselves with what they will be seeing from the ferry.

The web-link (<http://www.scopac.org.uk/solent-evolution.html>) will provide students with background to the formation of The Solent / Southampton Water, and this will help them to understand what they will learn on the ferry and to complete the activities on board.

During the main activities on the ferry, students should read through the background information (unfamiliar terms / concepts should be discussed) and then complete the activity which requires them to look out of the windows of the ferry and describe (using adjectives and nouns – literacy links) what Southampton Water / The Solent is like today. Students should be encouraged to pick up on the fact that SW is wide (looks fairly) deep, straight as well as the various evidence of landuses e.g. industrial buildings, ships on the water – cargo, maybe cruise liners, leisure craft.

There is an extension activity at this point to encourage more able students to consider why the area changed so dramatically from a dry valley to what they see today. There is then a little further information on the climatic changes that led to the flooding of the coast, and the development of the Solent, Channel and Southampton Water. Teachers should go through this with pupils and use visual stimuli from the ferry to help students to understand the information on the sheet, e.g. point out where the chalk ridge would once have been. In the next activity, students are provided with a series of images which illustrate the formation of Southampton Water / The Solent and the Isle of Wight. Using the information they have read they should be able to write an appropriate caption to go with each of these images so that they have a complete sequence.

Further activities focus on observing human activities in preparation for the post-visit task, which gets students to consider the interaction between the physical geography of the area, and the human activities which are taking place there, i.e. how the physical characteristics have provided opportunities for the growth and development of these human activities.



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RED FUNNEL

### SUBJECT

Geography

### UNIT

Physical Geography: Formation

### OPPORTUNITIES FOR USE

- ✓ Pre-Visit
- ✓ On-Site Activity
- ✓ Post-Visit

### CURRICULUM / SYLLABUS

- ✓ National Curriculum 2014
- ✓ Curriculum for Excellence

Applies to Resource numbered:

1	0	7	1	9	1
1	0	7	1	9	2
1	0	7	1	9	3
1	0	7	1	9	4

## Ability Levels

This resource is aimed at students at KS3, with an extension version for KS2U. There are differentiated variations available for mixed/middle ability as well as higher and lower ability levels. Teachers should view all resources and select the most appropriate level for their students.

### Key skills practised in this unit:

- ▶ Understanding key processes in physical geography (weather and climate, linked to glaciation, the flooding resulting from de-glaciation, and the landforms created as a result)
- ▶ Understanding key processes in human geography (economic activity) and how these activities are related to / interact with the physical environment
- ▶ Geographical skills of observation, analyzing images and using maps to locate and transfer information.
- ▶ Literacy skills will be developed through the activities on the worksheet.

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

## Learning Opportunities

### At all stages (Pre-Visit, During the Visit, Post-Visit)

Students to complete tasks linked to this document: *Flood Alert! Island Cut Off!*

Resource ID: **107191** (KS3 low-mid ability) **107192** (KS3 mid/mixed ability)

**Pre-Visit** **107193** (KS3 higher ability) **107194** (KS2U higher ability extension)

- ▶ Students will familiarise themselves with the geography of the area, using maps to locate key features, e.g. the main rivers, Southampton Water and The Solent.
- ▶ More able students could be encouraged to research the formation of The Solent / Southampton Water a little before the visit. The animation sequence on this website is particularly useful, and will help students to complete activities completed while on the ferry: <http://www.scopac.org.uk/solent-evolution.html> (this link can also be found by accessing [www.edudest.uk/followup](http://www.edudest.uk/followup) and typing in the relevant resource number).

### During the Visit

- ▶ Students complete the on-site activities as on their ability-relevant worksheet.

### Post-Visit

- ▶ Students complete the post-visit activities as on their ability-relevant worksheet.



## Enrichment Opportunities

- ▶ Students will be seeing first-hand the consequences of physical geography processes that have taken place in the past, and have led to the characteristics they see before them.
- ▶ Students will be able to observe the human activities they see happening around them, and make links between these and the physical characteristics of Southampton Water / The Solent.

## Learning Outcomes

- ✓ Students will be able to describe the location and key characteristics of the area.
- ✓ Students will gain an understanding of the physical processes that have led to the development of these present-day characteristics.

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