

Geography: Key Stage 2 Years 5 and 6

Teachers Professional Development Programme

Enquiry 6: Who are Britain's National Parks for?



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Connecting the curriculum through enquiry based learning

Key Question: Who are Britain's National Parks for?

Learning objectives

During the enquiry pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to:

- **Identify, locate, describe and explain** the distribution of the 15 National Parks in the UK;
- **Observe and record** the common key natural features of the National Parks of the UK and **explain** why they are referred to as the country's 'breathing spaces';
- **Recognise** those other special qualities of National Parks which are referred to as 'cultural heritage' and **reflect** on the importance of their own cultural heritage in the context of this;
- **Recognise, describe and explain** how National Parks actively encourage visitors to enjoy and learn about what makes them special;
- **Identify and record** the key physical and human geographical features of Southwest England and **compare and contrast** the proportion of protected land here with other regions of the UK;
- **Identify, describe** through **observation** of the landscape of The Valley of Rocks in Exmoor National Park, and **explain** the attraction of this area for visitors such as artists;
- **Identify, describe and,**

Purpose of the enquiry

National Parks are an extremely significant element of both the physical and human geography of the United Kingdom. As well as covering over 7 per cent of the land area and including some of the United Kingdom's most scenic and wild places, they are also a tangible manifestation of the cultural importance that British society attaches to the outdoors, countryside and open spaces. Investigating why the United Kingdom has National Parks, their special qualities and how they are managed is a relevant and meaningful aspect of geography for young people to be engaging with. Such a study highlights the central paradigm of the subject – the interrelationship of people with their environment.

The enquiry begins with pupils identifying the location and distribution of the 15 National Parks in the United Kingdom and understanding the rationale that underpins them – to protect and conserve the country's most scenic and beautiful landscapes, important wildlife and associated cultural heritage, to actively encourage visits and interaction with people and to ensure, in the long term, the sustainability of the 440 000 people who live and work within them. This involves grappling with some very important concepts such as 'heritage', 'environment', 'value' and 'economic activity' through a range of accessible and engaging activities.

From this initial national perspective the investigation moves to looking at Southwest England, which includes more protected land than any other region in England and Wales, and the two National Parks of Exmoor and Dartmoor in particular. The Exmoor line of enquiry illustrates the first purpose of National Parks – the protection and conservation of environments of great scenic value and its associated wildlife. The Dartmoor investigation exemplifies their 'cultural' and 'heritage' importance. In both cases the pupils are able to appreciate how people are actively encouraged to visit and pursue activities in the National Parks – an exercise involving Pembrokeshire Coast National Park supports pupils to understand how the parks are managed and cared for. A study of an Exmoor hill farm enables pupils to appreciate how people live and attempt to earn a living in National Parks, often under very challenging conditions. Also how, as custodians of the countryside, farmers help National Parks to both protect and conserve the environment so that people can enjoy such environments.

Finally pupils are asked to compare National Parks in the United States with those in the United Kingdom, in particular the Everglades National Park (adding to their understanding of Florida, which was introduced as a contrasting region in North America in the Lower Key Stage 2 programme).

Context

This enquiry begins at a national scale as pupils establish where National Parks in the United Kingdom are located, the factors behind their distribution and their associated three purposes. As the investigation progresses, the scale of study moves to a regional perspective as the pupils focus on Southwest England and the two National Parks of Exmoor and Dartmoor. Through the study of one farm in Exmoor National Park the context becomes a local one before the investigation widens to provide a global perspective through an enquiry into National Parks in the United States and the Everglades in particular. The suggested homework activity further exemplifies this global scale.

National Curriculum coverage Geography

Pupils should be taught to:

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 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.
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

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through **observation**, **offer reasons** for the existence of the Bronze Age ceremonial landscape in Dartmoor National Park, **evaluate** the reflections of others and reach a **judgement** about its purpose;

- **Recognise, describe** and **explain** the features of a hill or upland farm and why farmers are so important in helping to achieve the aims of National Parks in the UK;
- **Understand** who looks after National Parks in the UK and **reflect** upon and **evaluate** the importance of the jobs that people do;
- **Compare and contrast** the Everglades National Park with Dartmoor and Exmoor National Park and **understand** through **explanation** the main similarities and differences between National Parks in the UK and those in the USA;
- **Locate** and **describe** the geographical features of an additional National Park in the USA and **explain** why it received designation.

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.
- 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 the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.

Connections to the subject content of other curriculum areas

Language and literacy

Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.

Spoken language

Pupils should be taught to speak clearly and convey ideas confidently using Standard English. They should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. They should be taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing.

Reading and writing

Teachers should develop pupils' reading and writing in all subjects to support their acquisition of knowledge. Pupils should be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure. Schools should do everything to promote wider reading. They should provide library facilities and set ambitious expectations for reading at home.

Pupils should develop the stamina and skills to write at length, with accurate spelling and punctuation. They should be taught the correct use of grammar. They should build on what they have been taught to expand the range of their writing and the variety of the grammar they use. The writing they do should include narratives, explanations, descriptions, comparisons, summaries and evaluations: such writing supports them in rehearsing, understanding and consolidating what they have heard or read.

Vocabulary development

Pupils' acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. Teachers should therefore develop vocabulary actively, building systematically on pupils' current knowledge. They should increase pupils' store of words in general; simultaneously, they should also make links between known and new vocabulary and discuss the shades of meaning in similar words. In this way, pupils expand the vocabulary choices that are available to them when they write.

In addition, it is vital for pupils' comprehension that they understand the meanings of words they meet in their reading across all subjects, and older pupils should be taught the meaning of instruction verbs that they may meet in examination questions. It is particularly important to induct pupils into the language that defines each subject in its own right, such as accurate mathematical and scientific language.

