

TEACHER NOTES

Geography

Human & Physical Geography:

Using basic geographical vocabulary to refer to features

Contextual Summary

This is a Geography resource for students in lower key stage 2 that focuses on physical and human geographical features. It is designed to be used while on board a Red Funnel vehicle ferry.

It engages students with the topographical features of the UK's South-West coastal region from Southampton Harbour via Southampton Water and the Solent to East Cowes on the Isle of Wight. The resource enables students to develop their environmental awareness by observing, identifying and describing physical and human features in the wider landscape; it promotes the use of directional language and geographical vocabulary in context and underfield work conditions.

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Task Implementation

These resources will require children to locate their own position within the actual environment and on a map, whilst on the ship.

This will include focusing on finding and identifying physical and human features on the way and fixing them on their base map as well as the opportunity to experience and discuss why it can be difficult to spot and identify human features reliably when on board a ship and what the implications this could have.

Students are encouraged to think about the difference between human and physical features and use detailed and varied adjectives to describe what they can see.

Working in pairs, there is opportunity to use and develop key vocabulary and practise practical co-operation and team work.

Additionally, they will have an opportunity to explore the traffic on the Solent area by spotting different kinds of vessels, inferring their use; why different ships take different routes and how traffic on water has to be organised to avoid collisions and other accidents.

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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RED FUNNEL

SUBJECT

Geography

UNIT

Human & Physical Features

OPPORTUNITIES FOR USE

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



CURRICULUM / SYLLABUS

- ✓ National Curriculum 2014
- ✓ Curriculum for Excellence

Applies to Resource numbered:

107121
107122

Ability Levels

There are two versions of this resource for lower KS2 students: one lower and one higher ability variant.

Key skills practised in this unit:

- ▶ Reading maps and locating their own position while on a moving ship in order to spot human features on land and physical features around them
- ▶ There is ample opportunity for using directional language; recognising features on resource as features in landscape & vice versa
- ▶ All students will be experiencing in field work conditions how difficult orientation on sea can be and why maps and books can only give an idea of how things really look.

Relationship to Curriculum

The resource links to skills required to be taught and practised as per the National Curriculum / Curriculum for Excellence, for key stage 2 Geography:

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- use of fieldwork & observational skills.

There are also links to English: using & extending appropriate subject specific vocabulary, specifically adjectives and extended descriptive writing.

PSHE is also addressed by practising of the following: social skills: co-operation, helping each other.

Enrichment Opportunities

- ▶ These resources provide students with a stimulating new context in which to use and develop their knowledge and understanding of physical and human geographical features.
- ▶ They offer exciting opportunities to think about the presence or absence of features while observing their environment closely and describing a variety of human and physical geographical features.
- ▶ The task offers opportunity to practise descriptive geographical language, co-operation and communication skills under field work conditions.

Learning Outcomes

- ✓ Students will demonstrate and develop their understanding of physical and human geographical features.
- ✓ They will demonstrate & develop use of descriptive, directional and geographical key vocabulary.
- ✓ They will practise co-operation skills.
- ✓ Students will also develop descriptive writing skills and the ability to categorise and sort geographical features (post-visit).

Learning Opportunities

- ▶ Recommended pre-visit/post-visit material: type “Isle of Wight” into Google Earth’s search function and survey the area of their journey in detail.
- ▶ An appropriate OS map (Landranger 196 “The Solent & Isle of Wight”) would enhance the ability to relate map-views to satellite views. Discuss in advance what they might be able to see. This activity could be extended to include following and naming the tributaries of Southern Water up-river or comparing their home area with the Solent coastal area.
- ▶ Additionally, pre-or post-visit use 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>

Pre-Visit

- ▶ Students will learn to use satellite images, compare them to OS map of the same area and will become familiar with key concepts and vocabulary in this context.

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Resource ID: [107121](#) (KS2L lower ability) [107122](#) (KS2L higher ability)

- ▶ Apply knowledge & understanding of physical and human geographical features under fieldwork conditions; using simple maps of new location to mark human features they spot on the way; use of locational & directional language; description of features; use of observational, communication and co-operational skills.

Post-Visit

- ▶ Reinforce learning by using the notes made on physical features to write a longer descriptive piece on the information collected during the field trip. The Venn diagram, list of adjectives and answers to questions can be used as scaffold for writing.
- ▶ The resources on human features can be used to create a detailed and illustrated spider diagram on an A3 sheet to show and discuss the different activities which take place in this particular coastal environment.

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