



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

Geography

Highland Hike

Everyone knows what a map is, but do you even consider just how much information it contains? Students may attempt to describe a walk they have never even been on using only the information contained in the map. Why does the area look the way it does, and how can you know where a photograph was taken just by looking at it and the map?

THE CONTEXT

The Highlands of Scotland provide a focus study which is a vastly different environment to that experienced by most schools in the United Kingdom and which forms an interesting basis for map skills and land use activities.

THE ACTIVITY

Activities explore various ways of using maps as a source of information and reference. Pupils will need to consider the interaction of variables within ecosystems and human activity within this environment.

STARTING POINTS/STIMULI

- Photographs of Scottish Highlands see Highland Hike Student Photo Sheet and web links below.
- OS Landranger 35 (Kingussie & Monadhliath Mountains) - this can be ordered from the Ordnance Survey Website (see below).
- OS Pathfinder Series no 209 - Strathdearn Sheet NH 62/72 1:25,000 - this can be ordered from the Ordnance Survey Website (see below).
- Compass

FOCUSED PRACTICAL TASKS

All these tasks appear on the Student Activity Sheet

1. Environmental survey - see also Student Photo Sheet
2. Comparison of Strathdearn to local environment.
3. Location and annotation of a cross-section.
4. Orientation and annotation of field sketch.
5. Following a map route.
6. Construct a route plan.
7. Examine moorland ecosystem
8. Consider upland afforestation - see also Information Sheet on forestry
9. Examine forest ecosystem.
10. Comparison of soil profiles.
11. Agricultural activities in upland Scotland.

When other activities have been completed teachers may ask students to use all the information collected so far to explain why few crops are grown in Strathdearn, and animals are reared instead. Would they like to live and work on a farm in Strathdearn? Give as many reasons as they can to support their answer.

KEY EXPERIENCES

- Selection and use of secondary sources of evidence.
- Use and interpret maps and plans.
- Use of extended vocabulary.
- Making maps and plans.
- Effective use of atlases.

RESOURCES

- Atlases.
- OS Landranger 35 (Kingussie & Monadhliath Mountains) map- this can be ordered from the - Ordnance Survey website <http://www.ordnancesurvey.co.uk/>
- OS Pathfinder Series no 209 - Strathdearn Sheet NH 62/72 1:25,000. The Pathfinder series is being phased out and replaced by Outdoor Leisure or Explorer maps. At the time of writing, the Pathfinder map no 209 is still being used. To order go to the Ordnance Survey website click on Get a Map and then click on Explorer/OLM. In the submit box type Strathdearn and from the list provided choose Pathfinder 209.
- Photographs of Scottish Highlands see Highland Hike Student Photo Sheet and web links below.
- Map extract - Glen Mazeran from the OS Land Ranger 35, Strathdearn. The Multimap web site - www.multimap.co.uk for Glen Mazeran area may be used for cross section activity on the Student Activity Sheet.
- Aerial view of Glen Mazeran included in the Highland Hike Student Photo Sheet.
- Student Activity Sheet.

RELEVANT WEB SITE LINKS

The Scottish Highlands - <http://www.jbutler.org.uk/Scotland/index.shtml>
Landscapes and Water - <http://www.aboutscotland.com/land/westcoast/index.html>
Mountain Images - http://www.mountain-images.co.uk/mountain_images_picture_library.htm#scotland



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Cry Wolf

Wolves are a native species, but none have existed in the wild for hundreds of years. As a natural link in our eco system, should they be re-introduced or are they just too dangerous? Students debate the merits of species re-introduction and its consequences.

THE CONTEXT

Once the predominant land use in the Scottish Highlands was ancient forest. Over many centuries the forests have been slowly eroded, along with their associated fauna and flora. Earlier this century afforestation commenced in earnest and forest industries continue to be an important element in rural economies. This activity explores the history of these changes and possible future developments.

THE ACTIVITY

Analyse the evolution of the Scottish upland environment. In particular the loss of native species and possibilities for reintroduction, and the dynamics of timber production.

Simulation exercises: Planning for the future (Cry Wolf).

