

TEACHER NOTES

Geography

Coasts: Settlements and Land Use








Contextual Summary

This is a geography resource which engages students with the human and physical Geography of Portsmouth Harbour and the surrounding area of the Solent, while on their ferry crossing to/from the Isle of Wight. It includes pre-visit, on-site, and post-visit activities.

This resource focuses on students learning about the physical and the human characteristics of the 'geography' of the settlement of Portsmouth and the wider area on this stretch of the Solent coast. The resource leads students through knowing what the key terms associated with the topic area are, and understanding what they mean. Students learn the meaning of the term 'site', and they examine what makes a good, and not such a good, site for a settlement. Through map work and photo interpretation students then examine the physical and human geography of the site of the settlement of Portsmouth. They also learn a little about the human geography features and characteristics of Portsmouth Harbour today, prior to seeing them whilst on the ferry.

While on the ferry crossing, students will be able to observe what the Harbour and Solent is like today and compare it to what it was once like using information given on the resource. A variety of tasks enables them to investigate the human and physical geography of the Harbour, the Solent crossing and, also, Fishbourne on the Isle of Wight.

On their return to school, students then work in small groups to summarise, in the form of a presentation, all that they have learned about the physical and human geography of the area, and how and why it has developed over time into a major port and naval base.

SUBJECT												
Geography												
UNIT												
Coasts: Settlements & Land Use												
OPPORTUNITIES FOR USE												
<ul style="list-style-type: none">✓ Pre-Visit✓ On-Site Activity✓ Post-Visit✗ Peripheral Task  180+ mins												
APPLICABILITY												
   Upper Key Stage 2  P6-P7												
CURRICULUM / SYLLABUS												
<ul style="list-style-type: none">✓ National Curriculum 2014✓ Curriculum for Excellence												
Applies to Resource numbered:												
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Ability Levels

This resource is aimed at students at upper KS2. There are differentiated variations available for higher and lower ability levels. Teachers should view all resources and select the most appropriate level for their students.

Task Implementation

The pre-visit activity starts by introducing Portsmouth – students should read this either independently or as a class. Teachers may also want to use Google images to show students images of the city and the harbour. The following website is also interesting: <https://yougov.co.uk/opi/browse/Portsmouth>

A variety of tasks, differentiated on the different worksheets, then takes them through understanding the key terms and investigating both the physical and the human geography of the area. The weblinks needed for the section on settlement 'site' (task 1) are:

http://www.bbc.co.uk/schools/gcsebitesize/geography/urban_environments/settlement_characteristics_rev2.shtml

<http://www.3dgeography.co.uk/settlement-geography>

Task Implementation

The above links define the term 'site' and also go through the factors that make a good, and also not such a good, site. Students should use this to complete the activity on the worksheet, and then examine the site of Portsmouth using the OS map provided. Finally, task 3 requires them to write a 'settler's story' using the information they have found out about the site of Portsmouth. The lower ability worksheet provides a frame, and sentence starters, for less able students to use.

A good summary quiz, to finish the section on settlement sites, can be viewed, and used if wanted, here: <http://www.educationquizzes.com/ks2/geography/settlements-1/>

Students are then provided with some further information about the physical geography of the area, and are given some information about the processes that led to the development of the Solent and the natural Harbour at Portsmouth. Along with additional factors, such as flat land, and the availability of fresh water etc., this was a key factor in the development of the port and naval base here. It was a strategic location, both in terms of the physical geography and also in terms of the 'need' for defence because it was vulnerable to attack from the sea. Task 4 is a 'before and after' drawing task, The students draw the 'before' images, based on the information provided about what the area was once like and how/why it changed. More able students can be encouraged to explain this, perhaps through annotations or captions. Encourage students to collaborate and share their ideas and drawings.

Finally, the last section of the pre-visit tasks involves looking a little at the human characteristics of the area, as can be seen from the OS map provided. Students will then be able to learn more about this through direct observations on board the ferry.

At this point, teachers may wish to discuss, and summarise, what students have learned, and perhaps also introduce the idea of 'interactions'; that the physical geography of the area has enabled the human developments/activities here to take place and 'how human activity relies on effective functioning of natural systems'. Encourage students, for example, to understand that the physical geography here (relatively flat and low lying and exposed to attack from the sea) made it vulnerable and therefore led to the naval / defence developments. Similarly, these same physical characteristics also made it an IDEAL location to build / position such defences. Also, students can be helped to appreciate that these human developments have, in turn, led to further human development and activity along this stretch of the coastline and that this has impacted on the physical nature of the area. The idea of 'interactions' between the physical and human geography of a location is a key concept in KS3 Geography, and this resource provides an ideal opportunity to explore this with students.

