

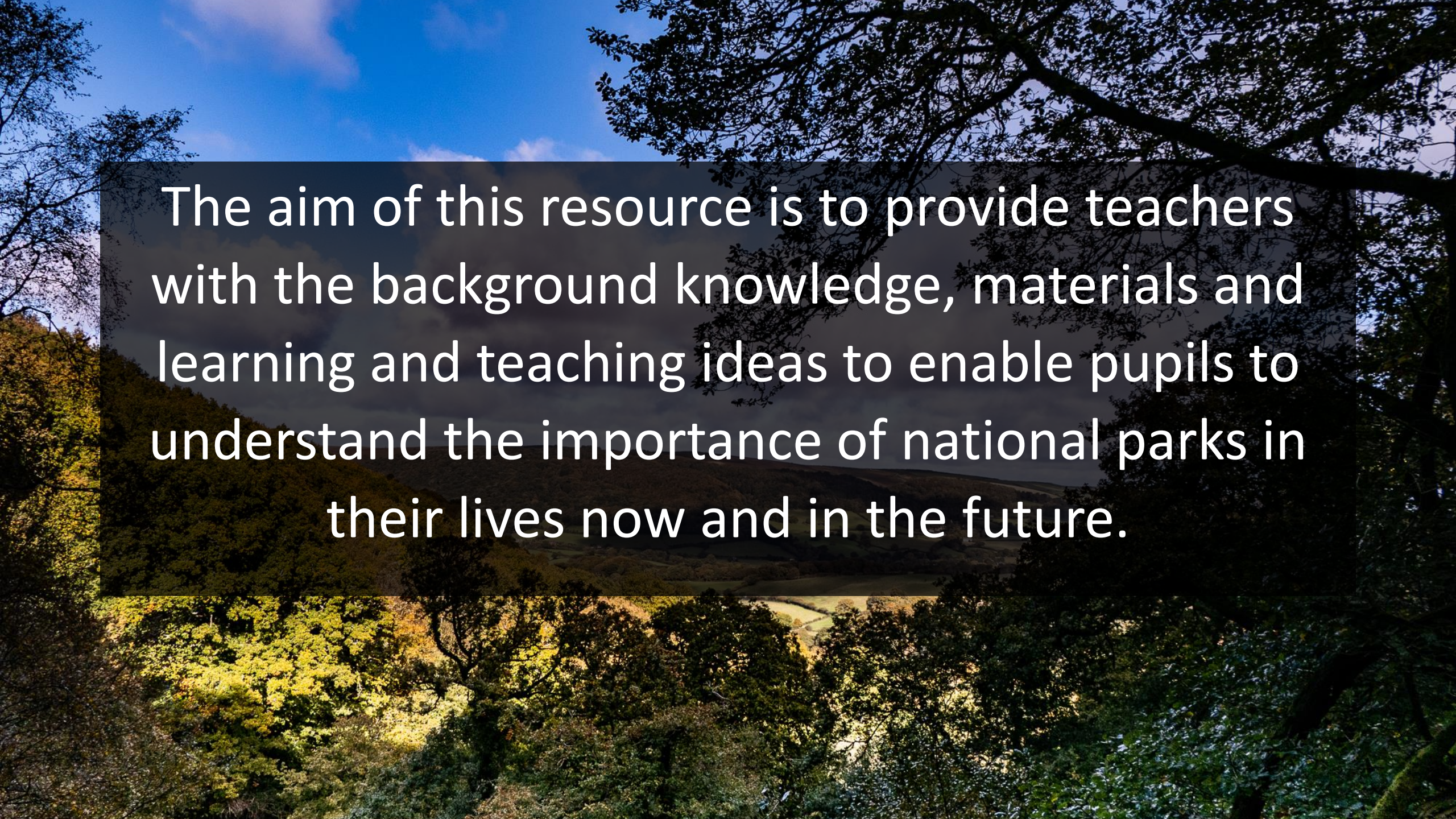
What are National Parks For?

