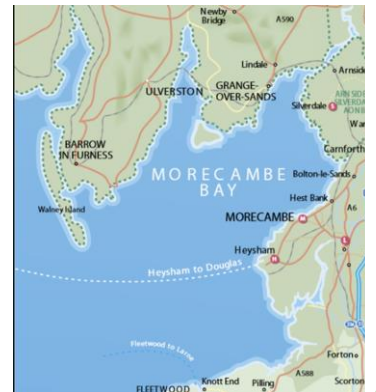


**Overview****Lead Subject:** Geography**Introduction:** This Place-Based Sequence of Learning starts by considering 'What is a bay?' with a spotlight on Morecambe Bay.**Rationale:** After developing an understanding of what makes a bay and why Morecambe Bay is special, it allows learning to be taken in the direction of comparing and contrasting the key physical or human geography focus. By comparing our bay to an area in a contrasting location, we consider how other communities use their environment and how we can learn from them to develop a richer understanding and care for Morecambe Bay, a Special Area of Conservation.

- How are trade links impacting the health of the bay?
- How has the bay influenced settlements and land use? How has this changed over time?

**Impact and Outcomes****Outcomes:** A campaign for change

Pupils to inform the community about what they have found out and how everyone can be active citizens to either protect the wildlife/ habitat or act against plastic pollution.

This could take the form of:

- a campaign for change in the local area
- a letter to the newspaper
- a display informing the school community about what has been found out

Impact: Increased awareness of what makes our area special and how we can look after it.**Curriculum Links, Prior Learning & Key Vocabulary****Curriculum Links: Geography: Key Stage 2**Locational knowledge

- Locate the world's countries, using maps to focus on **Europe (including the location of Russia)/ North America or South America.**

Place knowledge

- Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region of a European Country/ within North America/ South America.

Human and physical geography focus

- Depending on your line of enquiry all human and physical geography objectives could be taught

Prior LearningKS1: Place knowledge

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.

Key Vocabulary

Geography vocabulary: coast, mountain, sea, ocean, river, soil, valley, vegetation, city, town, village, farm

Locality-Based Experience



Initially: A fieldwork expedition into the local area to investigate a sense of place and look at land use.

Later in the expedition: Meet/ interview key members of the community to investigate further the line of enquiry.

Wildlife – this could lead to another visit to the local area to observe local wildlife, for example visit Heysham Nature Reserve or the coastline; plastic waste – this could lead to a litter pick or beach clean in the local area.

Suggested Learning Opportunities



“In the Locality”



- Explore the local area and use digital cameras and fieldwork to sketch important human and physical features of the local area.
- Speak to local members of the community about: local wildlife, habitat, issues with plastic pollution (linked to key line of enquiry).
- Work with the local community to raise the profile of their line of enquiry (protecting wildlife, protecting habitat, reducing plastic pollution).

“In the Classroom”



- Digimaps for school- use to look at land use, identify human and physical features of the local environment and compare to the contrasting location.
- Google Earth – use to locate locations, compare land use
- E.g. Study of a contrasting area – Oddizzi Mugurameno village
 - Location of villages using maps, globes, atlases
 - Compare and contrast physical features
 - Consider the different ways the Zambezi river is used and how this compares to how the River Lune/ Morecambe Bay is used.
 - Living with animals – which animals they choose to live with, how they protect themselves and their crops against wild animals.
 - Recycling and how the environment is looked after.
- Possible research question
 - What wildlife lives in our local area and how can we help to protect it?
 - How do we reduce the amount of plastic waste in the environment?
 - How can we live alongside wildlife which is often thought of as a ‘pest’?

Further Links



Other useful websites and community links:

Knowledge support for bays: <https://www.nationalgeographic.org/encyclopedia/bay/>

Marine traffic: <https://www.marinetraffic.com/>