A work sheet describes the background and the participants in a debate on local radio. The debate can be controlled by the teacher, another member of staff or local dignitary/personality (e.g. local radio presenter would add realism or weight to the occasion, not to mention professionalism). At the completion of this exercise students should be asked to give their own personal views (opinions) and to explore the values/beliefs which lead to these opinions.

STARTING POINTS/STIMULI

- The Caledonian Forest - A Case for Conservation

FOCUSED PRACTICAL TASKS

Activities 1-4 below use - the activities at the start of the Cry Wolf Student Activity Sheet

1. Comparison of the original Caledonian Forest with the present landscape. See Cry Wolf Student Information Sheet.
2. Investigate loss of native species and their habitats . See Cry Wolf Student Information Sheet.
3. Construct a timeline of forest history. See Cry Wolf Student Information Sheet.
4. Investigate use of forest products and graphically illustrate forest dynamics. See Forestry in Scotland Information Sheet and Uses and Production of Home Grown Timber on the Cry Wolf Student Information Sheet.
5. Mount a debate on the reintroduction of wild animals. See the Cry Wolf Student Activity Sheet under the heading "Planning for the Future".

KEY EXPERIENCES

- Evolution of landscapes.
- Human interaction with the environment.
- Identifying geographical questions.
- Geographical techniques to present evidence.
- Use desktop publishing to produce an article.

RESOURCES

- Corresponding pupil project sheets.
- Graph paper.

RELEVANT WEB SITES

Trees for Life: Restoring the Caledonian Forest -

<http://www.treesforlife.org.uk/tfl.visi.html>

The Forestry Commission -

<http://www.forestry.gov.uk/website/oldsite.nsf/0/0EC557E37C358E28802569F80049EA40>

The Central Scotland Forest - <http://www.csct.co.uk/index.htm>

The Wolf Trust - www.wolftrust.org.uk



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Key to the Loch

Understanding the problems associated with an area is a key part of successful management. Loch Ruthven is a highland loch which has many pressures placed upon it, both human and environmental. In this exercise students have to identify the problems associated with the area and suggest strategies for appropriate management.

THE CONTEXT

Areas of the Scottish uplands are subject to pressures from a number of sources such as natural habitats, rock climbers or 4x4 vehicles, many of which exercise conflicting demands.

THE ACTIVITY

Pupils are asked to devise a management plan for Loch Ruthven, an area which supports a variety of different ecosystems and poses a number of potential problems.

STARTING POINTS/STIMULI

- OS Landranger 35 (Kingussie & Monadhliath Mountains) - this can be ordered from the Ordnance Survey Website (see below) or use extract provided.
- Picture of Loch Ruthven - <http://photography.pauljames.de/jpg/ruthven.jpg>
- Photos of habitats around the Loch on Student Information Sheet and Key to the Loch Photosheet.

FOCUSED PRACTICAL TASKS

All these tasks appear on the Student Activity Sheet.

1. Sketch a map of Loch Ruthven and symbolise each habitat on the sketch map.
2. In groups of three or four, produce a management plan for Loch Ruthven, produce a written report explaining your plans for each habitat so that you may obtain a grant. Study the management possibilities carefully and then make your recommendations for each area and reasons for your proposals.
3. Many visitors will want to know all about the area. Using the maps, descriptions and photographs:

Either a) Produce a number of posters for display at the visitors' centre or car park kiosk;

or b) Produce a taped commentary or a leaflet, which could be used as a guided tour of the Loch Ruthven area (as shown on the sketch map).

KEY EXPERIENCES

- Examine human interaction with the environment.
- Construct maps with keys.
- Use and interpret maps.
- Use secondary sources of evidence.
- Use Desktop Publishing to compile a leaflet.
- Need for management.

RESOURCES

- OS Landranger 35 (Kingussie & Monadhliath Mountains) map - this can be ordered from the Ordnance Survey Website
- Tape recorder - if recording option undertaken.
- Photos of habitats on the Key to the Loch Photosheet.

