

TEACHER NOTES

Geography

Coasts (Spits)



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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 to and/or from the Isle of Wight. It includes pre-visit, on-site, and post-visit activities. This resource focuses mainly on the physical geography of the area. The title of the resource: 'Spit spotters' gives it away – the aim is to learn all about spits! Students will learn some 'background' on the physical processes which lead to the development of spits (and indeed other landforms) i.e. long-shore drift and deposition.

SUBJECT

Geography

UNIT

Coasts (Spits)

OPPORTUNITIES FOR USE

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

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S4-S5

A follow-up, post-visit activity guides students to a website where they will conduct further independent research into Calshot Spit and produce a presentation.

Task Implementation

The pre-visit activity starts by introducing the idea to students that the coast is a dynamic, constantly changing system, and that many different factors affect its shape and morphology both in the long-term and in the short term. The pre-visit activities focus on the short-term influences of physical processes, and students will learn what long-shore drift is as a fundamental concept in understanding how spits form.

The activity 'what is long shore drift' is differentiated on the higher and lower ability worksheet but the outcome will be the same; students define the term long-shore drift. They then develop their knowledge through a sentence sorting activity based on what they have read, and also annotate a diagram to explain the process of long-shore drift. Students also need to understand why deposition occurs, as spits are one of the coastal landforms of deposition, and a 'true or false' activity encourages them to consider why deposition occurs (under what conditions) and to try to explain their reasoning. These activities form the basis for their understanding of the on-site tasks. If desired, teachers could introduce spits before the ferry journey and an excellent animation can be found here to assist with this:

<http://www.seinamaritime.net/suports/uploads/files/Spit%20Formation,%20stage-by-stage.swf>

On board the ferry, Calshot Spit lies roughly half way through the crossing, providing the opportunity for students to learn about the formation of a spit before they then see one 'in the flesh'. They are provided with some information to read and a diagram – both should be studied carefully. The 'spit story' activity aims to give them the opportunity to demonstrate how well they have understood the processes involved in the formation of a spit, through some creative writing.

continued...

CURRICULUM / SYLLABUS

- ✓ National Curriculum 2014
- ✓ Curriculum for Excellence

Applies to Resources numbered:

1 0 7 2 5 1
1 0 7 2 5 2

Task Implementation (continued)

The activity can be adapted to suit the ability and preferences of students, i.e. a cartoon strip or series of diagrams with a 'slogan' may be preferable to writing a full 'story'. A combination of good imaginations and good geography is the key!

Students will see Calshot Spit at the mouth of Southampton Water, where it meets The Solent. A frame has been provided for students to sketch the spit as they pass, and to label its main features. More able students may also add annotations to explain how/why it formed here (and why it is this shape). All students could take some photos as they pass; these may be useful in the presentations they will produce later.

There is an extension activity for more able pupils to examine the human uses of the spit, of which there are many. Photos provided in the worksheet are labelled to show what the various buildings are, and students should think about the impact (positive and negative) of these human activities on the spit.

The post-visit activity uses the *New Forest District Coastal Management Plan* which can be found at the following website: <http://www.newforest.gov.uk/CHttpHandler.ashx?id=23568&p=0>.

Here, they will find further information about the spit, its importance, issues being faced, and how it is being managed. They are given a set of criteria/headings that they must find out about. Putting together their own primary research, they will produce a presentation on Calshot Spit.

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Ability Levels

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This resource is aimed at students at KS4. There are differentiated variations available for higher and lower ability levels.

Teachers should view all resources and select the most appropriate level for their students.

Relationship to Curriculum

Below are the relevant links to the current GCSE Geography specifications:

- 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.

Key skills practised in this unit:

- ▶ Understanding key processes of physical geography
- ▶ Conducting fieldwork by making observations and applying their observations to specific tasks
- ▶ Drawing a field sketch
- ▶ Carrying out independent research.

Learning Opportunities

At all stages

- ▶ Students will use the resources provided to carry out the activities and tasks as specified on the worksheet:

Resource ID: **107251** (KS4 low-mid ability)

107252 (KS4 mid-high ability)

Pre-Visit

- ▶ Students will learn what long-shore drift is and how the process operates at the coast.
- ▶ They will also learn about deposition, and when deposition occurs to form landforms.

During the Visit

- ▶ Students learn about the formation of spits, and they then make observations and draw a sketch of Calshot Spit as they pass.

Post-Visit

- ▶ **Teaching resources by Education Destination Ltd.**

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Enrichment Opportunities

- ▶ Students will be seeing Calshot Spit first-hand. This will give them a real 'feel' for a spit actually looks like 'in the flesh', and it will significantly help them to understand the theories they have learnt.
- ▶ Students will practise drawing a field sketch; a key part of a geographical investigation.
- ▶ Students will have the opportunity to conduct independent research; again, a key skill in geographical investigations. Indeed, this is a key skill in many curriculum areas and becomes a valuable skill as they move through to becoming more independent learners.
- ▶ Extension tasks and differentiated activities enable more able students to stretch and extend their geographical understanding, whilst less able students are supported through the tasks in a variety of ways.

Learning Outcomes

- ✓ Students will be able to define what long-shore drift is, and will be able to explain the process.
- ✓ Students will understand what deposition is, and be able to explain what conditions lead to deposition occurring
- ✓ Students will be able to define what a spit is, and explain its formation.
- ✓ Students will know the key features of Calshot Spit.
- ✓ Students will conduct independent research to find out more about Calshot Spit, and will put their own findings together with this research into a presentation.

