

TEACHER NOTES

Geography

Human Geography: Transport and Trade



Education
Destination



RED FUNNEL

Contextual Summary

This is a geographical skills resource focusing on transport and trade, designed to be used while on board a Red Funnel vehicle ferry. It engages students with the shipping traffic of the UK's Southern coastal region from Southampton Harbour via Southampton Water and the Solent to East Cowes on the Isle of Wight. The resource consists of on-site and post-visit activities, which belong together but can be used independently of each other.

The resource enables students to develop their environmental awareness by observing, identifying and describing a variety of vessels

Teaching resources by Education Destination Ltd.

Curriculum relevant materials supporting school trips to the Isle of Wight

Book today with Education Destination and get full access to this and hundreds more quality resources

www.edudest.uk

there is a frame work provided for students to use their tally to create a bar chart for presentation and discussion purposes.

The task is designed to appeal to students in upper KS2.

Task Implementation

The on-site activities offer an opportunity to identify and differentiate between different types of vessels commonly found in a larger port area. Students create a tally of the vessels they see for further work later on. The resources encourage questions, close observation and inference by offering many clues what to look out for while on the trip. They also give more detailed information for students to select and connect to particular vessels they see.

The post-visit activities engage students with shipping data, movements and routes and concludes with a blank world map being annotated with shipping routes and trade information (for higher ability only, or for use in mixed ability groups). Students present geographical data in simple bar chart, using the tally of vessels created on the trip. Also, as an extension, students are invited to think about the reliability of data gathered by different observers.

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.

SUBJECT
Geography
UNIT
Transport and Trade (vessels)
OPPORTUNITIES FOR USE
✗ Pre-Visit
✓ On-Site Activity
✓ Post-Visit
CURRICULUM / SYLLABUS
✓ National Curriculum 2014
✓ Curriculum for Excellence

Applies to Resource numbered:

107481
107482

Ability Levels

There are two versions of this resource, for low /mid and high ability students in upper 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.

Students are given opportunity for focused and precise observation of different types of vessels and the recording of these observations under field trip conditions. Inference is encouraged by matching modes of transport on sea with harbour facilities and modes of transport on land to work out which vessel carries what kind of cargo. They should develop an understanding that the transport of goods and people on water is a highly skilled and specialised operation.

Teaching resources by Education Destination Ltd.

Curriculum relevant materials supporting school trips to the Isle of Wight

Book today with Education Destination and get full access to **this** and **hundreds** more quality resources

www.edudest.uk

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 landscape.

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&feature=youtu.be>

There are several 360° tours around a Red Funnel Vehicle Ferry (from the Bridge to the engine rooms – to see what a vessel of this size needs to be steered & powered) :

<http://www.redfunnel.co.uk/why-choose-us/360-degree-virtual-ferry-tour>

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

(continued...)

Learning Opportunities (continued)

During the Visit

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

Resource ID: **107481** (KS2U low-mid ability) **107482** (KS2U higher ability)

- ▶ Students observe and record, recognise and identify, communicate and co-operate.
- ▶ Students will gain knowledge & understanding of trade and transport on water by observing vessels and harbour facilities and by using the information provided. Their lateral thinking skills will be challenged and rewarded by matching vessels, cargo and harbour facilities correctly. On the trip they will use locational & directional language; Key Geographical Language; observational, communication and co-operational skills under fieldwork conditions.

Post-Visit

Teaching resources by Education Destination Ltd.

Curriculum relevant materials supporting school trips to the Isle of Wight

Book today with Education Destination and get full access to this and hundreds more quality resources

www.edudest.uk

Geographical data.

Enrichment Opportunities

- ▶ These resources provide students with a stimulating new context in which to realise the necessity of shipping in trade, the different modes of transport used on water and the wide array of harbour facilities needed to distribute goods further afield.
- ▶ They offer exciting opportunities to think about the great variety of different types of vessels designed for different purposes.
- ▶ 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 and acquire new knowledge about the close connection of transport and trade.
- ✓ Students will demonstrate & develop use of descriptive, directional and geographical key vocabulary.
- ✓ Students will practise co-operation skills.
- ✓ Students will develop geographical and mathematical presentational skills and the ability to categorise and differentiate between objects like 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?

- **Teaching resources by Education Destination Ltd.**
Curriculum relevant materials supporting school trips to the Isle of Wight

Book today with Education Destination and get full access to this and hundreds more quality resources

- Discuss after role play, what pupils thought the advantages and disadvantages.

www.edudest.uk

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.

For further details visit educationdestination.co.uk

- ▶ Hundreds more resources
- ▶ Search by age, subject, exam board
- ▶ Virtual venue tours and maps
- ▶ Bespoke online itinerary builder
- ▶ Risk assessments
- ▶ Travel and accommodation