RELEVANT WEB SITES

Loch Ruthven and the Findhorn Valley -
<http://www.camacdonald.com/birding/Hotspots/England/LochRuthven.html>

UKSPA Review - Loch Ruthven -
<http://www.jncc.gov.uk/UKSPA/sites/Scotland/UK9001551.htm>

GEOGRAPHY STUDY MATRIX FOR GLEN MAZERAN (the location for the first three units of the Geography Section)

UNIT	ENQUIRY FOCUS	IDEAS	KNOWLEDGE	SKILLS	VALUES AND ATTITUDES	CROSS-CURRICULAR LINKS
GLEN MAZERAN (a highland estate)	MAP READING	1 Most landscapes are not 'natural'.	Regional characteristics of the Highlands of Scotland.	1 MAP SKILLS Co-ordinates Route planning Orientation Scale Transect	Appreciate that different people have different views about the countryside.	ENVIRONMENTAL EDUCATION The changing environment of the Highlands. Awareness of environmental problems arising from use of the countryside. The value of careful management.
	REGIONALITY	2 Perceptions of landscapes differ.	The impact of man on a natural landscape.	2 ENQUIRY SKILLS Data interpretation Photo interpretation Annotation Decision Making Empathy/role-play Regional comparison Soil testing Research	Understand that people's livelihood depends upon successful countryside management.	CITIZENSHIP The right of the public to participate in the planning process.
	NATURAL SYSTEMS	3 Landscapes have altered through time.	Use of maps at different scales.	3 GRAPHICAL SKILLS Sketch from photo Construction of histogram, linegraph and pie chart Drawing a transect Interpret chloropleth maps.	Appreciate that there are procedures for dealing with conflict in planning decisions.	SCIENCE Energy flows through ecosystems. Soil testing.
	MANAGEMENT	4 Natural systems are very delicately balanced. They are subject to natural and man-made changes.	Land use possibilities in a highland environment.	4 STUDY SKILLS Extract and use information from a variety of sources. Plan evaluation Co-operative working		INFORMATION TECHNOLOGY Presentation using Desktop Publishing.
		5 Ecosystems may be perceived as a resource. Their management brings advantages/disadvantages	Management planning strategies.			
		6 Different interest groups may perceive management strategies in conflicting ways.	Evaluation of management strategies.			



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Kent at your Service

Villages can only provide services for which there is sufficient demand. In larger towns and cities, demand exists for more specialised services. Therefore, in smaller villages, residents have a choice to either travel in order to receive a service, do without, or possibly let the service come to them. In this activity students examine the distribution of villages in Kent and their service provision.

THE CONTEXT

This unit focuses on providing opportunities for using geographical skills in the context of the Themes of Population, Settlement, Economic Activities and Development.

THE ACTIVITIES

This focuses on a part of rural Kent and covers various aspects of population and service provision dynamics. This includes a number of tasks which could be completed as group work, individual assignments, or to contribute to a display on rural life.

STARTING POINTS/STIMULI

- Picture of a street scene in Kent showing vernacular architecture.

FOCUSED PRACTICAL TASKS

All these tasks appear on the Student Activity Sheet

1. Changes in village sizes using census statistics to test different hypotheses.
2. The effect of changes in population size on services offered.
3. Changing features of villages. A comparison between the Tunbridge Wells locality and pupils' own area.
4. Positive and negative view of village life.

KEY EXPERIENCES

- Identify geographical questions.
- Use of appropriate geographical techniques.
- Use of secondary evidence.
- Use and interpret maps.
- Population dynamics.
- Characteristics of settlement.

RESOURCES

- OS Landranger Map 188 1:50,000 (Maidstone and the Weald)- this can be ordered from the Ordnance Survey Website
- Student Information Sheet section on census and population statistics of villages 1931 and 1991 (population + sex/age).
- Student Information Sheet section on Village services in 1931.
- Student Information Sheet section on Village services in 1996.
- Student Information Sheet section on bus to and from villages.

RELEVANT WEB SITES

VIRSA (Village Retail Services Association) - <http://www.virsa.org/> ;
The Countryside Agency- <http://www.countryside.gov.uk/index.htm>