

TEACHER NOTES

Geography

Locational Knowledge (Land Use)

Contextual Summary

This is a geography resource focusing on locational knowledge and identifying urban and rural land use in the area around Southampton Water. The pre-visit activities reinforce knowledge and understanding of the UK's countries and regions, their respective rural and urban economies and the differences between the local area of the school and the southern coastal area to be visited.

The on-site activity, to be used while on board a Red Funnel vehicle ferry, uses this preparation to aid detailed observation, recognition and recording of as many relevant features as possible on a blank map.

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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. Tasks enable students to develop their skills in recognising geographical features at home as well as elsewhere and relating them to maps; they promote the use of directional language and geographical vocabulary in context and under field work conditions.

The resource is intended to appeal to students in key stage 2.

Task Implementation

The resources will require students to re-cap their locational knowledge, focusing on identifying urban and rural land use. They require skills in using and understanding maps and applying this knowledge to a new location. This will include locating features on the journey and annotating a blank map. There is opportunity for follow-up work by completing the maps annotated on the journey at school and discussing the differences in land use between their local area and Southampton Water - Solent area. Working in pairs, there is an opportunity to use key vocabulary and practise practical co-operation and team work.

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.



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RED FUNNEL

SUBJECT

Geography

UNIT

Locational Knowledge (Land Use)

OPPORTUNITIES FOR USE

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

CURRICULUM / SYLLABUS

- ✓ National Curriculum 2014
- ✓ Curriculum for Excellence

Applies to Resource numbered:

1	0	7	1	4	1
1	0	7	1	4	2
1	0	7	1	4	3
1	0	7	1	4	4

Ability Levels

There are two versions of this resource for lower key stage 2 - for low /mid and high ability students, and this is mirrored in the two resources for upper key stage 2 students. Teachers can support or use the resources in mixed ability groups as desired. Pairing higher and lower ability students for the field work task on the trip is recommended.

Key skills practised in this unit:

- ▶ Reading maps
- ▶ Understanding, recognition and correct use of the geographical concepts of urban and rural economic activity as land use patterns
- ▶ Comparison between local area and a new location in the UK
- ▶ Use of directional language and geographical key vocabulary
- ▶ Team working skills in field work conditions.

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- *Geography*: locational knowledge/UK, understanding of Economic Activities in different regions and connection to Land Use patterns; use of locational & directional language and geographical key words; description and discussion of different features in different locations; use of fieldwork & observational skills.
- *English*: using & extending appropriate subject specific vocabulary.
- *PSHE*: social skills: co-operation, helping each other.
- *History*: how and why land use may have changed over time.

Learning Opportunities

At all stages

- ▶ Students to complete tasks linked to this document: *Southampton Water: Mapping Land Use*

Resource ID: **107141** (KS2L low-mid ability) **107142** (KS2L higher ability)

107143 (KS2U low-mid ability) **107144** (KS2U higher ability)

Pre-Visit

- ▶ Suggested pre-visit material: GOOGLE Earth for study of Local Area and Southampton Water (zoom in on built-up area along southern Water to identify various industries); OS Landranger Map 196 "The Solent & Isle of Wight"
- ▶ 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=DF6zGpDmI04&feature=youtu.be>
- ▶ Students should re-cap locational knowledge of UK, focusing on identifying urban and rural land use; will be able to compare their local region with this South-Eastern coastal region; use maps and will become familiar with applying key concepts and vocabulary in a new context.

Learning Opportunities (continued)

During the Visit

- ▶ Students will apply knowledge & understanding of locational knowledge.
- ▶ They will be focusing on identifying urban and rural land use under fieldwork conditions.
- ▶ Students will use prepared maps to record features of the new location.
- ▶ They will practise use of locational, directional and geographical key words.
- ▶ Students will make use of observational, communication and co-operational skills.

Post-Visit

- ▶ Students can reinforce learning by comparing the information collected on the field trip to their knowledge of their local area.
- ▶ They have the opportunity to discuss and write a resume of their findings. This can be presented, compared and evaluated as a whole class activity.

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- ▶ These resources provide students with a stimulating new context in which to use and develop their understanding of locational knowledge, focusing on identifying urban and rural land use.
- ▶ They offer exciting opportunities to observe, record and discuss differences between regions in the UK.
- ▶ The tasks also offer practice in co-operation and communication skills under field work conditions.

Learning Outcomes

- ✓ Students will demonstrate and develop their understanding of locational knowledge, focusing on identifying urban and rural land use.
- ✓ They can demonstrate & develop use of directional and geographical key vocabulary and concepts.
- ✓ Students will practise co-operation skills.

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