A new teaching resource exploring the UK's National Parks

Written by David Weatherly and UK National Parks Education Teams





Ben Totterdell – Learning and Engagement Manager - Exmoor National Park





The aim of this resource is to provide teachers with the background knowledge, materials and learning and teaching ideas to enable pupils to understand the importance of national parks in their lives now and in the future.


11 Enquiries


 Enquiry 1 - What is where I live like?


 Enquiry 2 - Why was Benny sent to prison?


 Enquiry 3 - What did Lewis want everyone in Britain to "see, get to and enjoy?"


 Enquiry 4 - What is so special about our fifteen National Parks?


 Enquiry 5 - Why is the Brecon Beacons so popular with walker... why can this sometimes become too much of a good thing?


 Enquiry 6 - What is a mire and why are those found across Dartmoor National Park so important?

 Enquiry 7 - What is being done at Glenridding to prevent history repeating itself?

 Enquiry 8 - The River Lyn, what does it do and how much is it worth?

 Enquiry 9 - Dove's Nest Farm, did the members make the right decision?


 Enquiry x10 - How is cutting down trees in the South Downs National Park good for biodiversity?


 Enquiry x11 - Same but different; how do Scotland's National Parks compare with those in England and Wales?


In compiling this resource for teachers, we have ensured that it is:


- **Aspirational** in terms of instilling in pupils a desire to achieve the highest levels of success through providing them with the opportunities to excel in terms of their acquisition of long-lasting knowledge and understanding and mastery of core skills.
- **Logical, relevant, broad, and balanced** in terms of the areas of subject content we have selected which reflect the guidance of the programmes of study of the National Curriculum. Cross-curricular subject links are highlighted with Geography, History, Science, English and Mathematics.
- **Sequenced** to ensure that pupils can build on previous knowledge and understanding, vocabulary acquisition and concept development as they progress from one enquiry to another.
- Anticipated outcomes in **knowledge and understanding and skills mastery** are detailed in the objectives of the schemes of work of each enquiry.
- **Inclusive in terms** of creating a learning and teaching resource for all pupils in Upper Key Stage 2 irrespective of specific learning needs or disabilities and differentiating where necessary through, for example, in class support, providing different learning environments, alternative learning activities and assessment outcomes.


Key Question	Expected knowledge and understanding and skills mastery outcomes	Techniques used	National Park	Curriculum links
<p>What is being done at Glenridding to prevent history repeating itself?</p>	<p>Identify, describe, and observe the site and situation of the village of Glenridding and explain its physical and human features.</p> <p>Explain the causes and effects of the flash floods and reach a judgement about which factor they feel was most significant.</p> <p>Evaluate the flood prevention measures undertaken in Glenridding and explain the difference between the approach taken in the village and upstream.</p>	<p>Atlas thematic map interpretation.</p> <p>Terrestrial and satellite image interpretation.</p> <p>Ordnance Survey map work – four and six figure grid references, identifying signs and symbols using a map key.</p> <p>Film scrutiny.</p> <p>Timeline interpretation.</p> <p>Text analysis.</p>	<p>Lake District</p>	<p>Geography</p> <p>English</p>
<p>The River Lyn: What does it do and how much is it worth?</p>	<p>Describe and explain different contexts in which the words value and valuable can be used.</p> <p>Describe and explain the main features of the River Lyn from source to mouth and reach a judgement about how and why it changes along its course to the sea.</p> <p>Describe and explain the role that the River Lyn plays in the hydrological cycle.</p> <p>Describe, explain, and evaluate the value of the River Lyn and reach a judgement about which they feel is most important.</p>	<p>Film interpretation.</p> <p>Ordnance Survey map work – four and six figure grid references, signs and symbols recognition using map key.</p> <p>Terrestrial photographs and satellite imagery analysis.</p> <p>Annotated diagram construction (hydrological cycle).</p> <p>Text analysis – poetry.</p>	<p>Exmoor</p>	<p>Geography</p> <p>English</p> <p>Science</p> <p>Mathematics</p>


