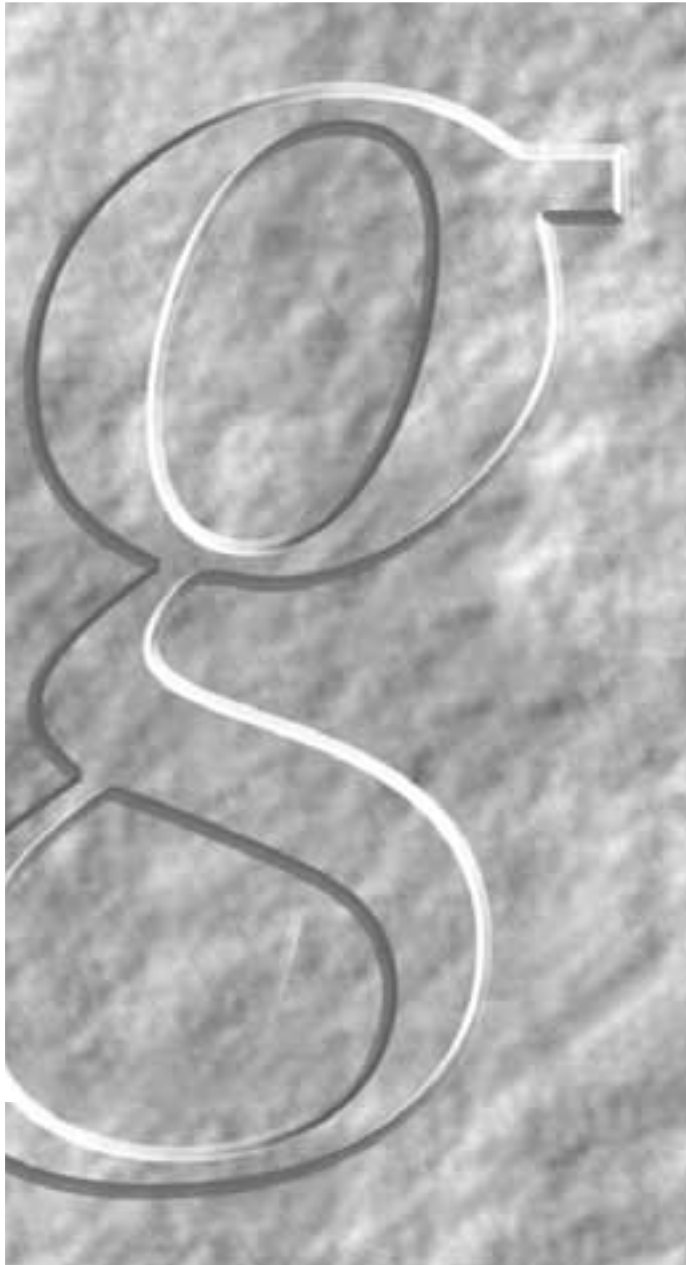


ISLE *of* WIGHT



GEOGRAPHY SPECIFIC TOPICS

FOR KEY STAGE 2

AGED 7 - 11

IN YEAR GROUPS 3 - 6

**RIVER, DOWNLAND &
COASTAL STUDY**

g e o g r a p h y W O R K P A C K

ISLE *of* WIGHT GEOGRAPHY

NOTES FOR TEACHERS

GEOGRAPHY-SPECIFIC TOPICS FOR KS2 CHILDREN AGED 7-11 IN YEAR GROUPS 3-6

These **fieldwork** opportunities enable children to develop geographical **skills** through their investigation of **places** (i.e. a contrasting UK locality) and **themes** (i.e. rivers and their effects on the landscape, environments and how they change).

A River Study:

The Western Yar is ideal for study in terms of its size (approx. 2 miles from source to mouth), tidal characteristics, and easy access - with safe public footpaths along both its East and West banks.

A Downland Study:

Brading Down is a unique and truly natural area of south-facing downland slope, 60-123m above sea-level, designated as an area of Outstanding Natural Beauty, and with safe and accessible public trails and tracks of only a few miles distance.

