



What can we learn about a place on the other side of the bay?

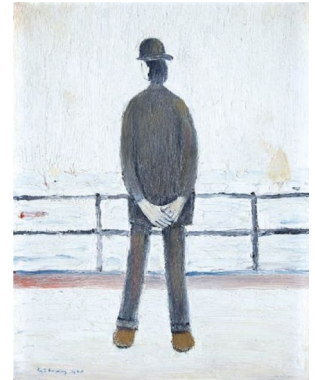
Overview



Lead Subject: Geography

Introduction: In this geography expedition children will learn about a place directly opposite their part of the bay

Rationale: Children will explore prior knowledge, use observation of the distant view, map reading techniques and fieldwork to develop knowledge about a chosen locality. This activity aims to widen children's experience of the bay by literally widening their horizons and nurturing curiosity.



Impact and Outcomes



Outcomes:

Children will learn to use binoculars, telescopes, maps and map technology on site to identify features in the distance.

Children will take part in an excursion to visit to a distant place. Children will be asked to recount features seen, express opinions and identify similarities and differences with their part of the bay. Children will complete a 'This side / that side' (by looking out / by visiting) report sheet identifying everything they have learnt about the location.

Impact: Increased interest, knowledge, experience and awareness of locational features of Morecambe Bay. Children will complete a 'This Side / That Side' information sheet.

Curriculum Links, Prior Learning & Key Vocabulary



Geography

Locational Knowledge: Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

There are links to grid references, map use and measurement in Maths and potential additional links to information writing

Prior Learning

- To be aware of the general features of their own part of Morecambe Bay
- To be able to use ordnance survey maps to identify features
- Children will be introduced to the painting 'Man Looking out to Sea' by L S Lowery and will be asked to note down all they can recall from when they have looked out from their local shoreline.

Key Vocabulary: view, distance, horizon, topography, human and physical features, bearings, compass, grid reference, map orientation, (four and six figure depending on age group), ordnance survey map, map symbols.

Locality-Based Experience



1. Children will visit the edge of the bay or a place where there is a decent clear view across the bay and will use a variety of observational and recording techniques to identify the location of a pre-selected distant location.
2. Children will visit the actual location chosen and will note the features they encounter

Note: Children could just complete task 1 and children could further their learning back in the classroom by researching the features they can see rather than by actually visiting.

Suggested Learning Opportunities



“In the Locality”



Children will:

- Visit the shoreline or a place that affords a decent clear view across the bay.
- Children will use binoculars and telescopes alongside an ordnance survey map extract (or digital map source) to locate their chosen distant locality.
- Children will use a compass to identify the direction of their chosen location.
- Children will then use the map extract to identify features that can be seen from their side of the bay and will record what can be seen on a simple annotated sketch map or by annotating a clear photograph of the view.

Additional:

- Children could use watercolour paint sets to record the view across the bay as if they were T.S. Lowery on holiday.
- Children could record themselves as if they were creating an ‘across the bay’ podcast or video, explaining what they can see in the distance. ‘Today we are by the sea in...’

“In the Classroom”



Children will:

Children will either:

- 1) Combine the information gathered on ‘this side’ to provide a stimulus to further use ordnance survey maps to identify further features found in their chosen location which can be supplemented by on-line research to generate images and ‘details’, to create an information sheet on their place, or...
- 2) Children will use the information gathered on ‘this side’ and the information gathered by visiting the location, to create a This Side / That Side information sheet, clearly displaying what has been learnt from investigating the view and the map, and then from an actual visit. Children can add additional information about their chosen place as time allows.

Children’s reports should be then used to populate a display board featuring a simple map of the bay showing school location and with arrows pointing to the locations children chose to investigate.

In addition, children could calculate the distance from their home location to the distant location as the crow flies and by road, which could include a journey description.

Further Links



Useful map use resource https://southkirkbyacademy.org/wp-content/uploads/sites/9/2021/05/t-g-751-geography-knowledge-organiser-marvellous-maps-year-5_ver_3.pdf

How to read OS maps <https://www.bbc.co.uk/bitesize/guides/z3jbdmn/revision/2>

Man Looking Out to Sea by T.S Lowery painting <https://www.pinterest.co.uk/pin/170925748347215773/>

