

TEACHER NOTES

Geography

Coasts: Interactions



Contextual Summary

This is a geography resource which engages students with the human and physical geography of Portsmouth Harbour and the surrounding area of the Solent, while on their ferry crossing to/from the Isle of Wight. It includes pre-visit, on-site, and post-visit activities. This resource focuses on students learning about the physical and the human characteristics of the geography of the settlement of Portsmouth and the wider area on this stretch of the Solent coast.

The resource leads students through knowing what the key terms associated with the topic area are, and understanding what they mean. Map work and photo interpretation allows students to examine the physical and human geography of the site and situation of Portsmouth before their ferry trip. They also learn a little about the history of the development of the naval base/port here, and the building of various defences in, and on the shores of, the Solent.

While on the ferry crossing, students examine old photographs of Portsmouth Harbour and compare them to what it is currently like, take photos of different types of vessels in the harbour and Solent, and sketch the harbour, and also examine evidence of defences and the need/use of these in relation to the 'geography' of the area.

On their return to school, students then use a GIS mapping site to investigate shipping/vessel movements into and out of the Harbour and the wider Solent, in order to understand the importance of Portsmouth Harbour on a wider scale. Summary questions at the end tie up all that they have learnt through all activities pre-visit, during the trip, and post-visit.

Ability Levels

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

Task Implementation

The pre-visit activity starts by introducing Portsmouth – students should read this either independently or as a class. Teachers may also want to use Google images to show students images of the city and the harbour. The following website is also interesting: <https://yougov.co.uk/opi/browse/Portsmouth>

A variety of tasks, differentiated on the different worksheets, then takes them through understanding the key terms and investigating both the physical and the human geography of the area. The weblink needed for the section on 'site and situation' is: http://www.bbc.co.uk/schools/gcsebitesize/geography/urban_environments/settlement_characteristics_rev2.shtml

There is also a section of defences in the area, which provides information about both the Naval Port and also the older defences in this part of the Solent. Students may be interested to find out a little more about these. For example, the Solent Forts website shows the current use of each fort: <https://solentforts.com/>

SUBJECT

Geography

UNIT

Coasts: Interactions

OPPORTUNITIES FOR USE

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



180+ mins

APPLICABILITY



Key Stage 3



S1-S3

CURRICULUM / SYLLABUS

- ✓ National Curriculum 2014
- ✓ Curriculum for Excellence

Applies to Resource numbered:

1	1	1	1	0	1
1	1	1	1	0	2
1	1	1	1	0	3

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Task Implementation

At a suitable point, teachers should discuss what students have found out and written, and also introduce the idea of ‘interactions’; that the physical geography of the area has enabled the human developments/activities here to take place and ‘how human activity relies on effective functioning of natural systems’. Encourage students, for example, to understand that the physical geography here (relatively flat and low lying and exposed to attack from the sea) made it vulnerable and therefore led to the naval / defence developments. Similarly, these same physical characteristics also made it an IDEAL location to build / position such defences.

Also, students can be helped to appreciate that these human developments have, in turn, led to further human development and activity along this stretch of the coastline and that this has impacted on the physical nature of the area. The idea of ‘interactions’ between the physical and human geography of a location is a key concept in KS3 Geography, and this resource provides an ideal opportunity to explore this with students.

On site, on board the ferry, students will work through a variety of activities that are designed to help them to get to know what Portsmouth Harbour is like, comparing it to what it was once like too, by making observations, sketching and taking photos.

The activities are as follows:

- ▶ Activity one is a ‘before and after’ style activity, whereby students use old images of Portsmouth Harbour and modern-day images/observations to describe changes that have taken place to the character of the location/area.
- ▶ Activity two involves sketching the harbour, as students see it from the ferry as they leave/approach. Students should be encouraged to draw the ‘basic’ outline and features fairly fast, before the ferry leaves or they have to disembark. Once drawn, the sketch should be labelled to indicate key physical and human features (these could be colour-coded). More able students should be able to develop at least some of these into more detailed annotations, with some further development of their descriptions and perhaps also some explanatory information as well.
- ▶ For activity three, students are provided with an outline map on which they should mark the location of any forms of defence that they observe on their journey. Then, using the map, and what they have already learnt about this in the pre-visit section, they should complete the letter/postcard. The lower ability worksheet has a writing frame to help students with this.
- ▶ Activity four is a photographing activity. Students should aim to observe and take photos of as many different types of ferry / passenger vessels as they can. These may be used in the post-visit tasks (see below).