Key Subject Vocabulary

National Park; Location; Distribution; Country; City; Landscape; Protection; Conservation; Fertiliser; Environment; Urban; Rural; Countryside; Theme park; Remote; Town; Canal; Mill; Fair; Castle; Coal; Steam; Garden; Fort; House; Regatta;

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Village; Viaduct; Cottage;
Custom; Tradition; Culture;
Lifestyle; Heritage;
Cultural heritage; Religion;
Community; Festival;
Mountain; Reservoir;
Waterfall; Wetland; Peat;
Windmill; Wind pump;
Forest; Outcrop; Granite;
Tor; Bronze Age; Stone
circle; Moorland; Sea;
Deciduous; Coniferous;
Cliff; Channel; Glacial;
Fells; Loch; Firth; Lake;
Heathland; Ancient; Tarn;
Coastline; Saltmarsh;
Mudflats; Hill; River;
Coastal; Bay; Beach;
Sand dune; Gorge; Chalk;
Downland; Grassland;
Limestone; Drystone wall;
Pot hole; Cave; Chamber;
Tourists; Visitors; Abbey;
Medieval; Industrial
revolution; Prehistoric;
Area of Outstanding
Natural Beauty; Region;
Southwest England; World
Heritage Site; Site of
Special Scientific Interest;
Valley; Contour lines;
Distribution; Sea level;
Incline; Hill; Tourists; Dry
valley; Stream; Rock;
Shattered; Fragmented;
Ice Age; Island; Scrub;
Weathering; Freeze–thaw;
Erosion; Pedestal; Evoke;
Pastoral; Technology;
Factory; Mill; Prehistoric;
Ceremonial; Mesolithic;
Neolithic; Relief;
Vegetation; Bracken;
Heath; Diversify;
Grassland; Marsh; Reeds;
Cairn; Standing stones;
Quarry; Farm; Wildlife;
Species; Habitat; Beauty;
Tranquillity; Land use;
Economic activity;
Livestock; Fodder;
Government.

Numeracy and Mathematics

Teachers should use every relevant subject to develop pupils' mathematical fluency. Confidence in numeracy and other mathematical skills is a precondition of success across the national curriculum.

Teachers should develop pupils' numeracy and mathematical reasoning in all subjects so that they understand and appreciate the importance of mathematics. Pupils should be taught to apply arithmetic fluently to problems, understand and use measures, make estimates and sense check their work.

Pupils should apply their geometric and algebraic understanding, and relate their understanding of probability to the notions of risk and uncertainty. They should also understand the cycle of collecting, presenting and analysing data. They should be taught to apply their mathematics to both routine and non-routine problems, including breaking down more complex problems into a series of simpler steps.

Science

Evolution and inheritance

- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Art and Design

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- To create sketch books to record their observations and use them to review and revisit ideas.
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).
- About great artists, architects and designers in history.

History

Pupils should be taught about:

- Changes in Britain from the Stone Age to the Iron Age.

Computing

Pupils should be taught to:

- Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

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Ancillary Question 1: Why are National Parks described as Britain's 'breathing spaces'?

For this initial exercise divide the pupils into pairs and provide them with a copy of the map of countries and cities of the United Kingdom in **Resource 1**, the map of the landscapes of the United Kingdom in **Resource 2**, the map of protected areas of the United Kingdom in **Resource 3** and a set of the 15 'I am' information cards in **Resource 4**.

Firstly, direct the pupils to look at the map of protected landscapes of the United Kingdom in **Resource 3**, in particular the National Park areas shaded in dark green. Encourage discussion at this point about National Parks. Which is our nearest National Park? Has anyone been to a National Park? What was it like and what did they do there? What kind of place is a National Park? Why might they have been set up in the first place? Spend time thinking through with the pupils how the local park where they go to play is different from National Parks. Explain that today there are 15 National Parks across the United Kingdom and this first line of enquiry is all about finding out why they are called our 'breathing spaces'?

Divide the pupils into pairs and provide each pair with a set of the 15 'I am' cards in **Resource 4**. On each card there is a description about what one National Park is like. The pupils have to match each card with the correct National Park using the evidence on the maps and also paying particular attention to any clues about its location in the information. Allow plenty of time for this and support thinking and the development of vocabulary. The answers are: 1 Brecon Beacons, 2 The Broads, 3 Cairngorms, 4 Dartmoor, 5 Exmoor, 6 Lake District, 7 Loch Lomond and The Trossachs, 8 New Forest, 9 Northumberland, 10 North York Moors, 11 Peak District, 12 Pembrokeshire Coast, 13 Snowdonia, 14 South Downs, 15 Yorkshire Dales.

Then distribute shuffled sets of the images in **Resource 5** to each pair of pupils. There are thirty images in this set – two for each of the fifteen National Parks that the pupils identified in the card sort activity. Again, using the information on the cards and the maps, challenge the pupils to allocate two images to each National Park.

When complete, use this exercise to extend discussion and lay the foundations of the pupils understanding of the kind of environments that are most common in National Parks. What is the landscape in a National Park often like? Urban and built up or rural and open countryside? Are the National Parks like theme parks such as Disney World or Alton Towers? Why are these kinds of theme parks different from National Parks? Before moving on take a moment to consolidate understanding of why National Parks are called Britain's 'breathing spaces'. They are areas of great unspoilt beauty and some of the most wild and remote places in the United Kingdom with lots of open space.

Therefore the first reason for having National Parks is to protect and conserve areas of great natural beauty in a small island with 60 million people – the outstanding importance of the outstanding natural beauty and wildness of the National Parks is well summarised by the short film at www.youtube.com/watch?v=kND8mpkwy7s

As a summative piece to this first line of enquiry the pupils could investigate their nearest National Park in greater depth and prepare a short PowerPoint presentation including relevant background information, such as a location map and brief factual data but, most importantly, describing and illustrating its distinctive natural environment and why it is so special.

Alternatively, the pupils could be divided into pairs and be asked to do this for one of the fifteen National Parks ensuring coverage of all.

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Ancillary Question 2: What else makes National Parks so important?

Now explain to the pupils that the National Parks are not just about protecting and conserving our most beautiful, open, wild and unspoilt areas of countryside for the future. It is also about protecting and conserving for the future other things that can also be found in the National Parks. Tell the pupils you are going to show them some of these things. Can they work out what they are and why they might be important to conserve and protect for the future? Show the pupils the images in [Resource 6](#) and encourage discussion about what each is showing and why it is important.

