Poole Harbour

Enquiry 6: Why is Poole Harbour special?

Context and Learning Aims

Pupils will be supported in and outside of the classroom to:

- Identify, describe and explain what a ria is and understand how rias are formed;
- Understand both the physical and human features of the ria which forms Poole Harbour;
- Understand why Poole Harbour is so important for wildlife;
- Describe with examples human interaction in and around Poole Harbour;
- Create and compile using storyboards a persuasive advertisement designed to encourage people to visit Poole Harbour.
Learning and teaching activities and curriculum progression

Key Question 6.1: What is a harbour?

Distribute or project the two photographs in Resource 6.1 and Resource 6.2. The objective is for the pupils to link the two things – Poole Harbour and a large flightless bird that lives in South America. Encourage discussion and speculation. How might the two things be connected? Possibilities here of course are infinite so begin to focus attention on a key word. In this case Poole Harbour is an example of a geographical feature called a Ria whereas the flightless bird is called a Rhea. These words are homophones – words that sound alike but are spelled differently and have different meanings. This is a good opportunity to explore homophones more particularly in regard to the non-statutory guidance given in Appendix 1 of the English programmes of study for Key stage 1 and 2 e.g. accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he’ll, knot/not, main/maile, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who’s aisle: a gangway between seats (in a church, train, plane). Isle: an island. Aloud: out loud. Allowed: permitted. Affect: usually a verb (e.g. The weather may affect our plans). Effect: usually a noun (e.g. It may have an effect on our plans). If a verb, it means ‘bring about’ (e.g. He will effect changes in the running of the business). Altar: a table-like piece of furniture in a church. Alter: to change. Ascent: the act of ascending (going up). Assent: to agree/agreement (verb and noun). Bridal: to do with a bride at a wedding. Bridle: reins etc. for controlling a horse. Cereal: made from grain (e.g. breakfast cereal). Serial: adjective from the noun series – a succession of things one after the other. Compliment: to make nice remarks about someone (verb) or the remark that is made (noun). Complement: related to the word complete – to make something complete or more complete (e.g. her scarf complemented her outfit).

Next encourage the pupils to look again at the aerial photograph of the Poole Harbour in Resource 6.1 and then orientate it with the Ordnance Survey map extract of Poole Harbour in Resource 6.3. Tell them that the photograph was taken in an easterly direction at grid reference SZ060867. Print off a copy of Resource 6.1 for each pupil and have them stick it onto the middle of an A3 piece of plain paper. This will give them room to annotate with the following labels pointing to the correct location on the photograph:

- Sandbanks
- Poole
- Lychett Bay
- Clay Pit
- Furzey Island
- Studland Heath
- Marina
- Holes Bay
- Wareham
- Green Island
- Brownsea Island
- Studland Heath
- Ferry

Additional things to discuss:
- Was the photograph taken at high or low tide? How do we know this?
- The photograph was taken at high water. If the photograph had been taken at low water what other things would be visible? All of the areas of brown for example. What are these? They are mud or sand banks that are exposed as the tide drains out of the harbour. Support the pupils to add and name two areas of mud and sand to their labelled photograph.
What is a harbour anyway? What evidence can the pupils see on the map that tells the reader that Poole is a harbour? Make a list e.g. ferry; landing stages; marina; quay; slipways; pontoons; etc.

Key Question 6.2: How did Poole Harbour form?
Refer the pupils back to Resource 6.1 and explain that it has not always looked like this. Can they think what it might have been before it was a harbour? To help with their thinking explain that Brownsea Island is in fact the top of a large hill! If this is the case then what has happened to all the land around it? Flooded by the sea. Now show the pupils the animation in Resource 6.4 by Vivid Websites: http://vimeo.com/50983094 and also the series of three diagrams in Resource 6.5. Promote discussion and speculation here. Up until 10,000 years ago Poole Harbour did not exist. The land consisted of a valley where a river flowed out into the sea. Things changed at the end of the last Ice Age when melting glaciers caused sea levels to rise. The rising sea flooded the valley and created the harbour. The correct geographical name for Poole Harbour is a ria.

