

# TEACHER NOTES

## Geography

### Physical Geography: Ice Age Effects



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## Contextual Summary

This three-part resource (pre-visit, on-site, post-visit) is designed to develop and apply understanding of large scale change of geological & geographical physical features and human adaptation to such change. Pre-visit activities lay the foundation to the topic by exploring the geological and pre-historic past of Europe and Britain with focus on the creation of the Solent Area. On-site activities, to be used on board a Red Funnel ferry, focus on the observation of geomorphological processes in the Solent Area in the present and to record evidence of change and human adaptation to it. Post-visit activities invite

### SUBJECT

Geography

### UNIT

Physical Geography: Ice Age Effects

### OPPORTUNITIES FOR USE

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

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based on the question "How did it get like this?"; the on-site activities on the question "How is it changing?" and the post-visit tasks on "What might be the effects of change?"

Understanding of the creation of river & coastal landforms and geomorphological processes (erosion/weathering, transportation & deposition) are required. The resources help students engage with the topographical features of the UK's South-East coastal region from Southampton Harbour via Southampton Water and the Solent to East Cowes on the Isle of Wight. The resource is intended to appeal to students in key stages 3 and 4.

## Task Implementation

The resources will require students in section I (pre-visit) to re-cap their understanding of human and physical processes (creation of river & coastal landforms, geomorphological processes: erosion/weathering, transportation & deposition) by applying them to the past of the Solent Area in the context of the most recent glacial period. The on-site field work activities are designed to focus attention on the constant interaction between physical change and human intervention/adaptation in the present. Post-visit tasks allow students to use their knowledge and understanding to consider future climate change/rise of sea level and its implications on the Solent area.

## 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.



S1-S4

### CURRICULUM / SYLLABUS

- ✓ National Curriculum 2014
- ✓ Curriculum for Excellence

Applies to Resource numbered:

1	0	7	1	6	1
1	0	7	1	6	2
1	0	7	1	6	3

## Ability Levels

There are two versions of this resource for key stage 3 - for low /mid and high ability students. For key stage 4 students, there is one mixed ability resource that can be used for revision of previously learned key stage 3 content.

### Key skills practised in this unit:

- ▶ Application of Key Geographical Questions to explore change through geological/pre-historic past, present and future of the Solent area
- ▶ Reconstruction of living conditions of palaeolithic people by using geological, geographic and archaeological information
- ▶ Discussion of how climate change affected their environment and how pre-historic people adapted to change

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### 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.

#### Detailed links:

- *Geography*: understanding of Geological reasons for the existence of a variety of present day physical features; use of geographical concepts, key words and key questions; application of geographical skills to interpret past living conditions of people in comparison to the present and consideration of future geographical change and its impact. Use of fieldwork & observational skills.
- *English*: using & extending appropriate subject specific vocabulary; using imagination.
- *PSHE*: social skills: co-operation, helping each other.
- *History*: How and why places may have changed over time; life & living conditions of pre-historic people; human adaptations to change.
- *Art*: Appreciation of pre-historic art; tracing its influence on 20th c. art.
- *R.E.*: considering pre-historic religion using cave art and artefacts; discussing connection between religion and living conditions.



## Learning Opportunities

### Suggested accompanying online material:

Interactive flood maps: <http://flood.firetree.net/?ll=8.0000,0.2200&zoom=2>

KS3 Maldives, rising sea level: <http://www.bbc.co.uk/education/clips/zqmb4wx>

<http://www.s-cool.co.uk/gcse/geography/coasts/revise-it/sea-level-change>

<http://www.revisionworld.com/gcse-revision/geography/weather-climate/climate-change>

### Suggested pre-visit/post-visit material:

GOOGLE Earth for study of Southampton Water and Solent Area (zoom in on built-up area along southern Water to identify various features); OS Landranger Map 196 "The Solent & Isle of Wight".

## Pre-Visit, During the Visit and Post-Visit

► Students to complete tasks linked to this document: *Physical Geography: Ice Age Effects*

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## Enrichment Opportunities

- These resources provide students with a stimulating new context in which to apply and develop their knowledge and understanding of the Key Geographical Concepts and Questions and their central role in investigating and identifying the interaction between physical and human change.
- They offer an exciting opportunity to observe, record and discuss the impact of change on human lives from the pre-history, to the present and the future.
- The tasks offer practice in co-operation and communication skills under field work conditions.

## Learning Outcomes

- ✓ Students will demonstrate and develop their knowledge and understanding of the Key Geographical Concepts and Questions and their central role in investigating and identifying the interaction between physical and human change.
- ✓ They can demonstrate & develop use of directional and geographical key vocabulary and concepts.

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