- 1 Monmouthshire and Brecon Canal – Brecon Beacons National Park
- 2 Berney Arms Windmill – The Broads National Park
- 3 Highland Games – Cairngorms National Park
- 4 Widecombe Fair – Dartmoor National Park
- 5 Dunster Castle – Exmoor National Park
- 6 Biofuel powered steamship *Sir Walter Scott* – Loch Lomond and Trossachs National Park
- 7 Exbury Gardens – New Forest National Park
- 8 Roman fort along Hadrian's Wall – Northumberland National Park
- 9 Goathland Railway Station – North York Moors National Park
- 10 Chatsworth House – Peak District National Park
- 11 Little Haven summer regatta – Pembrokeshire Coast National Park
- 12 Plas Mawr Elizabethan house – Snowdonia National Park
- 13 Village of Singleton – South Downs National Park
- 14 Ribbleshead Viaduct – Yorkshire Dales National Park
- 15 Dove Cottage – Lake District National Park

So what are these things and why are they important? They are important because they tell us about the unique ways of life that have developed in places throughout history and are still developing. The National Parks are home to distinctive places, buildings, customs, events, beliefs, traditions and lifestyles that are unique to that place – this is their 'cultural heritage'. These things are just as important to conserve and protect as the beautiful countryside in which they are found. This can be quite a challenging concept for pupils to grasp.

One approach to help to develop an understanding of cultural heritage is to personalise things to the context of the individual pupil. Show the pupils an object (a painting, a piece of jewellery, a gift etc.) that has been passed down to you through generations of family members and that you cherish and value. Explain that the object is an example of your cultural heritage – something that helps to define who you are. Ask the pupils why you would want to look after it and conserve it. If you wanted to pass it on to future generations, what must you do to protect it?

Now ask the pupils to bring into class an item that they value because it says something about who they are, what they believe in or the customs and traditions by which they live. Create a group display of all of these objects. Ask the pupils to design and create a display card for their object – a paragraph explaining why it is a special piece of *heritage* for them. Develop this by discussing with the pupils any beliefs, traditions and customs that they share with their families and other people, perhaps in their community. These may be confined to the family e.g. 'on Mother's Day we always ...' or 'my family always celebrates Chinese New Year by ...' or 'on Boxing Day we always walk to ...' etc. In addition, pupils who are members of different religious and cultural groups within the local community will be able to share what they do on particular festival days or how they celebrate significant events in their religious calendar. The pupils could now be asked to add some additional slides to their PowerPoint presentation that include information about some of the ways in which it is culturally important as a place, as well as being spectacularly beautiful countryside.

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Ancillary Question 3: Why do National Parks welcome visitors?

Spend a moment revisiting with the pupils the most important things that they have learned about National Parks so far – that there are 15 in the United Kingdom and they are protected areas because of their beautiful countryside, wildlife and cultural heritage.

Explain to the pupils that National Parks are *not* fenced off to keep people out. The opposite is true. All of the United Kingdom's National Parks welcome visitors to discover how wonderful these places are and to learn about what makes them so special. This is the second purpose of the United Kingdom having National Parks – to actively encourage people from across the country to visit and enjoy them.

Spend some time looking again at the maps in **Resource 1** and **Resource 3**. What do the pupils notice about the location of the National Parks (shaded in dark green) and the main cities of Britain? The second purpose of the National Parks is to provide open space and countryside (called 'breathing spaces') for the populations of the large towns and cities – most are located within easy travelling distance of urban areas. Every year over 100 million people visit at least one of the United Kingdom's National Parks!

Each of the National Parks of the United Kingdom has its own dedicated website (hyperlinked below). Divide the pupils into pairs and explain that their task is to produce a leaflet to be placed in each of the rooms of a top London hotel, designed to persuade overseas tourists to leave London and visit your National Park. The leaflet must be designed and written to the conventions of persuasive writing – see **Resource 7** and include:

- A 'must do' outdoor activity to appreciate the grandeur and beauty of the National Park e.g. a walk, bicycle ride, kayaking or rock climbing – must include actual places, routes etc.
- A 'must do' activity to appreciate the cultural heritage and importance of the National Park e.g. visiting a medieval abbey, travelling by barge along a canal built during the Industrial Revolution or attending an event particular to the National Park such as a fair, play or dance.
- A 'must do' activity to enable the visitor to learn more about an aspect of the National Park such as joining a guided walk led by National Park Rangers to discover more about local butterflies or attending an evening talk about prehistoric remains found in the National Park.

The National Park websites are:

- Brecon Beacons National Park: www.breconbeacons.org
- The Broads National Park: www.broads-authority.gov.uk
- Cairngorms National Park: <http://cairngorms.co.uk>
- Dartmoor National Park: www.dartmoor.gov.uk
- Exmoor National Park: www.exmoor-nationalpark.gov.uk
- Lake District National Park: www.lakedistrict.gov.uk
- Loch Lomond and The Trossachs National Park: www.lochlomond-trossachs.org
- New Forest National Park: www.newforestnpa.gov.uk
- Northumberland National Park: www.northumberlandnationalpark.org.uk
- North York Moors National Park: www.northyorkmoors.org.uk
- Peak District National Park: www.peakdistrict.gov.uk
- Pembrokeshire Coast National Park: www.pembrokeshirecoast.org.uk
- Snowdonia National Park: www.eryri-npa.gov.uk
- South Downs National Park: www.southdowns.gov.uk
- Yorkshire Dales National Park: www.yorkshiredales.org.uk

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Ancillary Question 4: Why is protected land so important in Southwest England?

Ask the pupils to look again at the map of protected areas of the United Kingdom in **Resource 3** and then to compare it with the map of regions of the United Kingdom in **Resource 8** and also the map of countries and cities of the United Kingdom in **Resource 1**. The 'other protected areas' shown on the map in **Resource 3** are mostly Areas of Outstanding Natural Beauty (AONBs) – areas of countryside considered to have significant landscape value. Ask the pupils to compare the map of regions with the maps of protected areas and countries and cities. Which region of England has the largest proportion of National Parks, other protected areas and protected coast? Southwest England (**Resource 9**) contains 25 per cent of all the protected land and coast in England even though it covers only 18 per cent of the land area. In total 35 per cent of the land area of Southwest England is in a National Park, AONB, World Heritage Site (there are four in the region) or is a Site of Special Scientific Interest (SSSI). In addition 60 per cent of all the protected 'Heritage Coast' in England is in Southwest England.

Using a copy of the outline map in **Resource 10** and the map in **Resource 11** support the pupils to compile their own map of Southwest England by showing and labelling the following:

- Towns and cities of Plymouth, Torquay, Exeter, Barnstaple, Taunton, Weymouth, Poole, Bristol and Gloucester;
- Bodmin Moor, Dartmoor, Exmoor, Quantock Hills, Mendip Hills, Salisbury Plain and Cotswold Hills;
- Land's End, Isles of Scilly and Bristol Channel;
- Rivers Tamar, Exe and Torridge.