On site, on board the ferry, students will work through a variety of activities that are designed to help them to get to know what Portsmouth Harbour is like, by making observations, sketching and answering questions. The activities are as follows:

- Task one is a sketching activity. It involves sketching the harbour, as students see it from the ferry as they leave/approach. Students should be encouraged to draw the 'basic' outline and features fairly fast, before the ferry leaves or they have to disembark. Once drawn, the sketch could also be labelled to the main land uses/ human features that can be seen.
- Task 2 provides students with a variety of different images taken in and around the harbour. Students should try to identify what each one is and add a title or short description underneath each. More able students could be encouraged to add the location onto the OS map given in the 'pre-visit' section. If wanted, this would provide a good opportunity to discuss the main human and physical features of the harbour, as can be seen from on board the ferry.
- While crossing the Solent, students can read the section on the Forts and they will be able to see some clearly (weather permitting!) from the ferry. Following this information, there are a few questions to get students thinking about why these forts/defences were built here in the first place. Activity 4 then requires them to use their imagination and imagine that they are part of a French invasion (in, say, the 16th century) and they have to write an account of their attempts to attack the English here!
- Finally, activity 5 fits in with the need for students to be able to compare and 'contrast locations', by giving them the opportunity to look for similarities and differences between Portsmouth (Harbour) and Fishbourne, as far as they are able to see from the ferry.

The above activities can be 'delivered' or organised by the teacher(s) as they see fit. If the resources are being carried out from Fishbourne to Portsmouth, it would be wise to do them in reverse order!

The post-visit activity involves students working in small groups; these can be organised by their teacher(s). It is a summary task, whereby all aspects of what they have learned should be brought together. They are tasked with developing a presentation to cover these key aspects, given as 'headings' for sections of their presentation in the worksheet. This is a good opportunity for teachers to assess students' work for this task, as a whole, and perhaps even some peer assessment to take place too.

Relationship to Curriculum

Below are the relevant links to the current Department for Education Key Stage 3 Geography Programme of Study, showing where this resource fits into it:

- Understand, through the use of detailed place-based exemplars at a variety of scales, the key aspects of:
 1. physical geography
 2. human geography (types of settlement and land use)
- Start to understand the interactions between human and physical geography, and that human activity relies on the effective functioning of natural systems. This is in the KS3 POS but there's no harm in starting them thinking about it now!
- Develop their geographical skills in interpreting different sources of geographical information, e.g. maps and images, and also the use of fieldwork to make observations and investigate locations
- Communicate information in a variety of ways – written, oral and pictorial.

Key skills practised in this unit:

- ✓ Recognition of key physical and human geographical features
- ✓ Use fieldwork to observe and record human and physical features of an area
- ✓ Use OS maps, photos and sketching
- ✓ Development of literacy skills
- ✓ Carrying out independent and collaborative group activities.

Learning Opportunities

Students will use the resources provided to carry out the activities and tasks as specified on the worksheet. At all stages, students will be using the worksheets linked to this resource - [1](#)[1](#)[1](#)[1](#)[2](#)[1](#)&[2](#)

Pre-Visit

- ▶ Students will learn what the key terms (physical and human Geography, site and land use) mean, and will also learn about the physical and human characteristics of Portsmouth as a settlement.

During the Visit

- ▶ Students will make observations from the ferry in order to understand the physical and human geography of Portsmouth, and Portsmouth Harbour specifically, and the wider Solent area.

Post-Visit

- ▶ Students summarise what they have learned through a group work task to develop and deliver presentations.

Enrichment Opportunities

- ▶ Students will be seeing the busy harbour, with its wide range of different attractions, amenities and land uses. There is a huge variety 'going on' for them to see, both on and off the water, and it will really help students to understand the range of human activities and land uses in and around Portsmouth Harbour.
- ▶ Students will have the opportunity to conduct fieldwork and make first-hand observations of the physical and human geography of this area at present, and will learn how geographical processes in the past led to it being this way. Making first-hand observations is a key skill in geographical fieldwork. Indeed, this is a key skill in many curriculum areas and becomes a valuable skill as they move through to becoming more independent learners.
- ▶ Good fieldwork literally brings to life what is learnt in the classroom. Students would not get the same 'sense' of the place from a textbook or still images, as they are able to do being their first-hand and making observations for themselves.
- ▶ The post-visit activity provides an opportunity to collaborate with their peers in a summative activity. The resource includes both independent and collaborative tasks.
- ▶ 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 in a variety of ways, e.g. with the use of writing frames, additional information and guidance/exemplars, and structured sentences/sentence starters.

Learning Outcomes

- ✓ Students will be able to define what physical Geography and Human Geography is, and also the terms 'site' and 'land use'.
- ✓ Students should be able to describe the physical and human geography of Portsmouth Harbour and the surrounding area of the Solent, including the role of defence both past and present.
- ✓ Students will make and record observations about what the harbour and Solent is like, both the physical and the human features.
- ✓ Students will develop presentations in groups to summarise what they have learnt.

