

TEACHER NOTES

Geography

Coasts: Settlements and Land Use

Contextual Summary

This is a geography resource which engages students with the human and physical Geography of Lymington and Yarmouth Harbours 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 settlements of Yarmouth and Lymington, and the wider area on this stretch of the Solent coast, as seen from the ferry. The resource leads students through knowing what the key terms associated with the topic area are, and understanding what they mean. Students learn the meaning of the term 'site', and they examine what makes a good, and not such a good, site for a settlement.

Through map work and photo interpretation students then examine the physical and human geography of the site of the settlements of Yarmouth and Lymington, prior to seeing them whilst on the ferry. They also learn about the physical processes that happened in the past, which have given rise to the present-day character of the area. While on the ferry crossing, students will be able to observe what the settlements are, and what the Solent is, like today. A variety of tasks enables them to fully investigate the human and physical geography of the area.

On their return to school, students then work in small groups to summarise, in the form of a presentation, all that they have learned.

Ability Levels

This resource is aimed at students at upper KS2.

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.

Task Implementation

The pre-visit activity starts by introducing the settlements of Lymington and Yarmouth – students use the Wikipedia pages on each settlement to complete a short written introduction to each.

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 weblinks needed for the section on settlement 'site' (task 1) are:

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

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



SUBJECT

Geography

UNIT

Coasts: Settlements & Land Use

OPPORTUNITIES FOR USE

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



APPLICABILITY



Upper Key Stage 2

P6-P7

CURRICULUM / SYLLABUS

- ✓ National Curriculum 2014
- ✓ Curriculum for Excellence

Applies to Resource numbered:



Task Implementation

The above links define the term 'site' and also go through the factors that make a good, and also not such a good, site. Students should use this to complete the activity on the worksheet. They will then examine the site of each settlement using the OS map provided. Finally, task 3 requires them to write a 'settler's story' using the information they have found out about the site of either Lymington or Yarmouth – they can choose or be given one or the other to focus on. The lower ability worksheet provides a frame, and sentence starters, for less able students to use.

A good summary quiz, to finish the section on settlement sites, can be viewed, and used if wanted, here:

<http://www.educationquizzes.com/ks2/geography/settlements-1/>

Students are then provided with some further information about the physical geography of the area, and are given some information about the processes that led to the development of the Solent and the natural Harbour at Lymington. Along with additional factors, such as flat land, and the availability of fresh water etc, this was a key factor in the development of the port here. Task 4 is a 'before and after' drawing task, The students' job is to draw the 'before' image, based on the information provided about what the area was once like and how/why it changed. More able students can be encouraged to explain this, perhaps through annotations or captions. Encourage students to collaborate and share their ideas and drawings.

Task 5 then examines the role of Hurst Spit in making this a good site for a settlement, and for a port to develop, as it provides shelter from the SW prevailing winds. Students will learn what a spit is and there is a short description of how spits form. There is a good clip on the BBC website that shows how the process of Long Shore Drift occurs, and how spits form when the direction of the coast changes:

<http://www.bbc.co.uk/education/clips/zhp4d2p>

Finally, the last section of the pre-visit tasks involves looking a little at the human characteristics of the area, and students are introduced to the term 'land-use', and learn how it can be categorized. The weblink needed is here:

<https://www.slideshare.net/geodebs/lesson-1-intro-to-urban-land-use>

Slides 4-16 of the Powerpoint presentation go over what land-use is, how it may be categorised and provides a variety of photos for students to practice identifying the land-use shown.

They then use the OS map provided to look at land use in and around Lymington and Yarmouth. Students will then be able to learn more about this through direct observations on board the ferry.

At this point, teachers may wish to discuss, and summarize, what students have learned, and perhaps 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 (climatic changes flooding the Solent valley and river estuaries, and the development of the spit, as well as the natural gentle relief and presence of rivers etc) made it an IDEAL location to build / position settlements and harbours. 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 Geography studies, 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 each settlement, and the Solent in general, is like, by making observations, sketching and answering questions. The activities are as follows:

- Task 1 is a sketching activity. It 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 could also be labelled to the main land-uses/human features that can be seen

- Task 2 provides students with a variety of different images taken in and around the harbour. Students should try to identify what each one is and add a title or short description underneath each. More able students could be encouraged to add the location onto the OS map given in the 'pre-visit' section. If wanted, this would provide a good opportunity to discuss the main human and physical features of the harbour, as can be seen from on board the ferry.
- While crossing the Solent, students can read the section on the Forts and they will be able to see some clearly (weather permitting!) from the ferry. Following this information, there are a few questions to get students thinking about why these forts/defences were built here in the first place. Activity 4 then requires them to use their imagination and imagine that they are part of a French invasion (in, say, the 16th century) and they have to write an account of their attempts to attack the English here!
- Finally, activity 5 fits in with the need for students to be able to compare and 'contrast locations', by giving them the opportunity to look for similarities and differences between Portsmouth (Harbour) and Fishbourne, as far as they are able to see from the ferry.

The above activities can be 'delivered' or organised by the teacher(s) as they see fit. The post visit activity involves students working in small groups; these can be organised by their teacher(s). It is a summary task, whereby all aspects of what they have learned should be brought together. They are tasked with developing a presentation to cover these key aspects, given as 'headings' for sections of their presentation in the worksheet. This is a good opportunity for teachers to assess students' work for this task, as a whole, and perhaps even some peer assessment to take place too.

Key skills practised in this unit:

- ✓ Recognition of key physical and human geographical features
- ✓ Use fieldwork to observe and record human and physical features of an area
- ✓ Use OS maps, photos and sketching
- ✓ Development of literacy skills
- ✓ Carrying out independent and collaborative group activities.

Relationship to Curriculum

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

- **Understand, through the use of detailed place-based exemplars at a variety of scales, the key aspects of:**
 1. physical geography
 2. 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.

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 - **111131&2**

Pre-Visit

- ▶ Students will learn what the key terms (physical and human Geography, site and land-use) mean, and will also learn about the physical and human characteristics of Yarmouth & Lymington as a settlement.

During the Visit

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

Post-Visit

- ▶ Students summarise what they have learned through a group work task to develop and deliver presentations.

Enrichment Opportunities

- ▶ Students will be seeing the busy harbours, with a wide range of different amenities and land uses. There is a lot 'going on' for them to see, both on and off the water, especially in Lymington, and it will really help students to understand the range of human activities and land uses in and around a busy coastal harbour/port settlement.
- ▶ Students will have the opportunity to conduct fieldwork and make first-hand observations of the physical and human geography of this area at present, and will learn how geographical processes in the past led to it being this way. Making first-hand observations is a key skill in geographical fieldwork. Indeed, this is a key skill in many curriculum areas and becomes a valuable skill as they move through to becoming more independent learners.
- ▶ 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.
- ▶ The post-visit activity provides an opportunity to collaborate with their peers in a summative activity. The resource includes both independent and collaborative tasks.
- ▶ 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, e.g. with the use of writing frames, additional information and guidance/exemplars, and structured sentences/sentence starters.

Learning Outcomes

- ✓ Students will be able to define what physical Geography and Human Geography is, and also the terms 'site' and 'land use'.
- ✓ Students should be able to describe the physical and human geography of the sites of both Lymington and Yarmouth and the surrounding area of the Solent, including the role of defence both past and present.
- ✓ Students will make and record observations about what the area is like; both the physical and the human features.
- ✓ Students will develop presentations in groups to summarise what they have learnt.

