

# KS3 Geography Medium Term Plan

<b>PARK MANAGEMENT</b>		<b>Y7 or 8</b>
<b>ABOUT THIS UNIT</b>		<b>PRIOR LEARNING</b>
<p>This unit aims to engage pupils with the key issue of the management of a country park. Specifically it is intended to stimulate thinking prior to a visit, focus work during the visit and provide realistic follow-up work back in school. The unit prompts pupils to describe and explain the environmental changes and conflicting demands on the environment that face the park. It provides a range of possible future scenarios for managing the environment and allows them to explore the opportunities for sustainable development of this resource and the consequences of their decisions.</p>		<p>It is helpful if pupils have:</p>
<b>PLACES THEMES AND SKILLS</b>		<b>EXPECTATIONS</b>
<p><b>Places</b></p> <ul style="list-style-type: none"> <li>• describe and explain the physical and human features that give rise to the distinctive character of places</li> <li>• explain how and why changes happen in places and the issues arising from these changes</li> </ul> <p><b>Themes</b></p> <ul style="list-style-type: none"> <li>• describe and explain environmental change and recognise ways of managing it</li> <li>• explore the idea of sustainable development and recognise its implications for people, places and environments and for their own lives</li> <li>• recognise how conflicting demands on an environment arise and how and why attempts to manage it rationally are made</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• ask geographical questions</li> <li>• suggest investigation sequences</li> <li>• analyse evidence and draw conclusions</li> <li>• appreciate how people's attitudes and values affect environmental issues</li> <li>• use an extended geographical vocabulary</li> <li>• select and use appropriate fieldwork techniques</li> <li>• communicate in different ways</li> </ul> <p>use decision making skills</p>		<p>At the end of this unit: Most pupils will</p> <p>some pupils will not have made so much progress and will:</p> <p>some children will have progressed further and will:</p>
<b>USE OF LANGUAGE/SPECIALIST VOCABULARY</b>		<b>FUTURE LEARNING</b>
<b>CORE SPECIALIST VOCABULARY:</b>		
<b>RESOURCES:</b>		

PARK MANAGEMENT			
LEARNING OBJECTIVES	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES	POINTS TO NOTE
Pupils should learn:		Pupils:	
1. Why do the people who manage Stover Country Park face difficult decisions? What is Stover Country Park? Where is it located? How is the land used around the Park?			
<ul style="list-style-type: none"> <li>to ask geographical questions and to identify issues</li> <li>to suggest appropriate sequences of investigation</li> <li>to locate place and environment to be studied</li> <li>to describe the physical and human features and patterns that give rise to the distinctive character of the place</li> </ul>	<ul style="list-style-type: none"> <li><i>Why do the people who manage Stover Country Park face difficult decisions?</i></li> <li>Pupils introduced to the issue - a country park that is also an SSSI because of its range of habitats but under heavy pressure from recreation and other needs.</li> <li>Pupils in small groups work as small firms of Land Management Consultants. They receive an urgent memo from the boss. A contract from Devon CC to recommend how the issues be resolved. What questions arise? Make a list of questions you need answers to. Put them in some logical order. How might you answer them? What should be the format of the final report wanted by Devon CC?</li> <li><i>What is Stover Country Park? Where is it? How is the land used around the park?</i></li> <li>Investigate atlases and OS maps. Study the leaflet about Stover from the tourist office. See if there is a possible website. Complete the first draft of the first part of the report with answers to the above questions.</li> </ul>	<ul style="list-style-type: none"> <li>recognise that there is an issue that requires resolution</li> <li>organise themselves in small groups to find out as much as they can about the features of the park from secondary sources</li> <li>produce an appropriate sequence of investigation questions.</li> </ul>	<ul style="list-style-type: none"> <li>A mock memo from the boss needs to alert them to the issue.</li> <li>Stimulus resources need to be provided to introduce the park including a leaflet produced for the general public.</li> <li>They will need access to the Internet and the Stover Education Website.</li> </ul>

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Pupils should learn:		Pupils:	
2. What is the Park like? Why is it like it is?			
	<p><i>What is the park like? Why is the park like it is?</i></p> <p>Derive as much information from the secondary sources as possible. Work out what information you would need to obtain during a visit. What would you assess, record? Who would you speak to and why? What do you want to know from them? Draw up a plan of action. You will only have a day to get all the information you need.</p> <p><b>(How could this be structured in an interesting way?)</b></p> <p>The visit</p>		

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Pupils should learn:		Pupils:	
3. How is the Park changing? What pressures does it face? What do people feel about the park as it is?			
	<p><i>How is the Park changing? What pressures does it face? What do people feel about the park as it is?</i></p> <p>Morning activity in the park.</p> <p>Investigation:</p> <ul style="list-style-type: none"> <li>• in the visitors' centre</li> <li>• during interview with warden</li> <li>• during fieldwork on site.</li> </ul> <p>Use of interview records.</p>		

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Pupils should learn:		Pupils:	
4. How could the Park be managed? What are its possible futures? What might people feel about these changes?			
	<p><i>How could the Park be managed? What are its possible futures? What might people feel about these changes?</i></p> <p>Afternoon activity in the park</p> <p>Each group to investigate one possible future course of development for the park and evaluate it.</p>		

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Pupils should learn:		Pupils:	
<b>5. How should the Park be managed?</b>			
	<p><i>How should the Park be managed?</i></p> <p>Decision making back at school. Pupils finish their report and it is presented in decision-making consultants' meeting in the firm's boardroom. Report emailed to Stover Wardens. They provide a brief feedback on the report that is emailed back to school.</p>		