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Ancillary Question 5: Why are so many people attracted to *The Valley of Rocks*?

Exmoor National Park in Somerset and Devon is one of two National Parks in Southwest England. The twelve-minute film at www.youtube.com/watch?v=aDhxiYqj-1o serves as an excellent introduction to its natural and human features. What are some of the amazing natural and wildlife features of the National Park? Amongst them are red deer herds, deep valleys with fast-flowing rivers, wild moorland-covered hills, steep cliffs. What examples are there in the film of the cultural heritage of the National Park? Amongst them are Iron Age hill forts, medieval castles.

The Valley of Rocks, to the west of Lynton, is one of the most beautiful and spectacular places in Southwest England and is visited by hundreds of thousands of people each year. It is an excellent example of the first reason the United Kingdom has National Parks – to protect and conserve its most beautiful and scenic areas. Play the pupils the film at www.youtube.com/watch?v=xOBCOoEzpA8

Ask them to consider what the landscape of The Valley of Rocks is like? Why would people want to come and visit this place? What would they enjoy doing in The Valley of Rocks if they were able to go there?

Give out **Resource 12** – an extract from the Ordnance Survey 1:25 000 Explorer Map of Exmoor. Ask the pupils to look carefully at grid square 7049, which contains The Valley of Rocks, located approximately 2 km west of Lynmouth. Take time to explain to the pupils what the orange contour lines on the map are and that they show the height of the land in metres at an interval of 10 m – so each contour line is either a 10 m increase or decrease in height.

Now ask pupils to calculate, using the contour lines, the highest point in the square. It is 290 m in the bottom right-hand corner of the square. Next, using the contour lines challenge the pupils to work out the height of the land where it meets the sea in that square. Count down the contour lines in 10 m intervals from 290 m. The answer is 10 m. Why isn't it 0 m, i.e. sea level?

Continue by asking the pupils that if the sea (shaded blue) in Wringcliff Bay is at sea level (0 m) and the last measurement shown by contours on the land is 30 m, what lies between the edge of the land and the sea? An almost vertical cliff.

Next, ask the pupils to draw a faint pencil line from the top left-hand corner of the grid square to the bottom right-hand corner. As a final exercise ask the pupils to imagine the shape of the land they would find if they walked along the line from the top left to bottom right. A short section of flat sea at sea level, followed by a vertical rise up the cliff, then a steep incline up the side of the hill (where the contours are close together) finally flattening off a little towards the top where the contour lines are more widely spaced. Support them to sketch this shape on a piece of paper.

Follow this exercise by asking the pupils to look for additional clues in the grid square that tell them about what the land is like here. We know that the land is very steep but what do names like *Castle Rock*, *Rugged Jack* and *The Valley of Rocks* itself suggest about what we would find if we visited the area in the grid square?

Now give each pupil a piece of A3 plain paper and encourage them to draw what they think The Valley of Rocks looks like. Imagine that they are standing exactly on the blue star (tourist feature symbol) in the middle of the square. What would they see around them? What would the land look like? Give them plenty of time to complete this and to describe and explain what they have drawn and why. Encourage feedback and discussion. How have they interpreted the information on the map? Invite willing pupils to present and describe their sketch to the rest of the group. Follow this exercise by giving out sets of the images of The Valley of Rocks in **Resource 13**. How do these photographs compare with their sketches? What are the similarities and differences? Are there any features that the pupils were not expecting or could not have predicted from the map? Many pupils will not have anticipated that halfway up the steep slope from the sea to the top of the hill is a low flat area or *valley*. A valley is a low area of land between hills or

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mountains, typically with a river or stream flowing through it. However, The Valley of Rocks is a *dry valley* since it no longer contains a river or stream. Ask the pupils to look back at the OS map extract, between the blue star and the 90 m contour line. Here the contour lines are much wider apart, which suggests that the land is flatter – in this case it is the valley that is shown in the photographs.

Following on from this exercise, distribute or project the photographs of rocks found within The Valley of Rocks in **Resource 14**. Ask what the rocks are like. Support the pupils to see that many of the rocks are broken or fragmented or cracked into smaller pieces that lie all around. This is a landscape of shattered and cracked rocks.

Now ask the pupils what they think could cause large rocks to be broken up like this? What forces could be at work? Explain that it is natural and not to do with human activity such as blasting at quarries. Take feedback and encourage discussion. To help with the pupils' thinking, show the image of tundra in northern Canada in **Resource 15** and explain that between 12 000 and 25 000 years ago, during the last Ice Age, this is what The Valley of Rocks would have looked like. It would not have been covered with ice but nevertheless would have been extremely cold, exactly like places such as Baffin Island in northern Canada are today (see location maps in **Resources 16** and **17**). It was during this period of extreme cold that the rocks in The Valley of Rocks were split, broken and shattered. How could the very cold weather have caused this?

Fill a plastic container with water and secure the lid firmly. Place the container in a freezer and give it plenty of time to freeze (overnight would be good). Take the container from the freezer and show the pupils. What has happened to the water? When the water gets extremely cold it changes its form and turns from a liquid (water) to a solid (ice). Water takes up more space when it freezes. As the water changes to ice it expands and pushes the lid off the container (as the ice needs more space).

Now take the pupils back to the broken rocks in The Valley of Rocks. Ask them to remember what The Valley of Rocks was like during the last Ice Age and to consider what would happen to water from rain or snowfall that collected in cracks in the rocks. Exactly as the experiment showed, the liquid would expand on freezing and slowly widen the crack in the rock until, after perhaps many years, the rock would split and break apart. Explain that this form of weathering is known as *freeze–thaw* and occurs where there are extremes of temperature e.g. in mountain ranges. During the day when the temperature is above freezing, any rain that falls collects in cracks in the rock. At night the temperature drops below freezing and the liquid expands as it becomes ice. The next day the ice thaws and the process continues night and day for years until the rock begins to split apart. Ask the pupils to draw a labelled diagram of their own to show this happening.

