



Let's take a walk up a hill, to see what we can see.

Overview



Main subject: Geography

Introduction

Children will take a walk up one of the hills or raised areas around the bay and will identify what they can be observed from the vantage points on offer. Children will identify what is unique about this area of hillside and to use geographical recording techniques to document their journey and the features and flora and fauna they encounter.

Rationale

Children will have the opportunity to widen their experience of the bay area and be able to enjoy and appreciate the splendour of a really good view and how that might be preserved.



Impact and Outcomes



Impact:

- to develop observation, recording and classifying skills by engaging directly with the environment.
- to be helped to recognise and celebrate the aspects of the hillside location that are unique, awe-inspiring and special, whilst also enjoying the positive well-being and potential life enhancing thrill and sense of adventure that a stroll up a hill can offer.
- to do something they might not have previously experienced.
- to be aware of ways in which the countryside can be visited in a responsible manner

Outcomes: There are a selection of suggestions for this learning plan (see overleaf)

Curriculum Links, Prior Learning & Key Vocabulary



Geography

- use geographical vocabulary to refer to key physical and human features
- describe the location of features and routes on a map
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

PSHE: responsibility to your world around you, health benefits of physical activity and nature well-being

Science: (links to) classifying, living things, habitats, that environments can change and that this poses dangers to living things

Prior Learning

Children should be asked to share their experiences of walking up hills and the class teacher could identify the locations the children mention on a map. Children should discuss the things that you need to take with you if you are going for a walk up a hill and should discuss what they might encounter, which can be supplemented by the teacher introducing key vocabulary. Children should have had the opportunity to locate the high points around the bay on maps and with map technology and could include a walk into the school grounds or within the immediate school locality to observe what hills and features can be seen in the distance. Children should also be made familiar with the terms in the vocabulary list.

Key Vocabulary: hike, viewpoint, vantage point, vista, scenery, panorama, in the distance, hillside, crag, landscape, hilltop, summit, landscape, wildlife, nature, flora and fauna, habitat.

Locality-Based Experience



- 1) Before the trip to a Morecambe Bay hillside children will visit their school grounds and / or an area in their immediate environment, this could include a walk down to the shoreline, to stand in an open wide green space with a decent view or a visit to a raised area within walking distance to school and to talk about what can be seen.
- 2) Children will then take part in a field trip to a more distant raised area around the bay – for some school locations part 1) might be suitable as a ‘longer’ walk to a hillside might suffice and therefore negate the need for a coach, the aim being to encounter somewhere high up but less familiar, which might include the opportunity to visit a hillside location opposite to the area of the bay where the children live so they experience the thrill of seeing ‘their place’ from a distance.

Suggested Learning Opportunities



“In the Locality”



Children will:

- 1) In order to introduce children to the idea of observing, identifying, talking about and recording what can be seen in the distance, children will first visit their school grounds or an area closer to the school that affords a decent view. Children will be encouraged to observe and talk about what can be seen in the distance and to create annotated sketches to record the shape of the view and the features therein. This will include the use of local area maps and map technology to help identify features and to develop children’s map use skills.
- 2) Children will engage in a walk up one of the hills or raised areas around the bay and use a variety of geographical and scientific observation and recording techniques to capture their experience. See list of Up on High Location suggestions (see additional resource).

“In the Classroom”



Children will:

- revise their visit experience and the data collected
- create a set of countryside rules for visitors using this location in future
- consider how climate change might be impacting on hillside environments

and then will either:

- Create a hill shaped collage or poster recounting their visit
- Create a non-fiction article for a book on Hills of the U.K, using subheadings, facts and figures, photographs personal comments etc
- Create an illustrated diary / journal entry for their visit
- Create a classroom display about their visit and what was found there
- Create a folder / scrapbook about the up on high experience, include photos, sketches, written accounts, drawings and further information found using additional resources (maps, books, internet).

Further Links

Further links to PSHEE regarding attitudes and responsibilities to the world and aspects of keeping safe, healthy and happy and caring for and valuing wildlife and green spaces can be considered. This could include learning the Country Code and learning about ways in which hillside habitats are under threat from climate change – see links below

This place-based experience would sit nicely as part of a Mountains topic or a topic about a place in Morecambe Bay that could then be looked down on from above offering a unique real-world perspective for children.

Children could use this experience as a way of comparing a hillside from around Morecambe Bay with a hillside in a distant different location i.e. The Yorkshire Dales, The Scottish Highlands, The Lake District, The Alps, in the Andes etc

<https://cdn.forestresearch.gov.uk/2010/08/fcrn201.pdf> <https://www.morecambebay.org.uk/what-we-do/stories/the-state-of-nature-2023-and-morecambe-bay>

