

# TEACHER NOTES

## Geography

### Geographical Skills and Fieldwork: Mapping Skills

#### Contextual Summary

This is a Geography resource focusing on mapping skills on land and at sea, including traffic regulation and hazards at sea. It is to be used in preparation of the trip on a Red Funnel Vehicle Ferry, during the trip and allows for in-depth research of hazards at sea after the trip. Tasks engage 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.

As pre-visit tasks the resources enable students to develop their map reading skills by using 4 and 6 figure grid references and by comparing

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land maps like OS maps to specialised maps for shipping traffic like Admiralty Charts. The resource includes a map of the UK and the Solent area showing shipping lanes, buoys and markers, which basically indicate what lies invisibly below the surface of the sea and might pose a hazard to shipping.

During the ferry trip students will have opportunity to apply this knowledge by tracking buoys and markers and following the ferry route by using land marks on the way. This includes working out why the ferry does not take the shortest route across the Solent and why large vessels have to stay in shipping lanes.

Post-visit, the shipping hazards which can be encountered near land can be explored by researching the fate of the beached Hoegh Osaka car carrier and the cruise liner Costa Concordia, shipwrecked off the coast of Italy. This is a cross-over activity with PSHE because the immense human and material cost of such disasters and the involvement of human failure needs to be considered together with the geographical factors which led to these severe accidents.

The resource promotes the use of directional language and geographical vocabulary in context and under field work conditions. Students will have the opportunity to compare and contrast the shipping traffic with road traffic regulations. They are encouraged to discuss why movement on water is different to movement on land and in which way maritime traffic rules reflect this difference. The task is designed for students in upper key stage 2.

#### Task Implementation

The pre-visit activity serves as a reminder of how to use grid references for OS maps and this use of familiar maps will heighten their appreciation and understanding of how and why Admiralty Charts have to be different from land maps in order to serve a similar purpose at sea – to get from A to B safely. It will also allow discussion of why different types of maps for different purposes exist – in this case a map showing what cannot be seen – the underwater landscape. The activity on buoys extends this topic by showing how the invisible underwater landscape is made visible by markers on the surface of the sea; i.e. marking shipping lanes.



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#### SUBJECT

Geography

#### UNIT

Mapping Skills (Sea Traffic)

#### OPPORTUNITIES FOR USE

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

#### CURRICULUM / SYLLABUS

- ✓ National Curriculum 2014
- ✓ Curriculum for Excellence

Applies to Resource numbered:

107181  
107182

*continued...*

## Task Implementation (continued)

To complete this set of pre-visit tasks, information on the basic traffic/Right of Way rules is supplied, which all shipping traffic has to adhere to in order to avoid accidents within and around shipping lanes.

During the trip students will be able to apply this knowledge and understanding by being able to “read” the buoys as they record them and understand the movements of vessels, including plotting the route of the ferry. They have opportunity to observe the busy shipping traffic and consider the similarities and differences with traffic on land.

Post-visit students will be able to research the consequences of not adhering to shipping lanes – and possible reasons for that. This activity will enable them discuss the commercial and human cost of errors of judgement and the real hazards posed by the geographical features under water.

**Visit [www.edudest.uk/followup](http://www.edudest.uk/followup) and enter the resource code 10718 to see links to pre/post visit supporting materials.**

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- » Depending on the number of students, it seems advisable to arrange the use of the resources in a carousel, i.e. split up the students 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 students 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.

### Ability Levels

There are two versions of this resource for upper key stage 2 - for low /mid and high ability students. Teachers can support or use the resources in mixed ability groups as desired.

### Key skills practised in this unit:

- ▶ Students are given opportunity for practising map reading, focused and precise observation of traffic-related features and the recording of these observations under field trip conditions
- ▶ Lateral thinking is encouraged by comparing and contrasting different types of maps for different purposes as well as traffic rules on land and at sea
- ▶ They will develop an understanding that the observance of such rules is vital to the safety of all users of this space and that transport of goods and people on water is a highly skilled and specialised operation
- ▶ There is ample opportunity for using directional language; recognising objects on the resource as objects in the real landscape & vice versa.



### 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.

- ✓ Geography: Locational knowledge/UK and surrounding coastal areas; use of locational & directional language; purpose of different types of maps; recognition and appreciation of traffic rules; use of fieldwork & observational skills.
- ✓ PSHE: considering human and geographical causes and impact of shipwrecks; social skills: co-operation during field work.

### Learning Opportunities

#### At all stages

- ▶ Students will use the resources provided to carry out the activities and tasks as specified on the worksheet, completing tasks linked to this document:

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- ▶ These resources provide students with a text in which to realise the necessity of developing maps and traffic regulation for different purposes.
- ▶ They offer exciting opportunities to think about buoys as internationally understood means of communication and representation of the invisible under water landscape.
- ▶ The task offers opportunity to practise directional and descriptive geographical language, co-operation and communication skills under field work conditions.

### Learning Outcomes

- ✓ Students will demonstrate and develop their understanding of different maps designed to serve different purposes, traffic rules and regulation at sea.
- ✓ They will demonstrate & develop use of descriptive, directional and geographical key vocabulary.
- ✓ They will practise co-operation skills.
- ✓ They will also develop geographical and a wider range of further skills depending on the depth of their research of the shipwrecked Hoegh Osaka and/or Costa Concordia.

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