Key Question 6.3: How has Poole Harbour changed?
Remind the pupils that 10,000 years ago there were of course no cameras or maps to record what the landscape looked like. The oldest maps we have are about 500 years old. Even though this is not long in geological time the maps do show us that much has changed in and around the harbour over the last five centuries. These changes have been due to both natural processes such as erosion and deposition by the sea and severe storms but also, more recently, by human factors which has led to the development of homes; industries; businesses; the creation of moorings and boat yards. Divide the group of pupils into pairs and give each pair a copy of the most recent Ordnance Survey map of Poole Harbour (Resource 6.1); the map of Poole Harbour 1539 (Resource 6.6); the map of Poole Harbour 1587 (Resource 6.7) and Resource 6.8 which is a 1937 Ordnance Survey map of the harbour. The task for the pupils is to study the maps and identify and record any:

- Natural changes to the landscape of Poole Harbour they can identify e.g. a mud bank that seems to have disappeared or appeared over time; an island that has grown larger or smaller; a beach which has appeared to grow longer/become shorter or wider/narrower etc.
- Changes resulting from human action such as the building of industries or factories; areas of housing; hotels; port facilities etc.

Take time to discuss the observations of the pupils and make a summative list on the board. Which do they think has had the greatest affect over the last 500 years – natural processes or human activity?
**Key Question 6.4: Why is Poole Harbour so important for wildlife?**

The main factor which explains the incredible range of wildlife on and in Poole Harbour is the variety of habitats to be found there. In fact there are seven main habitats:

- Mudflats (Resource 6.9)
- Saltmarsh (Resource 6.10)
- Freshwater Marsh (Resource 6.11)
- Freshwater Reedbeds (Resource 6.12)
- Pine woodland (Resource 6.13)
- Heathland (Resource 6.14)
- Sand Dunes (Resource 6.15)

Divide the pupils into pairs and allocate one of the habitats to each pair. Their task is to research their habitat and then create a five slide maximum PowerPoint presentation which:

- Describes what the habitat is and why it is so important
- Provides four case studies of living things which depend upon it.
- Includes information on how the habitat has changed in the past and may change in the future.

Starting points for the pupils are:

http://www.dorsetwildlifetrust.org.uk
http://www.pooletourism.com
www.birdsofpooleharbour.co.uk
http://www.bournemouthecho.co.uk/news/features/8785412
http://www.bbc.co.uk/nature/habitats/Estuary
http://www.wildlifetrusts.org/wildlife/habitats/estuaries

**Key Question 6.5: Why is Poole Harbour so important for people?**

Project or give out in hard copy the images contained in Resources 6.16 – 6.37. Tell the pupils that these all show ways in which people benefit from Poole Harbour. Working in pairs, encourage and support the pupils to identify and describe what each image is showing and also to explain how people are benefitting from Poole Harbour. Encourage discussion and questioning particularly in regard to all the different ways in which people benefit e.g.,

- They have jobs directly linked to Poole Harbour e.g. operating the Sandbanks ferry or catamaran to the Channel Islands; working at Hamworthy Engineering; fishing for shell fish such as mussels or working in a hotel with wonderful views of the estuary where tourists and holiday makers come to stay;
- Local people and visitors enjoying relaxation at Poole Harbour, particularly water sports such as sailing, diving; fishing; water skiing; windsurfing; rowing; canoeing; kayaking; army training and shell fisheries;
- Activities around Poole Harbour such as cycling; running; walking or rambling;
- Bird watching from boats or in bird reserves around the edge of Poole Harbour;
- Why are the northern and southern sides of Poole Harbour so different i.e. one really heavily built up and developed and the other open and undeveloped?
Key Question 6.6: How can we persuade people to visit Poole Harbour?

Explain to the children that Poole Borough is spending £59,549 required to air a 30 second advertisement on ITV 1 during a commercial break in *Coronation Street*. What the children are going to do is to use a number of storyboard templates to plan and visualize what the advertisement will look and sound like. Filmmakers, animators, web developers and others use storyboard templates to sketch out scenes and to ensure that a story flows with a running sequence of photographs and narrative and makes the very best use of the time available. Storyboards were first used by the Walt Disney film studio in the early 1930s in America. An example of a storyboard for Argos and which models for the children an approach that can be used, can be seen in *Resource 6.38* and copies of the blank template for the children to use in their own design is in *Resource 6.39*. 
Sample Resources from Enquiry 6. The complete set of resources supporting learning in this enquiry are available on the accompanying DVD and online at www.licco.eu

Resource 6.7

Credit: National Trust

Resource 6.8

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