

WHAT IS A DESIGNATED LANDSCAPE?

SUPPORT MATERIALS

If you need further support on specific aspects of outdoor learning these materials can enhance the engaging experiences you are providing. They can support you as you design, plan and implement your curriculum. Outdoor learning is a great way to develop learners' integral skills (creativity and innovation, critical thinking and problem-solving, personal effectiveness, planning and organising). You will want to focus on why learning matters and ensure you are meeting your learners' needs.

These materials show a path that could be taken through the activity. This is not meant to be prescriptive. You should adapt your approach depending on your learners' needs and interests and your local area.

OVERVIEW

Learners consider the words 'landscape' and 'designated' and explore what a 'designated landscape' is perceived to be and what special qualities it might have. They find out about the eight designated landscapes in Wales, why they are designated, locate them on a map and decide which is the closest. Learners find out why designated landscapes are important before exploring their locality and choosing an area that they would like to see as a designated landscape. Finally, they reflect on the special qualities of their designated landscape and produce an advertisement to encourage visitors.

CURRICULUM FOR WALES

Areas explored:

- Expressive Arts
- Health and Well-being
- Humanities
- Languages, Literacy and Communication
- Mathematics and Numeracy

Activity also incorporates aspects of cross-curricular skills outlined in the LNF and DCF.

RESOURCES



Internet enabled device and internet access.

Means of recording sights and sounds, e.g. tablet, smart phone, paper and pencils, etc.

Measuring equipment, e.g. pedometer, large sports tape measure.

DOING THE ACTIVITY



- Most tasks require learners to work in pairs or groups.
- Encourage learners to share their ideas, and through open questioning, explain and justify their ideas when possible. Focus questions have been suggested to guide learners through the tasks.
- Some tasks might be more effective if pairs or groups of learners have access to an internet enabled device.
- When taking learners outdoors, it is essential that the [Countryside Code](#) is adhered to and any relevant risk assessments have been carried out with risks mitigated.

TASK 1

WHAT DOES 'DESIGNATED LANDSCAPE' MEAN TO YOU?

Explain to learners that you want them to explore what the phrase 'designated landscape' means to them and as a starting point you will ask them to consider each of the words in the phrase.

Screens 3-4

Invite learners to draw/sketch their favourite landscape. Then, explain to a partner why they have chosen it.

Focus questions

- What landscape have you drawn? Why?
- Why is this your favourite landscape?
- What features do you like the best? Why?

Screens 5-7

Invite learners to go through the next three screens of images of Welsh landscapes independently or show them yourself. Ask them to discuss with a partner the questions on each screen. You could discuss their answers with the class.

Focus questions

- Which image of a landscape is your favourite? Why?
- Which images are similar to the landscape you drew? Why are they similar?
- Which images surprise you? Why do they surprise you?

Screen 8

Ask learners to discuss with a partner their definition of 'landscape'. You could ask them how their definition has changed since the start of the task.

Screen 9

Show learners the definition of landscape from National Geographic: 'A landscape is part of the Earth's surface that can be viewed at one time from one place'. Ask them to discuss the questions on screen with a partner.

Focus questions

- How does the definition compare with your ideas?
- How is the definition different?
- How is the definition similar?

You could ask learners to share their ideas with the class.

Screen 10

Invite pairs of learners to think about and discuss in what contexts they have heard the word 'designated' used and to share their ideas with a partner.

Focus questions

- When have you heard the word 'designated' being used?
- What do you think it means? Why?
- Which children and adults have a specific job in school? What do they do? How could you use the word 'designated' to describe the jobs they do?
- What areas of school have a specific name or use? How could you use the word 'designated' to describe these areas?

Screen 11

Share the two dictionary definitions with learners:

- 'appoint (someone) to a specified office or post'.
- 'officially give a specified status or name to'

Ask learners to discuss these definitions with a partner.

Focus questions

- How do these definitions compare with yours?
- How are the definitions different to yours?
- How are the definitions similar to yours?

You could ask learners to share their ideas with the class.

Explain to learners that we are now going to put the two words together to try and understand the meaning of the term 'designated landscape'.

Screen 12

Invite learners to consider the 'talking heads' screen. Ask them to suggest who they agree with and why.

Screens 13-14

Using their ideas from earlier in the task, encourage small groups of learners to consider what they think a 'designated landscape' is and to draw a mind map to show their thinking.

To help learners to draw a meaningful mind map, share the questions on screen.

Focus questions

- What do you think a designated landscape might be? Why do you think that?
- Why would a landscape become a designated area? For what purpose(s)?
- Who would decide to make an area a designated landscape? How do you know?
- What features might a designated landscape have? Why do you think that?
- What special qualities might a designated landscape have?

You could ask learners to share their ideas with the class.

TASK 2

WHAT DO WE KNOW ABOUT THE DESIGNATED LANDSCAPES IN WALES?

Explain to learners that they are going to find out more about the meaning of 'designated landscape' and what these are in Wales.