Now show pupils the photographs in **Resource 18**. Explain that rocks are also weathered or broken up by the actions of living things such as plants that can be seen growing in the cracks of the rocks. Ask the pupils to draw a diagram to explain how they think plants could cause rocks to break into pieces. Take feedback and discuss. As the plants grow their roots expand and very slowly ease the crack apart, making it wider and wider, until pieces fragment and fall away. Obviously the larger the plant and the bigger and stronger its roots are, then the greater its power to cause rocks to split apart.

Finally there is one further way that the rock in The Valley of Rocks is worn away and broken down. Show the pupils the image in **Resource 19**. Can they see any clues from the picture of the rock to suggest what it might be? Where can they see this rock being worn away? Whereabouts is there evidence of erosion? Close to the ground is where the strength of the wind carrying grains of sand and gravel is strongest and the rock is being worn away faster than anywhere else. This results in a gradual narrowing of the base of the rock. *Pedestal* or *mushroom rocks* are most common in hot desert areas where erosion (abrasion) by windborne grains of sand is greater than anywhere else in the world. See **Resource 20** – a photograph of the Timna Valley in Israel.

Show the pupils the picture of Samuel Palmer (1805–1881) in **Resource 21** and explain that he was a very famous landscape painter during Victorian times about 150 years ago,

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who was inspired by the beauty and grandeur of The Valley of Rocks. His best-known painting of The Valley of Rocks is *The Lonely Tower* ([Resource 22](#)). This is, in fact, Duty Point Tower which still exists in The Valley of Rocks today (see grid square 6949 in [Resource 14](#)). Ask the pupils to look carefully at the painting and describe what they see: sun setting, early evening sky still blue with stars showing brightly, silhouette of trees, shepherds sitting, flock of sheep, horse and cart etc.

Next ask the pupils what kind of mood and atmosphere the painting evokes? An end-of-the-working-day feeling with time to relax and take in the beauty of nature and the surrounding environment – to feel at one with nature. Tell the pupils that Samuel Palmer painted many pictures in a similar way to this, such as those in [Resource 23](#). In these he wanted to convey the innocent beauty of nature from which people could be inspired and live fulfilling lives in harmony with their environment. He used light and rather undefined images to convey nostalgia for a peaceful and fulfilling life with the magnificence of nature. His pictures were *pastoral* and idealised. Explain to the pupils that Palmer was one of many painters in Victorian times that came to be known as the *English Romantic Painters* because of the way in which they represented rural life and the countryside. His paintings were a reaction to what he saw going on around him in the middle of the nineteenth century as millions of people left the land to work in huge factories in the cities.

The Industrial Revolution began in the latter part of the eighteenth century, starting in England and spreading to France and America. This revolution brought with it a new market economy, based on new technology – machine tools and machine power instead of human tools and animal power. Villages exploded into urban centres and people moved to them from farms and the countryside to take jobs in newly opened factories. With little or no regulations in place, these jobs could be brutal. Men, women, and children worked 14-hour shifts; where they had once told the time by the sun, now they could go weeks without seeing the light of day. Rapid growth produced cities that were dirty and crowded, the working poor often lived in squalor and smokestacks darkened the air with soot. Living and working conditions for people in the cities were terrible with widespread disease – see the images in [Resource 24](#). Palmer also painted pictures that were inspired by the poems of romantic writers of Victorian times such as Byron, Shelley and Keats.

As a summative exercise encourage the pupils to draw or paint their own picture in the style of a romantic painter such as Palmer using the famous poem by John Keats: *To Autumn* ([Resource 25](#)). Take time to read through the poem several times with the pupils and to discuss and explain its meaning and the imagery it conjures up. The important thing for the pupils to understand is that Keats was trying to do in words what painters like Palmer were doing on canvas i.e. to conjure up a lost and ideal world of rural nature where people could live in harmony with their environment. Pupils can select one or two lines from the poem to show in their picture to present in a romantic style.

Teachers that are interested in engaging pupils in learning more about Exmoor National Park can visit www.exmoor-nationalpark.gov.uk/learning/the-moorland-classroom

The Moorland Classroom is a specially produced range of resources aimed at supporting teachers to deliver unforgettable learning experiences for children, using the unique moorland environment of Exmoor National Park. This bespoke suite of online learning and teaching materials has been designed for use both in the classroom and to support amazing outdoor learning experiences in some of Exmoor's special places. They are cross-curricular and free to download and use.

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Ancillary Question 6: Why is *Merrivale* such an important prehistoric site?

Without any explanation divide the pupils into pairs and provide each with a copy of the OS 1:25 000 Explorer map extract in **Resource 26** together with the OS 1:25 000 map key in **Resource 27**. Then encourage the pupils to use the map key of signs and symbols to create a picture in their minds of what the landscape between Merrivale and Princetown might look like? Support them in their thinking to consider:

- What do the height values and spacing of the contours suggest about *relief* (height and shape of the land)? It is an upland area rising to 500 m with contours evenly spaced, which means generally rounded hills rather than very steep slopes.
- What covers the landscape here? See the *vegetation* section in the key. There is evidence of scrub, bracken, heath or rough grassland together with marsh, reeds or salting.
- What evidence is there of people having lived in the area in the past? There are hut circles, cairns (a conical mound of stones marking a grave), standing stones, stone rows.
- How are people using the environment today? Look for quarries, television masts, prison, farms, roads etc.
- What clues are there that this place in Dartmoor National Park is a popular destination for visitors and tourists?

Now give each pupil an A3 sheet of plain paper. Encourage them to draw a sketch, based on the evidence on the map, of what they think this place looks like. Allow time for this and also to discuss with pupils their thinking behind their sketches.

Now provide each pair of pupils with copies of the images in **Resource 28** and watch the films that show the area today at www.youtube.com/watch?v=rc01GXTMTj0 and www.youtube.com/watch?v=KweOcsS9p8E

How well did the pupils envisage the place from the map evidence? What do the photographs and films now add to their understanding of Merrivale?

Bronze Age communities buried their dead in and around very special and sacred 'ceremonial' or 'ritual' landscapes. One of the most important of these in the United Kingdom can be found at Merrivale in Dartmoor National Park. It is also an excellent example of how National Parks protect and conserve our cultural heritage. The site occupies a comparatively level position on a plateau above the River Walkham, with superb views all around including views of the surrounding tors and valleys. The landscape today contains two stone rows, a stone circle, a standing stone and a number of burial mounds called *cairns* and at least two burial *cists*.

