



Overview

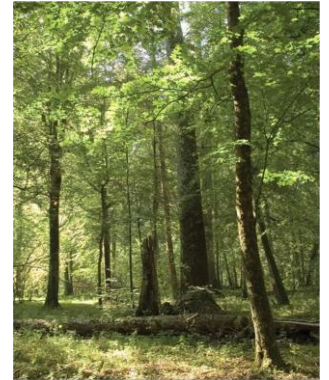


Lead Subject: Geography

Introduction: This Place-Based Sequence of Learning uses local forested areas as a place to explore, conduct fieldwork and further develop an understanding and appreciation of the natural world. It explores the importance of forests in terms of the ecosystem services they provide, the resources they offer and their intrinsic value.

Rationale: It provides opportunities to explore land-use, conservation, land management and the physical and human features of forests. It will also enable a comparative study with a forest in another climate zone. It will enable children to link learning about sustainable forestry in other places to somewhere more local to them.

- What is sustainability?
- Why is it important for things to be sustainable?
- How can we ensure a forest is sustainable?



Impact and Outcomes

**Outcomes:**

- Pupils support conservation efforts in a local woodland area.
- Pupils promote wider change by presenting their learning to the local community to raise awareness of woodland conservation and sustainable resource use.

Impact:

- Pupils understand different perspectives on how forests should be used and/or conserved.
- Children develop their own understanding of sustainability and consider other perspectives of sustainability.

Curriculum Links, Prior Learning & Key Vocabulary

Curriculum Links**Locational knowledge**

- 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
- 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**Geographical skills and fieldwork (KS1)**

- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- 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.

Key Vocabulary

Biome, tropical rainforests, coniferous forests, deciduous forests, timber, logging, sustainable, resource, conservation, forestry

Locality-Based Experience



A visit to a local forest/woodland area (such as Grizedale: Classrooms in the Forest) to discover how forests are maintained, managed and conserved. Children should explore and compare managed and wilder areas and learn about the work of rangers and foresters. Children should have the opportunity to conduct fieldwork, such as species surveys or sketch maps. Fieldwork and exploration could also be conducted in smaller woodlands near to the school grounds.

Suggested Learning Opportunities



“In the Locality”



- Create sketch maps to identify physical and human features of forests.
- Conduct species surveys within given areas or using quadrats within a woodland.
- Collect photographs of key features of the environment.
- Conduct public surveys to answer geographical questions (e.g. How far do people travel to visit woodlands? What attracts visitors to the forest?).
- Compare areas of managed and natural woodland.
- Apply map skills while exploring woodlands (see PE link).
- Ask questions and learn about a range of careers from education staff, rangers and foresters.
- Volunteer to support or lead conservation efforts in a local woodland (e.g. site surveys, habitat improvement, planting, access maintenance).

“In the Classroom”



- Present information on forest land use and landscape using data collected on forest visit (e.g. surveys, maps, etc.).
- Develop sketch maps from photographs.
- Conduct further research and learning into how forests act as a resource (including tourism, health and well-being, forestry and ecosystem services).
- Use atlases and online maps to locate forest biomes around the world (focus on the Amazon Rainforest in Brazil).
- Research and describe biomes and/or climate zones.
- Identify and compare key physical features of temperate forests and tropical rainforests (e.g. flora, fauna, rivers).
- Identify and compare key human features of temperate forests and tropical rainforests (e.g. settlements, jobs, amenities etc.).
- Learn about the global supply chain and processing of resources from forests in the U.K. and South America. Explore questions around sustainability and ethical shopping.
- Investigate, compare and debate land use conflict in local forest (e.g. conservation/re-wilding efforts vs farming/tourism/leisure) and the Amazon Rainforest (habitat/ecosystem/indigenous peoples vs logging/farming).
- Evaluate push and pull factors affecting migration to and from forest/rainforest communities.

Further Links



- Physical Education: orienteering and outdoor and adventurous activities could be carried out at various locations (school grounds or off-site)
- Science: Living Things and their Habitats: study of life cycles of plants and animals; identify animals and plants and explore how they are classified; identify how animals and plants are adapted to their environments.
- Art: explore how artists have used forests for inspiration (e.g. Andy Goldsworthy, Henri Rousseau, Ruth Daniels). Explore art in situ at Grizedale Forest (e.g. The Ancient Forester and contemporary sculptures on the forest trails).
- Music: create contrasting soundscapes to represent local forest site and Amazon. Visit Grizedale to experience the music trail.
- English: persuasive and/or balanced argument writing centred on land use conflict. Oral or written debates. Oral or written presentations of topic learning with the aim of informing and raising awareness around key geographical and global citizenship issues in the local community.
- For visits to Grizedale Forest contact: Learning and Visitor Services, Grizedale, Forestry England.
- For volunteering opportunities contact local groups, such as Lancashire Wildlife Trust, RSPB, Lune Rivers Trust, Canal and Rivers Trust, or National Trust.