You could ask learners what they know about the designated landscapes in Wales prior to starting the task.

Screen 3

The first screen gives some information about the designated landscapes in terms of the meaning of National Park and National Landscape. It also gives some facts about other designated landscapes in the world.

Screen 4

Invite learners to try and match the names of the designated landscapes with their position on a map of Wales. The designated landscapes are:

- Anglesey National Landscape
- Bannau Brycheiniog (Brecon Beacons) National Park
- Clwydian Range & Dee Valley National Landscape
- Eryri (Snowdonia) National Park
- Gower National Landscape
- Llŷn National Landscape
- Pembrokeshire Coast National Park
- Wye Valley National Landscape.

Screen 5

Ask learners to consider the questions posed about what they know about the designated landscapes.

Focus questions

- Which of the eight designated landscapes have you heard about?
- Which designated landscape(s) have you been to? When? Why did you go there?
- What do you remember about the visit? Why?

You could ask learners to share their ideas with the class.

Screen 6

The map shows each designated landscape's special qualities. Ask learners to consider all the landscapes' special qualities and choose one designated landscape that they didn't know much about. Then, to answer the questions posed.

Focus questions

- Which special qualities of that would make you want to visit it? Why?

You could ask learners to share their ideas with the class.

Screens 7-8

The screens give some facts about designated landscapes in Wales. Learners are asked to consider why we have designated landscapes.

Focus questions

- Why do you think designated landscapes were first formed? Why do you think people needed them in the early 1950s?
- Why do you think designated landscapes are important today?

You could ask learners to share their ideas with the class.

Screen 9

Invite learners to read about Tirweddau Cymru and discuss the questions with a partner.

Focus questions

- What do you think each of these focuses mean?
- How could you explain the focuses to younger learners?

Screen 10

Ask learners to choose one of Tirweddau Cymru's focuses from the list and discuss the questions with a partner.

Focus questions

- How does the area you live in support this focus? What is happening?
- If you lived in a designated landscape:
 - o How could you tell that this is a focus? What might you see/hear/notice?
 - o How might this focus impact on your or your family's life? Why?



Screen 11

Invite learners to use the map to find their school and to find out about their nearest designated landscape. Learners could use the map scale to find distances and compare with others' calculations and ideas. You will need to 'View larger map' to see the map scale'. Conversely, they could use paper maps.

They can consider means of transport and how they interpret 'the best way' to travel. There are opportunities here for consideration of ease of travel and how different means of transport have differing effects on the environment and climate change.

Focus questions

- Which is the nearest designated landscape to your school?
- How far is the designated landscape away from your school? How can you work this out?
- How could you travel to your nearest designated landscape? Which would be the best way? Why?

You could ask learners to share their ideas with the class.

Screens 12-16

The next 5 screens are an interactive quiz for learners to try to show what they have learned about designated landscapes. As all the answers are on previous screens, ask learners to try the quiz without referring back. So that if they are unsure of an answer, ask them to try to work it out themselves.

TASK 3

WHERE WOULD YOU CREATE A DESIGNATED LANDSCAPE?

Explain to learners that they will spend some time in the locality around school and identify an area that they would nominate as a designated landscape. Once nominated, they will produce an advertisement to encourage others to visit their designated landscape.

Screens 3-4

The first two screens give information to learners about expectations for the task. Before you take them outside, there are questions to discuss with their group to support them to select a good designated landscape.

Focus questions

- What would make a good designated landscape? Why do you think that?

You could ask learners to share their ideas with the class.

Screen 5

Take learners outdoors to decide on their designated landscape and to take measurements, photos, video/audio clips and/or sketches to use in their advert.

Screen 6

An interactive map allows learners to find their designated landscape and take a screenshot to show others where it is. You will need to 'View larger map' to see the map scale'. There is also consideration of its size, any special qualities and how visitors might travel to the landscape.

Focus questions

- What is the area of your designated landscape? How can you work this out?
- What are your landscape's special qualities?
- How could people get to your designated landscape? Which would be the best way? Why?

Screen 7

Invite learners to produce an advertisement to encourage others to visit their designated landscape. They could use any media, however; a short video or presentation might be preferential.



Focus questions

- What features does your designated landscape have? What makes these features interesting to others?
- What special qualities does your designated landscape have? Why do you think these things are special?
- How would you encourage people to visit your designated landscape?
- How could you make use of the special qualities and features to help you?
- What will you include in your advert? Why?
- How will you ensure your advert is only 2 minutes in length?
- Who is the audience for your advert? How will you ensure your advert is engaging for this audience?

Screen 8

Ask learners to present their adverts to the class.

Screen 9

To self-evaluate their adverts, ask learners to discuss the questions posed.

Focus questions

- If you could make this advert again, what might you change to improve it?

You could discuss how well you...

- showcased its:
 - interesting features
 - special qualities and why they are special
- engaged with your audience
- stayed within your time limit.
- What else could you have included in your advert? Why would this have improved it?