No one can be certain what this site was used for but what is very clear is that its construction would have involved the work of many people over hundreds if not thousands of years. It was certainly of great importance to the lives of Bronze Age people and an enormous communal effort was invested in creating and maintaining it. Some historians believe that Merrivale may have been a place where people gathered to celebrate, worship, watch significant events and remember important people from the past. The stone rows and stone circle have undergone detailed metrical and astronomical analysis and theories have been put forward. One of these suggests that the rows were deliberately aligned to point towards particular constellations in the night sky or the movement of the sun and moon at particular dates and times in the year. What really went on at Merrivale, however, remains a mystery.

A very important change in people's religious beliefs and practices occurred during the Bronze Age in Britain. Throughout the previous Mesolithic and Neolithic eras spanning thousands of years, the normal practice was to bury the bodies of people when they died in mass communal graves called *long barrows*. During the Bronze Age this practice was replaced by burying or interring the deceased (either their body in a foetal position or cremated remains in an urn) in individual graves in special ceremonial places such as

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Merrivale, where rituals and celebrations could be undertaken and people could visit from far away. Burials were accompanied with the laying down of grave goods including food, drinking vessels and body ornamentation. In richer burials, gold sheet work was attached to clothing and, later still, pins, tweezers and razors were found. Wealthy and 'elite' women in death might wear fine jewellery, while men were laid out with their weapons, be they finely knapped arrowheads early in the period, or wrought bronze daggers in later years. The fact that so many bodies were laid out with food and drinking vessels seems to suggest that our ancestors believed in some form of life after death, and that not only were the dead thought to be capable of enjoying their grave goods, but that the afterlife required tools and trinkets very similar to those used when they were alive.

At Merrivale the most complete examples of burial sites are the two stone cists, chest-like boxes built from granite slabs. The larger cist (**Resource 29**) measures over 2 m long and was probably used for a single body inhumation. In the 1870s the capstone to the cist was split in two and the central section removed to make two gate posts.

Beginning at 04.42 until the end, show the pupils the film at www.youtube.com/watch?v=EDHYmJE9TOE *Bronze Age Dartmoor: The Life of Marghwen*. Here the film-makers have tried to give an idea of the kind of 'elite' woman whose cremated remains and grave goods were found in the cist that was unearthed on Dartmoor at Whitehorse Hill in 2011. She was clearly a woman of importance. This find was exceptional on Dartmoor because almost all Bronze Age cists have been found to contain nothing at all. This is because the peat soil of Dartmoor is highly acidic and consequently dissolves all organic matter rapidly so that nothing survives in the graves at all. In addition stone robbing has occurred over hundreds of years on Dartmoor – it is so much easier to reuse stone that has already been cut and shaped than to undertake the laborious and time consuming task of doing it yourself!

Ask the pupils to consider the large empty cist at Merrivale and to imagine that 4000 years ago it was prepared to take the body of a very important 'elite' man – perhaps even the recognised leader of the community. He had lived to over 50 years, which was incredible for that time and all of the people in the area admired and respected him for what he had achieved on their behalf. He would have certainly been a capable warrior but would have also overseen the setting up of all of the local settlements in which people lived. He would also have negotiated trade deals with other tribal groups across the southwest, which would have brought some wealth to the area. Above all he would have been responsible for maintaining peace and a stable life for everyone, much as we look to our elected politicians and Prime Minister to do for us today. We know that he would most likely have been buried (inhumation) because of the size of the grave, unlike Marghwen who was cremated.

Now support the pupils to research the kind of things that the community would have buried with him as grave goods. What kind of things would the community have placed beside him to emphasise his importance to them? For this we can turn to other Bronze Age burials in other parts of the country that have been better preserved than in Dartmoor. The pupils need to select 10 things that the local community would most likely have placed in the grave for him to use both during the journey to, and also when he had reached the afterlife. The following sites provide a start to the research and all relate to the excavation of the so-called 'Amesbury Archer' whose grave was discovered close to Stonehenge in 2002. This man lived 2300 years ago at the beginning of the Bronze Age and was clearly a person of importance. It later transpired that he was almost certainly born somewhere in central Europe, most likely in modern-day Switzerland or southern Germany!

www.bbc.co.uk/history/ancient/archaeology/king_stonehenge_01.shtml
www.wessexarch.co.uk/book/export/html/5
http://en.wikipedia.org/wiki/Amesbury_Archer
www.flickr.com/photos/wessexarchaeology/sets/72157594537116112/

Another interesting activity here could be to ask the pupils to think about what other things might have been constructed originally at Merrivale but have since disappeared entirely

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because they were made of wood. Today we only see the hard and resistant rock but what about things made of timber or cloth? The pupils could be encouraged to use copies of any of the photographs in [Resource 28](#) to add and annotate any additional features of Merrivale and to explain and justify the choices they have made. Encourage the pupils to think about those people who may have travelled long distances to attend a ceremony at Merrivale. What would they have needed perhaps when they arrived? What would they have eaten and where would they have stayed? So food and shelter would have been needed for sure.

Explain to the pupils that towards the end of the Bronze Age in about 750 BC there is evidence that throughout Britain, human activity began to decline dramatically (much less evidence of new settlements, ceremonial sites, grave goods and other artefacts from this time). Some historians believe this may have been caused by a drop in population (more people dying than being born). In a period of just 50 years most of the Bronze Age settlements on Dartmoor, including Merrivale had been abandoned and people never returned.

Slowly but surely the round houses and graves, together with many of the standing stones, stone circles and rows, were covered by thick blanket bogs of peat. Ask the pupils to consider what might have caused this drastic change. Why would people have abandoned such an important place never to return? Encourage them to speculate – could it have been an invasion by hostile neighbouring tribes or disease that killed off most people? Or was it simply because they found somewhere more attractive to live e.g. where they could grow more food? Take time to enable pupils to feed back their ideas and make a list on the board.

Now show the pupils the photograph in [Resource 30](#), the etching in [Resource 31](#) and the photograph in [Resource 32](#). Tell them that scientists consider that this (Mount Hekla volcano in Iceland) was possibly responsible for Bronze Age people in Dartmoor abandoning Merrivale. How could an eruption of a volcano on Iceland 1500 km from Dartmoor have caused people to pack up and leave?

