



Do you come here often?

Key Stage 2 Geography

Teachers' notes

This unit of work is based on **QCA Geography Unit 19 'How and where do we spend our time?'**

Both the woodland work and the follow up work are divided into two parts, A and B. These can either both be covered (perhaps with one part in the morning and the other in the afternoon) or just one of the parts can be used. Part B could provide a foundation for work based on the Key Stage 2 Literacy unit 'Read all about it' from this pack.

Learning Objectives Covered by this Work

- ② Study aspects of their own locality and investigate local places.
- ② Distinguish between leisure, recreation and work.
- ② Decide what evidence to collect and how to answer questions.
- ② Undertake an investigation.
- ② Gather their own evidence to inform their studies.
- ② Analyse and communicate their findings.

Before the Visit

Discuss with the children what they and their families do at the weekend. List different ways they have of spending their time and classify activities into work, leisure and recreation.

Divide the activities into those that take place inside and outside and then subdivide the latter into those that can take place in urban areas, rural areas or both. Divide the outdoor activities into those that can take place all of the year round and those which are seasonal.

With the children, devise a questionnaire to identify the extent to which the children and their

families use the woodland being investigated. Use the questionnaire to find out how often and when the woodland is used; what it is used for; what people like and dislike about it; and what changes would encourage people to make greater use of it.

Collate and analyse the data obtained (using ICT if possible) and draw conclusions.

In the Woodland

A. Visit the woodland and consider the range of leisure activities that are and could be undertaken in the woodland.

Using the pupil worksheet, consider and list the pros and cons of each of these activities and evaluate their impact on the woodland environment and on other users.

Consider ways in which the woodland could be managed in order to enhance people's enjoyment and frequency of use.

B. Using a map, follow a predetermined route around the woodland. If there is a trail provided in part 1 of this pack, this could be used as a basis for the route. Make notes on points of interest and devise a trail to interest and inform users of the woodlands. Take photographs and/or make sketches of points of interest in order to illustrate a trail map.

Follow-up Work

A. Produce a report for the local council presenting your findings on the use of the woodland and suggesting improvements that would encourage visitors to the site.

B. Produce an illustrated map of the trail that you have devised, showing and describing points of interest. Illustrate using your own photographs and drawings, making use of ICT if practical.



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Pupil sheet

Use the table below to record the ways in which different uses of the woodland affect the woodland itself and other woodland users. The activities already listed take place in many or all of the Heritage Woodlands. Use the empty spaces in the left hand column to add other activities of which you see evidence in your wood or for which you think the woodland could be used.

Activity	Effects on the woodland environment	Effects on other woodland users
Walking		
Mountain Biking		
Dumping		
Horse riding		
Motorcycling		



Now use the information that you have collected to complete these four sentences.

I think that the activity doing the least damage to the woodland environment is

I think that the activity doing the most damage to the woodland environment is

I think the activity with the least negative impact on other users of the woodland is

I think the activity with the greatest negative impact on other users of the woodland is