

## CASE STUDY

# WHAT IS A DESIGNATED LANDSCAPE?

Learners at the school wanted to find out more about the local area. As the school is on the edge of Bannau Brycheiniog National Park, the teacher decided to use this activity. The learners were working within progression steps 3 and 4.

They followed the activity from the first task, working out the meaning of the term 'designated landscape', before finding out about all of the Designated Landscapes.

In the second task, when they came to the special features of all the designated landscapes, they focused particularly on Bannau Brycheiniog National Park. They drew images of their own experiences of the park. The images ranged from peaks to waterfalls to paths and lakes. Then, the teacher asked learners to come up with their own special features of the park, which they listed.

The teacher used AI to generate an image and shared it with the learners, asking them to come up with another list of special features. Once the special features had been collated, learners were tasked with drawing a composite landscape that encapsulated all the features. They were asked to use their drawing to develop a poster to encourage others to visit Bannau Brycheiniog. The learners completed the second task and really enjoyed working out the quiz answers.

The teacher took learners out for a walk in the area around school to try and agree the sorts of places they would want to become a designated landscape. The class chose four places and worked in groups to find out more information. This caused a flurry of questions about who owned the place and whether permission would be needed to visit the place as well as encourage others to do so. The places were, a large pond, part of a river and its banks, a picnic area and a playground. Learners developed a list of the chosen place's special qualities and produced adverts to encourage others to visit.

