

TEACHER NOTES

Geography

Human Geography: Ships, Vessels & Cargo

Contextual Summary

This is a Human Geography resource focusing on vessels and cargo; it is designed to be used while on board a Red Funnel Vehicle Ferry. The resource engages students with the shipping traffic 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 traffic in a busy shipping area including identification of types of vessels used for different purposes. There are post-visit options as outlined at the end of this teacher



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RED FUNNEL

SUBJECT

Geography

UNIT

Human Geography: Vessels & Cargo

OPPORTUNITIES FOR USE

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

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Task Implementation

The on-site task offers an opportunity to identify and differentiate between different types of vessels commonly found in a larger port area. It also allows for a more in-depth study of the purposes of these vessels. Lastly, the post-visit tally of different vessels can be used in a Maths activity to create a bar chart. Also, as an extension, students are invited to think about the reliability of data gathered by different observers. Working in pairs, there is opportunity to use and develop key geographical vocabulary and practise practical co-operation and team work in field work conditions. For larger groups, there is a bonus task that can be used to collect and analyse the registration data from ships for later investigative work. The four optional post-visit activities refer back to the Red Funnel trip and expect students to use their newly gained experience and knowledge to see traffic and transport in a wider sense.

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.



P4-P5

CURRICULUM / SYLLABUS

- ✓ National Curriculum 2014
- ✓ Curriculum for Excellence

Applies to Resource numbered:

107171
107172

Ability Levels

There are two versions of this resource for low and high ability students in lower key stage 2.

Key skills practised in this unit:

- ▶ Focused and precise observation of maritime traffic
- ▶ Categorisation of types of vessel
- ▶ Presentation and analysis of data.

Relationship to Curriculum

The above skills are required to be taught and practised as per the National Curriculum / Curriculum for Excellence, for key stage 2 Geography.

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 students' ability to relate map-views to satellite views and ultimately to the real world.

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- ▶ 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 of the waterways.

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Pre-Visit

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- ▶ 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. They have the opportunity to prepare for the trip by watching and discussing the links mentioned above.

During the Visit

- ▶ Students to complete tasks linked to this document: *Ship Ahoy!*

Resource ID: **107171** (KS2L lower ability) **107172** (KS2L higher ability)

- ▶ Students observe and record, recognise and identify, communicate and co-operate.

Post-Visit

- ▶ Completion of the tally bar chart
- ▶ Complete investigation for the bonus activity, including annotating the world map.

Enrichment Opportunities

- ▶ These resources provide students with a stimulating new context in which to recognise the different modes of transport used on water.
- ▶ They offer exciting opportunities to think about the great variety of different types of vessels designed for different purposes.
- ▶ The tasks offer opportunities to practise descriptive geographical language, co-operation and communication skills under field work conditions.

Learning Outcomes

- ✓ Students will demonstrate and develop their understanding of and will acquire knowledge about the close connection of transport and trade.
- ✓ They will demonstrate and develop use of geographical key vocabulary, practise co-operation skills; develop geographical and mathematical presentational skills and the ability to categorise vessels.

Optional Follow-up Tasks - Trade around the World

Ideas for Geography, PSHE, Maths, English & History follow-up lessons:

Geography: Where do goods come from?

- Students use their Geography resource sheets from the Red Funnel Trip to re-cap what they saw on their journey.
- They are encouraged to discuss what goods (oil, sand, iron ore, timber, grain, fruit & veg, coffee, tea, cocoa beans etc.) arrive in a port like Southampton & where these goods are coming from.
- They can research some goods with the help of a good school atlas, for others an internet research may have to be prepared. Recommended atlas for this activity is: "Phillip's Modern School Atlas", 94th edition, 2003 Octopus Publishing Group.
- Use an simple A3 outline map of the world for students to annotate with images and key words of goods and where they come from and where they go.
- Alternatively, students could be encouraged to check the labels of various goods, especially food, fruit & veg at home or in a supermarket and use this list of various countries of origin to annotate their world map.

PSHE & Maths: What is trade?

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History: What does the poem "Cargoes" try to say?

Use John Masefield's (b.1878) poem "Cargoes" to encourage discussion about trade and cargoes through the ages, especially the late Victorian era in comparison with the 21st century.

Students are to make connections between what they learnt on their Red Funnel trip and their understanding of the past and present. This poem addresses questions of continuity and change, e.g. how and why trade and cargoes have changed over time. Use a spider diagram to collect thoughts on how and why cargoes and trade may have changed.

Additional questions which could be used for work in small groups:

- Have we changed by obtaining exotic/expensive/cheap goods from further away?
- Has the value & our perception of some of these goods changed?

Students could finish this activity by writing an introduction about trade and cargoes, then short paragraphs on past and present and conclude with an evaluation of trade as human activity.

English: What does the poem "Cargoes" try to say?

Use John Masefield's (b.1878) poem "Cargoes" as a poetry comprehension and writing activity; discuss the late Victorian attitudes as shown in the poem and compare them to attitudes to cargoes and trade today.

Students are to make connections between what they learnt and saw on their Red Funnel trip and what is expressed in this poem. Finally all could select words and images to write a further verse to the poem in order to express their very personal view of harbours, trade and cargoes.

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