



**Teacher Guide Notes -  
A Case for the Countryside**

**Cross Curricular**

**Dinefwr Forever- Developing a National Trust Property**

**An alternative purpose for cross-curricular activity is to provide a vehicle for pulling together subject work and giving the opportunity for pupils to apply knowledge acquired in, for example, science, geography and design and technology, in a real context.**

### THE CONTEXT

This unit builds on previous work in different subject areas and provides an opportunity for pupils to apply the understanding and experience gained, to a "real" situation. It is expected that it will be completed at the end of work done on the countryside in different subject areas, that is in Year 9. The context is the conservation of the countryside but conservation through careful management.

### THE ACTIVITY

This is focused on a National Trust property in South Wales - Dinefwr Park - which has a very diverse background and range of attractions.

### STARTING POINT/STIMULUS

Information on Dinefwr Park from the National Trust website - [www.nationaltrust.org.uk](http://www.nationaltrust.org.uk) - then select the historic properties & collections button, then select the a-z tab and select Dinefwr from the list.

Maps of position and site found in the Student Maps and Overlays, Aerial Photograph and Grid sheet.

Atlas to show location in Wales and the United Kingdom, or refer to the Multimap website - [www.multimap.co.uk](http://www.multimap.co.uk)

Information on the National Trust and The Acquisition of Dinefwr Park - found in the Student Information Sheet - pages 1 and 2.

### FOCUSED PRACTICAL TASKS

The overall task is to produce a report on Dinefwr Park with recommendations to the management for ways in which the Park, which has to be self supporting, can develop and promote its use to more visitors.

To achieve this, pupils will work in groups representing consultancies which have been commissioned by the National Trust to produce this report and recommendations. Each consultancy group will consist of experts in geography/geology, biology, agriculture, engineering, history, catering,

finance, PR and marketing. Each expert will have a brief and be provided with initial information. "Expert groups" will have pupils working together to share the research tasks. The teacher may, at this stage, be selective regarding the expert roles to be taken up within each group.

Each consultancy group will combine the expert findings to produce an illustrated report with recommendations including designs for publicity material. These will be presented to a panel representing the National Trust management.

## RESOURCES

Student Activity Sheet

National Trust website - [www.nationaltrust.org.uk](http://www.nationaltrust.org.uk)

Student Information Sheet

Student Maps and Overlays, Aerial Photograph and Grid Sheet

Student Photo Sheet

## CURRICULUM LINKS

Science including Biology and Geology

Geography

IT

Technology

History

Art

English

Mathematics

Cross-curricular themes - Economic and Industrial Understanding, Environment, Citizenship

## KEY EXPERIENCES

1. Application of the subject based understanding and experience to a practical project.
2. Development of a range of key and personal skills such as research, presentation, communication, time management, organization, interpersonal and group working skills.
3. Recognizing connections between subjects in a real life context.