MBC
Place-Based
Sequence Of Learning

Our Bay

What and Where is Morecambe Bay?

KS2

Overview

Lead Subject: Geography
Introduction: This Place-Based Sequence of Learning uses fieldwork visits around Morecambe Bay to give children a sense of the physical geography of, and inspire awe and wonder about, the region. It explores the location of Morecambe Bay in the world, how it was created and what features we can identify by linking fieldwork with vocabulary and media.
Rationale: It provides children with a good base knowledge of the Morecambe Bay region to build upon throughout the rest of KS2.

- What do we already know about Morecambe Bay?
- What can we discover when we visit Morecambe Bay?
- How was Morecambe Bay formed?

Impact and Outcomes

Outcomes:

- Children will match vocabulary to fieldwork 'discoveries' and when using photographs of features
- Children will create a well-informed 'Welcome to Morecambe Bay' video

Impact:

- Children develop a strong bedrock of specific locational knowledge about the Morecambe Bay area to support further learning in KS2

Curriculum Links, Prior Learning & Key Vocabulary

Curriculum Links

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 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.

Human and Physical Geography

- describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

Geography Skills and Fieldwork

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

Prior Learning

Human and Physical Geography

- use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

Key Vocabulary

General: bay, beach, boulder, channel, clay, coast, coastline, cockle bed, ecosystem, fell, flow, foreshore, habitat, headland, high tide, hill, low tide, mountain, mud, mud flat, river, river bed, river, rocks, sand, sand bank, salt marsh, sea, sea floor, sea level, shingle, shore, shoreline, silt, sinking sand, tide, tidal flat.
Glacial: abrasion, deposition, drumlin, erosion, glacier, glacial, glacial process, glacial till, ice, ice age, ice sheet, kame, melt-water, mud stone, outwash plain, skear

Locality-Based Experience

After an initial class-based discussion of what they already know, children should visit part of the bay shoreline where there is a good panoramic view. Ideally 2 or 3 locations around your school's side of the bay could be visited in one morning/afternoon or day if possible. What is important is that children have the opportunity to look 'at' and look 'out across' the bay to provide a context for their investigations.
Children will use a wide variety of fieldwork techniques to conduct place-based enquiry.
Whilst 'on –site' the teacher needs to use the bay as a backdrop to explain the glacial processes that created Morecambe Bay and what features still exist from this process.

Suggested Learning Opportunities

"In the Locality"

- Use such fieldwork techniques as annotated field sketches, note taking, taking photographs, collecting items, recording video, verbal / written description and using maps to collect information about the bay.
- Identify key physical features of the bay.
- Explain on site how Morecambe Bay was created at the end of the last glacial age.
- Identify features that still remain and features that might not be able to be seen from where the children are standing, e.g. cockle-beds exist on the glacial 'skears'; most of the small hills around the bay are 'drumlins' etc

"In the Classroom"

- Collect fieldwork data to create posters, a working wall, scrap book entries etc, to share what was 'discovered'
- Use atlases, a globe, a world and U.K map, plus digital mapping to place Morecambe Bay in the World / U.K
- Use a map of the U.K to identify countries, capital cities, big cities, key U.K physical features (mountains / rivers etc), regions (including The North West and The Lake District, Lancaster, Morecambe and Morecambe Bay
- Use a regional map of Morecambe Bay to explore what constitutes Morecambe Bay – the shape, the places, the features that are identified
- Revise how Morecambe Bay was created by glacial processes and that some features still remain
- Use photographs created by the teacher to match vocabulary with images and small 'clues' of information to discuss and match up what can be seen
- Create (in groups) a 'Welcome to Morecambe Bay' video, explaining **what** Morecambe Bay is and **where** it is (including mention of key features) using a simple script

Further Links

- English – Create scripts for their Welcome to Morecambe Bay videos.
- IT – Use of media technology to produce Welcome to Morecambe Bay videos.
- Art – Drawing skills used to complete sketch maps

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