Show them the diagram of the erupting volcano. Are there any clues here? Encourage the pupils to think about the dust, ash and cinders blown up high into the atmosphere and moving away on the air and wind currents. Evidence of tree rings (which were abnormally thin) from ancient 'bog oak' trunks found in the peat bogs of Ireland and also pollen records show that for at least 25 years at around 750 BC, the climate of the Northern Hemisphere became very much cooler and wetter. This coincides with a massive eruption of the Mount Hekla volcano in Iceland, which threw up 7.3 cu km of volcanic rock into the atmosphere. It covered Iceland and the surrounding sea bed with a 260 000 sq km dust layer. The massive ash cloud would have certainly drifted south to cover Britain (perhaps for several years) obscuring the sun and increasing the Earth's *albedo* (increasing the reflection of solar radiation). These two things combined would have cooled temperatures over Britain significantly, for perhaps as long as a decade. Faced with colder conditions up on the moor, which would have made it very hard to grow sufficient food, historians suggest that Bronze Age people headed down to the more sheltered and milder valleys where farming was easier.

Take time with the pupils to try to empathise with the people of Merrivale and to discuss with them how they might have felt if faced with the decision of having to abandon a place that was clearly so important to them emotionally and spiritually. Would some people, such as the elite groups, have felt differently about leaving Merrivale perhaps? Examine the evidence of tree rings from Irish 'bog oaks'; pollen analysis from layers of peat laid down on Dartmoor 2500 years ago; and the carbon dioxide levels and ash deposits contained in ice core samples from the Arctic ice sheets. From this evidence we can conclude that the period following the Hekla volcanic eruption (around 750 BC) in the Northern Hemisphere would have been overcast and dull with very little sunshine for as much as 15 to 20 years. It would have become noticeably colder and probably wetter. The impact of these climate changes would have been greatest on already 'marginal' environmental areas such as Dartmoor. Growing crops both as food and also winter fodder for livestock would have

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become impossible and the quality of rough grazing across the moor would have deteriorated as the accumulation of peat increased in the colder and wetter weather.

Ask the pupils to imagine: What if the people of Merrivale had constructed one last stone edifice of one kind or another before they left, as a message to people in the future as to why they had to leave and how regretful they were? What if this edifice, which might have been constructed using many stones or just a few or perhaps even just one, has lain undiscovered beneath Merrivale for 2250 years? What if it is about to be unearthed by the archaeological team of Dartmoor National Park?

Challenge and support the pupils to design their own ceremonial stone edifice giving thought to the pattern of their stones and the direction in which it faces. For example, towards the horizon where the people of Merrivale knew that the sun used to rise or set at particular times of the year e.g. the summer solstice or mid-summers day. What if they left a stone edifice of one kind or another facing towards the sun, which they hoped would rise again one day? What would it look like? How would the granite have been shaped or carved? Would they have left any signs or symbols on the rocks? An important aspect of this activity will be for pupils to do some research generally on prehistoric stone circles to gain an awareness of the range of possibilities for their design and to consider what messages might have been conveyed by different constructions.

The website www.stone-circles.org.uk/stone/ contains links to all of the 22 stone circles and rows in Devon and www.kidsdiscover.com/spotlight/stonehenge-for-kids/ provides background on Stonehenge. For similar background on Avebury visit www.english-heritage.org.uk/visit/places/avebury/history/description/

Encourage the pupils to design both the layout and construction of their stone edifice and also to annotate the design with clear descriptions and explanations as to the meaning and reasoning behind it.

The Dartmoor National Park Education Service website is at www.dartmoor.gov.uk/learningabout and the 'Student Area' suggests a range of ideas for studying Dartmoor's landscape, wildlife and cultural heritage in greater depth. The 'Themes to Study' page suggests broad areas of interest with links to other resources. The 'Printable Resources' section for downloads of factsheets and leaflets, posters and maps provides a wealth of information to support the pupils' study of the National Park's special qualities.

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Ancillary Question 7: Why are farmers so important in our National Parks?

Explain to pupils that 440 000 people live in the National Parks of the United Kingdom and almost all of the land contained within them is owned, not by councils or the government, but privately by individuals, families and sometimes companies and businesses. Farmers are very important because in every National Park, farms form most of the countryside – farming is the most important land use.

Introduce the pupils to Oliver Edwards of Westermill Farm in Exmoor National Park (**Resource 33**) and explain that he is one of hundreds of upland farmers who farm land in the National Park. Now tell the pupils that you are going to show them a selection of photographs taken on Oliver's farm and that you want them to work out how he makes a living. Remind them that farms are important economic activities i.e. their purpose is to earn an income for the farmer and the people he or she may have working on the farm.

Show the images in **Resource 34** and allow ample time for discussion and speculation. Now distribute copies of **Resource 35** in which Oliver talks about his farm, how he earns a living and why he believes farmers such as himself are so important in a National Park such as Exmoor.

How well did the pupils do in trying to work out the different ways in which Oliver earns a living? As well as selling beef and lamb to Waitrose supermarket why has Oliver also built six cottages and devoted four fields for camping with toilets, showers and a farm shop? The pupils can visit www.westermill.com/camping.php and www.westermill.com/cottages.php to see the price that Oliver charges per week for each of the cottages and also the price per night for camping. Why does Oliver feel that farmers such as himself and his family are so important to National Parks? What vital things does he believe they do? They help to protect and conserve the environment and also accommodate visitors and help them to enjoy the wonders of the environment.

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Ancillary Question 8: How are National Parks looked after?

Ask the pupils to consider the three purposes of the National Parks in the United Kingdom that they have learned about.

- To protect and conserve some of our most beautiful and spectacular countryside and precious wildlife for the future;
- To create 'breathing spaces' where people can be encouraged to visit and enjoy the outdoors – 100 million visitors a year – by involvement in lots of different activities;
- To make sure that the 440 000 people who live in the National Parks are able to make a living – such as farmers whose land forms most of the countryside in the National Parks.

Now ask the pupils to watch the film at www.youtube.com/watch?v=ZXHdpTfKhZg about the wonder of the wildlife to be seen in Exmoor National Park. Then watch the film at www.youtube.com/watch?v=VHeudDZ8W1Y which gives details of the activities the National Park encourages people to get involved in, so as to appreciate the grandeur of the environment.

Encourage discussion about the possible ways in which the three aims might conflict with each other e.g. how encouraging mountain biking might present a problem for wildlife or farmers such as Oliver. Explain that this is one reason why all National Parks in the United Kingdom have people to look after them – called the National Park Authority which is made up of 50–200 paid staff supported by many unpaid volunteers. Together they do a wide range of different jobs to help look after each National Park.

