

PARENT NOTES

Geography

Coasts: Settlements and Land Use



At A Glance:

- ✓ Human & Physical Geography
- ✓ Upper Key Stage 2
- ✓ Lower and higher ability range
- ✓ National Curriculum
- ✓ Focusing on site and settlement
- ✓ Pre-visit, on-site and follow-up activities available in project pack.

What's Involved?

Students learn the meaning of the term 'site', and they examine what makes a good, and not such a good, site for a settlement. They will examine the physical and human geography of the site of the settlements of Yarmouth and Lymington. They also learn about the area's human geography features.



“Land really is the best art...”

- Andy Warhol

About this activity

Students will be learning about the human and physical Geography of Lymington, on the south Coast of England, and Yarmouth, on the Isle of Wight, and the surrounding area of the Solent. It includes pre-visit, on-site (on the ferry), and post-visit activities. The resource leads students through knowing what the key terms associated with the topic area are, and understanding what they mean.

Before their visit, students will be learning the meaning of the terms 'physical' and 'human' Geography, and also 'urban', 'site' and 'land use'. A variety of activities on the worksheet help students to get to grips with these terms, and consolidate their understanding of the key concepts before they then board the ferry and cross the Solent.

In order to prepare them for their visit, they will find out about each settlement's main physical and human characteristics and features. Then, during their crossing, students will carry out a range of varied and stimulating activities; their sketching, observational, interpretation/analytical skills will all be out to the test to really get 'under the skin' of the physical and human geography they can see. Some of the activities also require them to use their imaginations to write a story or an account, thus also enhancing their literacy skills.

The worksheet then culminates with an activity where they work in groups to summarise what they have learned through developing a presentation, to deliver to their peers.

Questions & Answers

What is the task?

- ▶ This is a geography task which enables students to make first-hand observations of the physical (climate change, landscape and coasts) and human geography (settlement, land use) of a specific area.
- ▶ Students will learn about the physical and human geography of the area; specifically, they will learn about the natural (physical) characteristics that made this a good site for the settlement and harbor/port developments, including the 'defence' aspect of this part of the Solent.
- ▶ Students will learn how the physical and human geography of a place interacts to form the present day character of the place.
- ▶ They will learn about to compare the physical and human geography of contrasting locations, by comparing Lymington and Yarmouth, as seen from the ferry.

Questions & Answers

How does this link to my child's learning?

- ▶ Below are the relevant links to the current Department for Education Key Stage 2 Geography Programme of Study, showing where this resource fits into your child's studies:
 - ✓ Understand, through the use of detailed place-based exemplars at a variety of scales, the key aspects of:
 - physical geography
 - human geography (types of settlement and land use)
 - ✓ Start to understand the interactions between human and physical geography, and that human activity relies on the effective functioning of natural systems. This is in the KS3 POS but there's no harm in starting them thinking about it now!
 - ✓ Develop their geographical skills in interpreting different sources of geographical information, e.g. maps and images, and also the use of fieldwork to make observations and investigate locations
 - ✓ Communicate information in a variety of ways – written, oral and pictorial.
- ▶ The activities in this resource enable students to cover the above aspects of their specification.

What will they learn?

- ▶ How to define the meaning of the terms 'physical geography', 'human geography', 'site' and 'land-use'.
- ▶ To describe both the physical and the human geography of the settlements of Lymington and Yarmouth, and the surrounding area of the Solent, and compare this to what it was once like, including the role past climatic changes and physical processes that led to changes.
- ▶ How to use a variety of different sources of information, e.g. maps, images, and their own observations, to find out about the physical and human characteristics and features of a location.
- ▶ How to work effectively both independently, and collaboratively with their peers.

How does this enrich study undertaken in school?

- ▶ Nothing beats first-hand experience of what is learnt in school. Seeing the site and the 'Geography' of this area first-hand, will allow them to appreciate the physical nature and the different and varied human activities of the location. Students would not get the same 'sense' of the place from a textbook or still images, as they are able to do being their first-hand and making observations for themselves.
- ▶ Through the experience and first-hand observations of varied locations, students gradually start to build up a picture of the geographical world around them
- ▶ This activity involves a lot of fundamental skills in geography; making observations in the field and conducting primary fieldwork such as making observations, interpreting maps and photos, sketching, and recording information in a table which can then be analysed. Starting to introduce, and practice, these skills at an early age will enable them to develop their skills and go further in geography later on.
- ▶ 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 for the rest of their lives.

What can they do in preparation?

- ▶ Students can use the internet and/or books to ensure that they fully understand the meaning of the terms associated with the worksheet activities (see above)
- ▶ The following websites are used in the worksheet, which students use before their visit, in order to understand the key term 'site' and what considerations were taken into account when choosing a good site for a settlement:

http://www.bbc.co.uk/schools/gcsebitesize/geography/urban_environments/settlement_characteristics_rev2.shtml

<http://www.3dgeography.co.uk/settlement-geography>

- ▶ They also learn about land-use, and use slides 4-16 of the presentation here:
<https://www.slideshare.net/geodebs/lesson-1-intro-to-urban-land-use>
- ▶ It is essential that students have a secure understanding of the key terms and theory before their trip. Students could perhaps research and/or consider their own, home, settlement – why did it develop in this location and what types of land-use can they find/identify?
- ▶ Students may wish to find out more about Lymington and/or Yarmouth, this part of the country more generally, or about the defences in this area, such as Solent Forts, using their own research of websites.

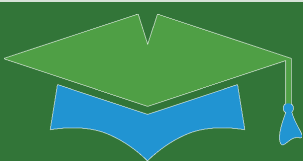
What skills do they need to demonstrate?

- ✓ Observational skills; the ability to observe and interpret features of both the physical and the human geography that they can see, and record them accurately in written and picture form
- ✓ Literacy – using the guidance on the worksheet to complete the activities as instructed to do so. Lower ability pupils will be provided with hints, additional guidance and sentence starters/writing frames to assist them with this, as well as the support of their teacher and peers.
- ✓ Working with others – collaborating and cooperating with other students to complete activities and support each other's understanding.
- ✓ Working independently – showing that they can follow instructions to complete an activity on their own, within the time frame and following the expectations given to them
- ✓ Geographical skills will be practised, e.g. making and recording observations during fieldwork, interpreting maps and photos, and sketching.

Helpful Resources

Encourage your child to research the Solent's geographical harbour features!

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



edudest.info

On **Wightlink Ferries** you'll find an amazing location for learning! Three routes that showcase geography and history at its finest! Explore the history of defence and explore Ryde's glorious past! Fabulous learning in many subjects and topics!



wightlink.co.uk

For further reading about the Solent, **wikipedia** offers an excellent range of articles.

This would serve as an ideal introduction for learners prior to their visit, and is suitable for ages 7 upwards.



wikipedia.org

