

TEACHER NOTES

Geography

Geographical Skills and Fieldwork: Mapping Skills

Contextual Summary

This is a geography resource which engages students with the environment of Southampton Water, whilst on their Red Funnel ferry journey across to and/or from the Isle of Wight. It includes pre-visit, on-site, and post-visit activities.

This resource focuses on the human geography of the area - specifically the different types of land use. The resource task is aimed at investigating land use as observed from the ferry as well as from interpretation of maps, and students will produce sketch maps showing the different types of land use along a given stretch of the coastline.

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of different types of land use on maps. In the higher ability worksheet there is also an (optional) extension activity whereby students complete a simple land use survey of a street.

These activities will prepare students well for the fieldwork tasks they will be completing on the Red Funnel crossing. On the ferry students will work in groups to focus on a given part of the coastline of Southampton Water / The Isle of Wight. They will use map evidence, as well as their own observations, to complete a sketch map showing clearly the different types of land use that they have identified. It is intended that each group can then contribute to a display showing the land use along Southampton Water, to the Isle of Wight in the post-visit activity.

Task Implementation

The pre-visit activity is pretty self-explanatory; it guides students gradually through the concept of land use from understanding what the term means, and looking at the main categories of land use, to applying their understanding in the image-sorting exercise. It then takes it to the next level by introducing OS maps and students will learn to identify different types of land use on a variety of different map extracts. More able students should be encouraged to identify examples of different types of land use on the maps, and give 6 figure grid references.

This excellent GIS mapping website can also be used: <http://www.magic.gov.uk/>

Any area can be selected and the user can zoom in and out and move around the map to investigate land use. The layers can be turned on and off to add a level of sophistication to the activity, and also enables students to identify land use more easily than they would be able to by using the paper-based maps. The use of GIS is also a core part of the curriculum, and this provides an ideal opportunity for its use. The extension activity on the higher ability worksheet is optional, but it provides the opportunity for students to practise making observations about land use and categorising them in the field.

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RED FUNNEL

SUBJECT

Geography

UNIT

Mapping Skills

OPPORTUNITIES FOR USE

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

CURRICULUM / SYLLABUS

- ✓ National Curriculum 2014
- ✓ Curriculum for Excellence

Applies to Resource numbered:

107211
107212

Task Implementation (continued)

The on-site activities then focus on students working collaboratively to make observations of land use in the field and, backed up by map evidence, they will produce sketch maps to record their observations.

Students should be organised into groups for these activities, and each should be supervised by an adult. There are 8 possible groups, although the resources can be organised to suit the needs of your group. If, for example, you only have a small group size, each group could cover more than one area. Alternatively, group 8 covers Cowes on the Isle of Wight, and this could be discarded to just focus on Southampton Water if desired. Each group is given an 'area' to investigate, and this is shown on an OS map extract. They should select the most appropriate position (on deck, weather permitting) to view their given area. Below the OS map is a blank box and students should use this to gradually build up a sketch map of their given area, and mark accurately onto it the locations of different types of land use. Each type of land use should be given a separate colour / symbol / code, and this should be added to the key provided. Students, especially lower ability students, will require assistance with this activity.

In addition to the observations they make from the ferry, students can use the OS map extract to identify land use and mark it onto their sketch map. Using a combination of their own observations, and map identification, they should gradually build up their sketches. In addition, students should take pictures of what they can see

(i.e. a picture of the ferry terminal, or of the oil refinery, to be added to their sketches later in the post-visit activity).

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The aim of this activity is to encourage students to observe and record land use in the field, to identify correct locations on their sketches, and label them accordingly. Then, each group's sketch should be combined together; this can be done by transferring the information onto one large sheet / display (a class 'key' should be decided upon so all land uses are displayed the same way), or by putting the parts together.

How this is done will depend on time and resources available, numbers of students and their ability levels. The activity is deliberately open-ended to allow for this flexibility and differentiation. There is also potential for each group to produce short presentations for the other groups where they talk about, and show examples of (from their map and pictures) the land use they observed. The higher ability worksheet also has some 'questions to consider' which are aimed at stretching more able students to think more deeply about what they have found out.

Ability Levels

There are two versions of this resource for key stage 3 - for low/mid and high ability students. Teachers can support or use the resources in mixed ability groups as desired.

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.

Key skills practised in this unit:

- ▶ Understanding key processes in human geography (land use)
- ▶ Geographical skills of observation, analysing images and using maps to locate and transfer information
- ▶ Producing sketch maps in the field, and recording information accurately using an appropriate key
- ▶ The use of GIS may be incorporated into the pre-visit activities
- ▶ Working collaboratively with peers.

Relationship to Curriculum

The above skills are required to be taught and practised as per the National Curriculum / Curriculum for Excellence, for key stage 3 Geography.

Students will understand, through the use of the example of Southampton Water:

- ✓ The key processes in human geography
- ✓ How to interpret a range of sources of geographical information; maps, images and GIS
- ✓ How to communicate geographical information in a variety of ways, e.g. through sketch maps
- ✓ How to collect, analyse and communicate with data gathered through fieldwork.

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: *Map Detectives!*

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During the Visit

- ▶ Students complete the land use mapping activity in groups, on the ED worksheet.

Post-Visit

- ▶ Students complete the post-visit activity, which involves incorporating their photographs onto their sketches and then combining their sketch with those of the other groups to produce a display showing land use along Southampton Water, towards the Isle of Wight.

Enrichment Opportunities

- ▶ Students will be seeing first-hand the human geography (land use) on and around Southampton Water and the docks. For many / most students this will be their first opportunity to fully observe and consider the different types of land use found in urban areas.
- ▶ Students will learn how to produce sketch maps, and practise transferring their observations accurately onto these.
- ▶ Extension tasks and differentiated activities enable more able students to stretch and extend their geographical understanding, whilst less able students are supported through the tasks.

Learning Outcomes

- ✓ Students will be able to define the term 'land use' and state examples of the main categories of land use, giving some examples from each.
- ✓ Students will learn how to interpret land use information on OS maps.
- ✓ Students will learn how to make observations about land use in a fieldwork situation.
- ✓ Students will produce a sketch map showing their fieldwork observations of land use, as well as land use information interpreted from OS maps.