A Coastal Study:

The Needles are one of the most dramatic and characteristic landmarks of the British Isles - the red and white lighthouse tower, 3 great chalk stacks, and sheer chalk cliffs towering up to 140m above the sea - guarding the western entrance to the Solent. Access is either from the land, by open-top bus to the vantage-point of the Old Battery, or from the sea, by pleasure-craft trip from Alum Bay around The Needles and its immediate coastal vicinity.

Since Geography's individual character rests upon its concern for place as a unifying focus of study, it is suggested that these activities could be generated by considering the '**5 basic questions**' (Storm 1989) which the subject asks:

1. What is this place like?

- investigate, collect and sort evidence from a variety of sources: including video records, photo-trails, local postcards, tourist information, vegetation and artefacts.
- locational knowledge (where is this place?) and use of maps (e.g. IW tourist maps, local Estate Agent maps, OS 1:10,000 & 1:50,000 maps).
- observe, describe and categorize local characteristics: similarities with, and differences to, the children's home locality (including landscape, transport, weather, services, land-use, buildings).

2. Why is this place as it is?

- identify and explain its character, the natural landscape, settlements, the physical and human features.

3. How is this place connected to other places?

- investigate the interaction and links with other places: including migrating species of birds, ferry-links to the Mainland, local bus-routes, and evidence of other ancient and modern routes.

4. How is this place changing?

- consider local issues such as competition for resources: commercial and recreational activities versus conservation and wildlife habitats.

5. What would it feel like to be in this place?

- an imaginative dimension and stimulus to children's creative exploration of their sense of place: a meaningful and motivating context for the acquisition of language skills and vocabulary.

FOLLOW-UP WORK:

A River Study

This could lead to atlas work/quiz maps on the important rivers of the UK, Europe, and the World (i.e. NC PoS maps A,B,C). It could also lead to questions about whether it is only rivers that erode, transport and deposit materials. Videos, slides and photo-sets could help children explore the processes at work with the sea, wind or glaciers.

A Downland Study

This could be extended to the identification of the remaining areas of natural downland on maps of England, and an investigation into the simple geology and resultant landscapes of Southern England. Again, videos, slides and photo-sets could help the children identify and recognise the main characteristics of downland.

A Coastal Study

This could lead to the study of contrasting coastal areas (and/or other British lighthouse sites), identifying similarities and differences, using pictures, souvenirs, postcards, photographs and the children's personal experiences.

There are clearly many opportunities for supporting all of this work with stories and poems.

IW Education Centre resource-packs on 'The West Wight', 'Brading Down', and associated maps, could be used in conjunction with these activities to broaden, deepen, and extend study.

Both adults and children involved with fieldwork such as this should be familiar with the need for care and safety near water, and The Country Code.

*The author Andrew Knight has a B.Sc. (Hons.) degree in Geography from University College London (1974)
and is a full time primary school teacher on the Isle of Wight.*

NAME: _____

DATE: _____

NAME OF LOCALITY: _____

OS MAP SHEET No.: _____

ISLE of WIGHT BRADING DOWN

Downland Study

THE VIEW

- 1 Describe what you can see (the landscape, settlements, and features) when you face each of the 4 main compass directions and identify as many as you can on your map of the Island.
- 2 Make a note of the season, weather and time.
- 3 Identify and describe the main features of the Down that you can see, and those that are absent.

THE HABITAT

The chalk grassland of the Down is one of the few 'natural' landscapes (ecosystems) left in England, and is an area of Outstanding Natural Beauty. One of its most amazing features is the number (variety) of plants to be found: up to 40 (yes, 40!) different types (species) in a square metre:

- 1 Look for, and sketch, as many different types of grasses, plants, and flowers as you can find. (Remember not to pick any!)

Among the downland wildlife you can observe in daytime, particularly during spring and summer, are butterflies, birds, rabbits, and mini-beasts:

- 2 Record, describe and sketch as many of these as you see or find.
- 3 Make a tally-chart of the numbers and types of plants and wildlife that you see, and mark where you saw them on your sketch-map trail.
- 4 Can you draw a simple food-chain to show how all these species (Downland Specialists) rely on each other for survival?

