

**Overview**

Lead Subject: Geography

Introduction: This Place-Based Sequence of Learning uses small group work to actively engage with maps and map technology to locate other 'bays' in the British Isles, Europe and the wider world. Children will record their findings on blank British Isles and world maps, make brief descriptions and comparisons with Morecambe Bay and then investigate one of the bays of their choosing in detail. Children will then create an A3 information page for inclusion in a class 'Big Bay Book' or a 'Big Bay Display' for an audience of potential travellers.

Rationale: It adopts the pedagogical learning approach of the Mantle of the Expert, with children in role as staff working for The Bay Travel Company – 'finding fantastic locations far and wide for people who simply love exploring bays'.

- What are other bays like?
- How are they similar/different to Morecambe Bay?

**Impact and Outcomes****Outcomes:**

- Children compose a non-fiction information page for their selected 'bay'. These are used to create a Big Bay Book/Display for an audience of potential travellers which could be an invite for parents/carers and members of the wider school community to read or visit and comment upon - perhaps a local travel agent or librarian could be involved.

Impact:

- Children develop knowledge of Morecambe Bay and wider British Isles and global 'bay' locations.
- Children develop their map and atlas skills, their ability to research, select, assess, and utilise information sources (including ICT) and their ability to work successfully in a group to solve a challenge (problem solving).
- Children develop a greater awareness of the wider world and their ability to compare and contrast physical and man-made features with their own home locality.

Curriculum Links, Prior Learning & Key Vocabulary**Geography****Locational knowledge**

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate...geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in South America

Human and physical geography

- describe and understand key aspects of: physical geography, including: climate zones and biomes; human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Prior Learning

Children will recap their combined existing knowledge of Morecambe Bay and its features.

Key Vocabulary:

bay, gulf, sound, inlet, cove, fjord, estuary, firth, latitude, and longitude

Locality-Based Experience



Children will engage in a brisk 'refresh-ramble' to revise and extend knowledge and understanding of Morecambe Bay as part of developing a firm foundation for 'other' bay interest and investigation.

Suggested Learning Opportunities



"In the Locality"



- Children will amplify their class-based recollections and map exploration of Morecambe Bay by taking part in a 'refresh ramble'. This pacy stroll will involve children walking briskly down part (or all) of the Morecambe, Promenade and /or walking to a location where they can look down at a clear panoramic view of the bay in order to revise and extend their place knowledge, understanding and appreciation. Suitable locations include Williamson Park in Lancaster, from Thwaite Brow Lane Bolton le Sands, from Warton Cragg, from St Michael's Church in Heysham, from Torrisholme Barrow and the view across to Morecambe from Humphrey Head or Grange over Sands.

"In the Classroom"



- Children will recall prior knowledge and understanding by creating group 'graffiti wall' mind-maps of Morecambe Bay. These will be combined and built upon by the teacher to create a strong foundation of knowledge and understanding of Morecambe Bay.
- Children will revise locating Morecambe Bay in the world and in the British Isles and North-west of England by using atlases, globes, world maps and map-technology. Children will use latitude and longitude to precisely locate the bay on each and will refresh their locational knowledge of the location of Morecambe Bay by discussing and describing its location and features.
- The teacher will then model how to find another bay location in the British Isles and a bay location in the wider world and will then model how to compare each location with Morecambe Bay (including consideration of wildlife) and how to offer a suitable brief paragraph of description. The teacher will discuss what 'exactly' a bay is and will then explain that bays can be large and small and include fjords, gulfs, sounds and coves, and can also be the estuary of a river.
- The teacher will then kick-start children's own 'discoveries' by giving each group some British Isles and wider world bays to find, compare with M Bay and describe, before allowing children to 'hunt' for their own bays.
- After this has been given adequate attention, the teacher then acts in the role of the team supervisor for the 'Bay Travel Company'. The company is launching visit opportunities to different bays around the world for people who simply love a bay. The children are now researchers for the company and have the task of locating, describing, and promoting the unique qualities of a bay of their choice and must also note it's similarities and differences to Morecambe Bay.
- Children will make notes and then write up their findings as an information poster.

Further Links



GCSE Revision – remember that Morecambe Bay was formed by retreating outwash from a glacier as it moved southwards during the ice age.

<https://www.bbc.co.uk/bitesize/guides/zsfwcwx/revision/5#:~:text=The%20areas%20where%20the%20soft,make%20Up%20the%20Earth's%20crust.>

The Mantle of the Expert website. <https://www.mantleoftheexpert.com/>