Tell the pupils that you are going to show them a film about all the different things that people working for the Pembrokeshire Coast National Park Authority do to look after the area. Ask the pupils to make a note of all the different things that people are doing and afterwards make a list on the board. The film is at www.youtube.com/watch?v=Q8zvQpYgUZM

Once the list has been compiled ask the pupils to reflect upon which they think are the most important things. Can they create a rank order of jobs from the most to the least important?

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Ancillary Question 9: How do Exmoor and Dartmoor National Parks compare with the Everglades National Park in Florida?

Explain to the pupils that the United Kingdom is not the only country in the world that has National Parks. There are, for example, 59 in the United States of America – show them the map in **Resource 36**. The Everglades National Park is located in the very southern tip of the state of Florida – see the maps in **Resources 37, 38 and 39**.

To begin this line of enquiry show the pupils the film at www.youtube.com/watch?v=BDHWpkcpvPo. Ask them to look carefully at both the landscape and also the wildlife in the Everglades that they can see in the film. How does it compare with the Exmoor and Dartmoor National Parks in the United Kingdom? Also ask them to consider how the land in the Everglades is being used. Is it, for example, farmed by farmers or is it just a natural and wild environment? Are there roads and villages and towns to be seen?

Clearly the Everglades also welcomes visitors – how free are these visitors to go anywhere they want? Explain to the pupils that there are very important differences between National Parks in the United States and National Parks in the United Kingdom.

Now give out copies of **Resource 40** and introduce Orlando Rutter, Senior Learning and Outreach Officer for Dartmoor National Park Authority. Here Orlando explains some of the similarities and differences between National Parks in the United Kingdom and those in the United States. Read through with the pupils and encourage them to underline all of the similarities and differences in different colours on the page. When this is complete take time to discuss what they have discovered and think about how they might produce an A3 poster called *How the Everglades National Park compares with Exmoor and Dartmoor National Parks*. They should include information on purpose, location, size, type of environment, wildlife visitor activities, people etc. Further online support for this exercise is available at www.nps.gov/ever/index.htm
www.exmoor-nationalpark.gov.uk/
www.dartmoor.gov.uk/

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Assessment

This enquiry presents several opportunities to evaluate at different stages how the pupils are progressing in geography through the mastery of key geographical skills and outcomes. It is not necessarily intended that all of the following learning activities should be assessed. Rather the list can be used as a general guide for selecting perhaps one or two assessment opportunities relevant to individual pupils rather than on a whole group basis.

Ancillary Question	Learning Activity	Possible source of evidence of achievement
1	Identify, locate, describe and explain the distribution of the 15 National Parks in the UK	Map PowerPoint
1	Observe and record the common key natural features of the National Parks of the UK and explain why they are referred to as the country's 'breathing spaces'	Photograph interpretation Oral
2	Recognise those other special qualities of National Parks, which are referred to as 'cultural heritage' and reflect on the importance of their own cultural heritage in the context of this	Photograph interpretation Personal heritage presentation Extended PowerPoint
3	Recognise, describe and explain how National Parks actively encourage visitors to enjoy and learn about what makes them special	Persuasive leaflet
4	Identify and record the key physical and human geographical features of Southwest England and compare and contrast the proportion of protected land here with other regions of the UK	Map interpretation Map Oral
5	Identify, describe through observation of the landscape of The Valley of Rocks in Exmoor National Park, and explain the attraction of this area for visitors such as artists	Annotated sketch Map and photograph interpretation Diagram Painting in the style of English Romantic painters
6	Identify, describe and, through observation , offer reasons for the existence of the Bronze Age ceremonial landscape in Dartmoor National Park, evaluate the reflections of others and reach a judgement about its purpose	Annotated sketch Oral – burial artefacts for 'Merivale Man' Drawing and explanation for reconstructed Merrivale site Design and oral explanation of ceremonial stones Piece of discursive writing
7	Recognise, describe and explain the features of a hill or upland farm and why farmers are so important in helping to achieve the aims of National Parks in the United Kingdom	Photograph interpretation Oral Comprehension exercise
8	Understand who looks after National Parks in the UK and reflect upon and evaluate the importance of the jobs that people do	Rank ordering exercise Oral
9	Compare and contrast the Everglades National Park with Dartmoor and Exmoor National Park and understand through explanation the main similarities and differences between National Parks in the UK and those in the United States	Poster

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Ancillary Question	Learning Activity	Possible source of evidence of achievement
Homework	Locate and describe the geographical features of an additional National Park in the United States and explain why it received designation	PowerPoint

Homework possibilities

To support the final line of enquiry in this investigation, each pupil could draw from a hat the name of one of the other 58 National Parks in the United States. Their task would be to create a PowerPoint presentation of no more than eight slides, using a range of maps to locate the National Park, a selection of images or streamed videos to illustrate its key physical and human features and sufficient background information to adequately explain why it was designated as a National Park.

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Further reading



Collins *Big Cat* has books for every child in the classroom with a wide variety of genres, top authors, relevant topics and a range of engaging formats and illustrative styles. Listed below is a selection of from the Big Cat list to support the enquiry topics in Connected Geography for KS1. Find out more at Collins *Big Cat* – www.collins.co.uk

ISBN: 978-0-00-812773-2	<i>Life and Death in a Hillfort</i>	Juliet Kerrigan	
ISBN: 978-0-00-723106-5	<i>Hard times: Growing up in the Victorian Age</i>	Jillian Powell	
ISBN: 978-0-00-816396-9	<i>Bronze Age World Tour (Sept 2016)</i>	Anna Claybourne	

PRIMARY GEOGRAPHY

Collins *Primary Geography* provides a progressive, skills based scheme for primary school pupils.

ISBN: 978-0-00-756359-3	<i>Primary Geography Pupil Book 3 Investigation</i>	Stephen Scoffham and Colin Bridge	
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ISBN: 978-0-00-756361-6	<i>Primary Geography Pupil Book 5 Change</i>	Stephen Scoffham and Colin Bridge	
ISBN: 978-0-00-756362-3	<i>Primary Geography Pupil Book 6 Issues</i>	Stephen Scoffham and Colin Bridge	
ISBN: 978-0-00-756369-2	<i>Primary Geography Interactive resources 3-6</i>		