The above activities can be ‘delivered’ or organised by the teacher(s) as they see fit.

The post visit activity involves students using the following website:

<http://www.solentprotection.org/solent-now/>

Live feeds from vessels show up-to-date information about their location, speed and direction (bearing) and their name.

The mapping system is a simple form of GIS and, therefore, an excellent way to introduce students to, and/or practice, this essential geographical skill. Teachers should take a look at it first, and familiarise themselves with the tools and operation.

The resource gives students information about how to navigate and use the map, but teachers may wish to demonstrate, especially to less able groups. Once familiar and happy with what they are doing, there are a number of questions/tasks in the table for students to complete. They can do this in pairs, small groups or individually. Their photos taken on the ferry, of other passenger vessels, can be used here too.

Relationship to Curriculum

Below are the relevant links to the current Department for Education Key Stage 3 Geography Programme of Study, showing links to this resource:

- Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes taking place in physical and human geography
- Understand the use of natural resources (the use of the coast and the Solent as a 'resource')
- Understand the interactions between human and physical geography, and that human activity relies on the effective functioning of natural systems
- Develop their geographical skills in analysing and interpreting different sources, including the use of fieldwork to investigate contrasting locations
- Interpret a range of sources of geographical information, including maps, photographs and Geographical Information Systems (GIS)
- Communicate information in a variety of ways.

Key skills practised in this unit:

- ✓ Understanding key processes in physical geography (climate change, coasts)
- ✓ Understanding key processes in human geography (settlement, human activities)
- ✓ Conducting fieldwork by making observations and applying their observations to specific tasks
- ✓ Map work, photo interpretation and use of GIS
- ✓ Development of literacy skills
- ✓ Carrying out independent as well as group activities.

Learning Opportunities

Students will use the resources provided to carry out the activities and tasks as specified on the worksheet. At all stages, students will be using the worksheets linked to this resource - **111101, 2 or 3**

Pre-Visit

- ▶ Students will learn what the key terms (physical and human Geography, site and situation) mean, and will also learn about the characteristics of Portsmouth as a settlement and also Portsmouth Harbour and Naval Port and the wider Solent.

During the Visit

- ▶ Students will make observations from the ferry in order to understand the physical and human geography of Portsmouth, and Portsmouth Harbour specifically, and the wider Solent area.

Post-Visit

- ▶ Students use a simple GIS mapping site to investigate vessels present, and their movements, in the Harbour and its 'routes' into the Solent. They will carry out activities to summarise what they have learned.

Enrichment Opportunities

- ▶ Students will be seeing the busy harbour, with its wide range of different attractions, amenities and land uses. There is a huge variety of 'stuff' going on, both on and off the water, and it will really help students to understand the importance of Portsmouth Harbour.
- ▶ Students will have the opportunity to conduct fieldwork and make first-hand observations of the physical and human geography of this area, and the defence of it, both past and present. Making first hand observations is 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.
- ▶ The post-visit activity provides an opportunity to use GIS in their geography learning, an increasingly important and widely used tool in our modern world and a core skill on the curriculum.
- ▶ Good fieldwork literally brings to life what is learnt in the classroom. 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.
- ▶ 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, as outlined in detail above.

Learning Outcomes

- ✓ Students will be able to define what physical Geography and Human Geography is, and also the terms 'site' and 'situation'.
- ✓ Students should be able to describe the physical and human geography of Portsmouth Harbour and the surrounding area of the Solent, including the role of defence both past and present.
- ✓ Some students will be able to describe and explain the interaction between the physical and human geography of the area.
- ✓ Students will make and record observations about what the harbour and Solent is like, both the physical and the human features
- ✓ Students will use GIS to investigate vessel movements and use this to comment on the importance of Portsmouth Harbour.

