

TEACHER NOTES

Geography

Place Knowledge: Identifying Features

Contextual Summary

This is a place knowledge resource focusing on identifying features by using Key Geographical Questions in the area around Southampton Water.

The activities reinforce knowledge and understanding of the Key Geographical Questions and their central role in identifying and understanding features of places. The photograph supplied is central to the introduction and development of concepts and the practice of key ideas across all three parts of the resource.

The on-site activities are to be used while on board a Red Funnel

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opportunity to compare a Geographical Investigation performed in the classroom – using a photo – with a real site in its actual context. This experience will highlight the power of well-conducted Geographical investigation/enquiry. The visit will also provide the opportunity to take - ideally - own photos or to make brief sketches which in turn will be the basis for the post-visit activities. These activities encourage discussion and review of the Geographical investigation and the use of Key Geographical Questions to analyse a place. They also demonstrate power of close observation in situ. The final activity will round off the whole experience by allowing each student to design his own poster, containing all crucial information connected with such an investigation, including personal experience and tips.

The task is intended to appeal to students in key stage 2.

Task Implementation

The resources will require students to re-cap their place knowledge, focusing on Identifying features by using Key Geographical Questions. They require skills in close observation and some familiarity with analysing images of places with the aid of Key Geographical Questions. This will include locating and describing features on the photo supplied as well as on the trip itself and requires note taking. The follow-up work consist of completing and then evaluating individually made posters which sum up the main points of Geographical investigation and the use of Key Geographical Questions. Working in pairs, there is opportunity to use key vocabulary and practise practical co-operation and team work.

Suggested pre-visit/post-visit material:

GOOGLE Earth for study of Southampton Water and Solent Area (zoom in on built- up area along southern Water to identify various features); OS Landranger Map 196 “The Solent & Isle of Wight”

Link to Red Funnel clip “Cruise to the Isle of Wight Red Funnel Ferries” on overview of the journey and features on the way: <https://www.youtube.com/watch?v=DF6zGpDml04&feature=youtu.be>

The photo for display on screen (as referenced in the resource) is available at www.edudest.uk/followup - type in the resource number 10715.



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RED FUNNEL

SUBJECT

Geography

UNIT

Identifying Landscape Features

OPPORTUNITIES FOR USE

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



Peripheral Task

CURRICULUM / SYLLABUS

- ✓ National Curriculum 2014
- ✓ Curriculum for Excellence

Applies to Resource numbered:

1	0	7	1	5	1
1	0	7	1	5	2
1	0	7	1	5	3
1	0	7	1	5	4

Ability Levels

There are two versions of this resource for both lower and upper key stage 2 - for low /mid and high ability students, four variants in total. Teachers can support or use the resources in mixed ability groups as desired. Pairing higher and lower ability students for the field work task on the trip is recommended.

Important information - teaching geography activities on deck

- » The activities are designed to be carried out on deck; supervision of children is therefore essential at all times.
- » Appropriate clothing is also very important, because the children will be spending some time on deck and even on a sunny day it is always windier and cooler on a moving ship than on land.
- » Depending on the number of children, it seems advisable to arrange the use of this resource (and others used while on board of the ferry) in a carousel, i.e. split up the children into smaller groups (each accompanied with age-appropriate number of adults) and let them move through the activities in circular succession.
- » This way it can be achieved that all children have access to all activities in a short period of time and that their and other passengers' safety and enjoyment of the trip is undiminished.

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- Use of Key Geographical Questions to aid analysis
- Deeper understanding of the Geographical reasons for the existence of different features in different places
- Comparison with familiar local area
- Use of directional language and geographical key vocabulary
- Team working skills in field work conditions.

Relationship to Curriculum

The above skills are required to be taught and practised as per the National Curriculum / Curriculum for Excellence, for key stage 2 Geography.

Detailed links:

- *Geography*: locational knowledge/UK and surrounding seas; knowledge and understanding of Geographical concepts of physical and human features; use of locational & directional language; description and discussion of different features in different locations; use of simple fieldwork & observational skills.
- *English*: using & extending appropriate subject specific vocabulary.
- *PSHE*: social skills: co-operation, helping each other.
- *History*: how and why places may have changed over time.
- *Art*: encouraging and practising the ability to image what is beyond the edges of an image; using knowledge and understanding of a place to "fill in" what cannot be seen, only deduced.

Learning Opportunities

At all stages

- Students to complete tasks linked to this document: *Geography Detective!*

Resource ID: **107151** (KS2L low-mid ability) **107152** (KS2L higher ability)
107153 (KS2U low-mid ability) **107154** (KS2U higher ability)

Pre-Visit

Students will reinforce and develop their knowledge and understanding of the Key Geographical Questions and their central role in identifying features of a place on a photo; they will be able to compare their local region with this South-Eastern coastal region, will become familiar with applying key concepts and vocabulary in a new context and prepare for finding the site on the photo during their trip.

During the Visit

Students will apply knowledge & understanding of Key Geographical Questions and their central role in identifying features of a real place by using their prepared work to locate the place on the photo, which they

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Investigation. They are encouraged to discuss, compare and evaluate their individual results and approaches as a whole class activity.

Enrichment Opportunities

- These resources provide students with a stimulating new context in which to use and develop their knowledge and understanding of the Key Geographical Questions and their central role in identifying features of places.
- They offer exciting opportunities to observe, record and discuss differences between regions in the UK.
- The tasks offers opportunities for practising co-operation and communication skills under field work conditions.

Learning Outcomes

- ✓ Students will demonstrate and develop their knowledge and understanding of the Key Geographical Questions and their central role in identifying features of places.
- ✓ They can demonstrate & develop use of directional and geographical key vocabulary and concepts.
- ✓ Students will practise co-operation skills.

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