 Ancillary Question 8 The River Lyn What does it do and how much is it worth.docx


 Resource 8-1.docx


 Resource 8-2.docx


 Resource 8-3.pdf


 Resource 8-4.docx


 Resource 8-5.docx


 Resource 8-6.docx


 Resource 8-7.docx


 Resource 8-8.docx

 Resource 8-9.docx

 Resource 8-10.docx

 Resource 8-11.docx

 Resource 8-12.docx

 Resource 8-13.docx

Each enquiry has an ancillary Question

And a range of referenced associated resources

Ancillary Question 8: The River Lyn: What does it do and how much is it worth?

Learning objectives

Describe and explain the different interpretations of the words *value* and *valuable*.

Identify and describe the main features of the River Lyn from source to mouth and reach a judgement about how and why it changes as it travels along its course to the sea.

Explain the important role that the River Lyn plays in the Water or Hydrological Cycle.

Understand that rivers are valuable in a range of ways, evaluate the broader worth of the River Lyn and reach a judgement about which they consider to be most important.

Vocabulary

River Lyn, landscape, physical feature, human feature, Exmoor National Park, source, mouth, course, hydrological cycle, valuable, Hope Diamond, Marilyn Monroe, Leonardo da Vinci, Salvator Mundi, Lady Brundt violin, Stradivarius, auction, Neymar da Silve Santos Junior, Ferrari, Judy Garland, The Wizard of Oz, laptop, expensive, computer virus, Antilia, Mumbai, India, private, residence, worth, financial, monetary, priceless, experiences, beautiful, interesting, South West England, Somerset, Devon, moorland, remote, tranquil, rare, spectacular, coastal, wooded, valley, cliff, rich, distinct, mosaic, Ordnance Survey, confluence, Lynmouth, Lynton, Bristol Channel, ploughed, valley, common, morphology, velocity, tributary, run off, capacity, erosion, bank, bed, wider, deeper, contact, wetted perimeter, friction, channel, gradient, function, excess, precipitation, moisture, atmosphere, require, sea, ocean, evaporate, absorb, underground, aquifer, evocative, journey, fleeting, constant, presence, comparatively, eternity, anxious, wellbeing, emotional, calm, contented, Alfred Lord Tennyson, Henry Longfellow, interpretation, social, communal, society, economic, health, mental, environmental.

Learning and teaching

Without any introduction divide the pupils into pairs and provide each with a set of the photographs in **Resource 8-1**. Encourage the pupils to look at the images carefully and describe what they can see and to speculate and feedback. Now progress thinking by telling the pupils that each of the nine things is incredibly valuable.

What are National Parks For? - UK National Parks Education Resource, RESOURCE 8.1

1



Credit: Maloja CC BY-SA 3.0

What are National Parks For? - UK National Parks Education Resource, RESOURCE 8.1

2



Credit: Digital trailer distributed by 20th Century Fox JabbaCat Productions public domain



Credit: Pop culture CA, USA / CC BY-SA 2.0

What are National Parks For? - UK National Parks Education Resource, RESOURCE 8.1

3



Credit: Leonardo da Vinci / Public domain

What are National Parks For? - UK National Parks Education Resource, RESOURCE 8.2



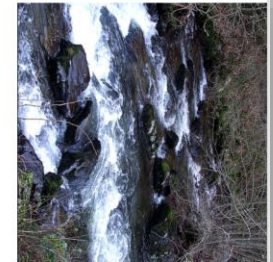
Credit: Rupert Peetings CC BY-SA 2.0

What are National Parks For? - UK National Parks Education Resource, RESOURCE 8.2



Credit: Saku / Public domain

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More Info and Links

- <https://www.nationalparks.uk/uk-national-parks-teaching-resource/>
- <https://www.nationalparks.uk/contact-national-park-education-teams/>
- Any problems - btotterdell@exmoor-nationalpark.gov.uk