CONSERVATION

- 1 Identify evidence to show how humans have effected the Down and how the Down has influenced human activity.
- 2 Look for evidence of how the environment has been cared for (managed) and kept the same (sustained).

THE GEOLOGY

The Down is made up of Chalk, which is the remains of millions of shells of small animals which lived in the sea 64-136 million years ago! So this area was once under the sea!

- 1 Ask your teacher to find some pieces of chalk for you to feel, sketch and describe.

NAME: _____

DATE: _____

NAME OF RIVER AND LOCALITY: _____

OS MAP SHEET No.: _____

ISLE of WIGHT THE WESTERN YAR

River Study

THE RIVER

- 1 Look for clues to record the direction and rate of flow.
- 2 Describe the water.
- 3 Look for signs of pollution.
- 4 Look for evidence of the river banks being worn away (eroded), material being moved (transported) and deposited.

THE LOCALITY

Identify, describe or sketch, and label your map with as many of these features as you can find:

- 1 Old Mill
- 2 Old Station Buildings
- 3 Saltern Wood Quay
- 4 Hayles Boatyard
- 5 Yarmouth Sailing Club
- 6 Kings Manor Farm
- 7 Wightlink Ferry Terminal
- 8 Yarmouth Castle
- 9 All Saints Church
- 10 Yarmouth Town
- 11 Freshwater Town
- 12 Yarmouth Harbour Office
- 13 Freshwater Way Path
- 14 Old Railway Track
- 15 Yarmouth Harbour
- 16 Bridge Road
- 17 Moorings
- 18 Yarmouth Lifeboat
- 19 Fishing Boats
- 20 Mill Creek
- 21 Causeway
- 22 Car Park
- 23 Southern Vectis Bus Station
- 24 Yar Swing-Bridge
- 25 Dinghy Park
- 26 Reed Beds
- 27 Salt Marshes
- 28 Mud Banks
- 29 Meanders
- 30 Woods

CHANGE

- 1 Identify evidence to show how humans have effected the river, and how the river has influenced human activity.
- 2 Look for evidence of change in the environment. Has it improved or damaged it in any way?
- 3 Suggest improvements or changes you would make.

MAPWORK

- 1 Use your map to find the source, mouth, and tributaries of the river, and where it flows to.
- 2 Locate these features using co-ordinates or grid references.

NAME: _____

DATE: _____

NAME OF LOCALITY: _____

OS MAP SHEET No.: _____

ISLE of WIGHT

THE NEEDLES

Coastal Study



THE VIEW FROM 'THE NEEDLES OLD BATTERY'

- 1 Describe what you can see (the landscape, the seascape, settlements, and features) when you face each of the 4 main compass directions, and identify as many as you can on your map.
- 2 Make a note of the season, weather and time.
- 3 Look for boats and ships on the sea. Are they cargo, passenger, working, or pleasure boats? Make a list of all the boats you see and their type.

THE LIGHTHOUSE


- 1 Describe and sketch The Needles lighthouse and rocks.
- 2 Why do you think the lighthouse is situated where it is?
- 3 Consider and compare other possible sites.

THE CLIFFS

About 60 million years ago, the flat seabed - buckled by incredible forces - thrust upwards and formed the Isle of Wight. The chalk layer formed these towering vertical cliffs.

- 1 Look for evidence to show how the sea and the weather has effected and changed (eroded) these rocks and shaped the coastline.
- 2 Look further and, using your map, identify similar chalk features (cliff and downland) on the Dorset coastline (to the West) and on the Island (to the East).

THE SCENERY



The Needles are one of the most famous landmarks of the British Isles. Each year, more than half a million tourists come to see this dramatic and exciting area, which is now cared for by the National Trust.

- 1 Identify evidence to show how humans have effected this area, and how the environment has influenced human activity.
- 2 Why do you think so many people visit The Needles?
- 3 Suggest improvements or changes you would make to this area.