



## Adventure Landscapes in the UK

### Situation

You have been recognised as a very good geographer and adventure enthusiast. Your favourite adventure club (*which you will have to decide*) has asked you to produce a booklet about the natural landscape that is so critical to your sport. The reason you have been asked to produce this is because it is believed junior members are damaging the environment that is essential to their, and others, enjoyment.

### Task

Produce a booklet about one natural landscape for junior adventurers.

### Resources you Need

Levelling grid.  
Access to the internet - [www.ordnancesurvey.gov](http://www.ordnancesurvey.gov)  
(‘Get-a-Map’),  
A4 coloured paper  
A4 plain paper  
A4 lined paper  
Resource Sheet B6 - Using Sources  
Resource Sheet C6 - Plan

### You will Need to Hand In

Your completed booklet  
*Resource Sheet B6 Using Sources*  
*Resource Sheet C6 - Plan*

### Time Allowed

Three lessons  
Two homeworks  
You will need to use your homework time to gather your information about your chosen adventure sport, and the location setting for your booklet. It is your responsibility to bring your information to class. In class you will be able to use books to find out how different physical features are formed.

### Hand in Date:

### Geography Assessment Criteria

You will be assessed on the key concepts of:

Place  
Scale  
Physical and Human Processes  
Environmental Interaction

You will be assessed on the key processes of:

Enquiry Skills  
Use of Evidence  
Geographical Communication  
Presentation  
Making Conclusions

Use your levelling grid to work out what you actually need to do for your target level.



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### Your booklet will need

Your booklet will need:

- 1) A title of your choice.
- 2) An introduction that states your chosen sport, where it can be done, a map of your chosen location and what this booklet tells the reader.
- 3) Information about each relevant natural feature - what it is, what it looks like, a hand-drawn picture of it with labels, how it has been formed, how long it has taken to form. *Aim to cover at least four natural features and show how they are related.* This should be written as an analysis.
- 4) Information about damage that adventures can do in your chosen landscape.
- 5) What conflict is and how the physical landscape may be used by people in different ways.
- 6) A suggestion of several ways in which your chosen natural landscape may be sustainably managed. A detailed description is needed of each way. This could be illustrated with cartoons.
- 7) A conclusion that states what your booklet has been about:
  - a) The topic of your booklet and the location for which it is intended,
  - b) Why it has been about this,
  - c) What physical features exist,
  - d) How the physical features have been made,
  - e) How the physical features are similar.
  - f) How the physical features are different.
  - g) How conflict occurs in the use of the landscape,
  - h) A summary of how the landscape may be sustainably managed and which way you believe would work best,
  - i) How far you believe that human activity interacts with physical processes, and
  - j) What you hope junior adventurers will behave in your chosen landscape.



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### Preparation Work

- 1) Choose the adventure activity that your booklet will be for. It could be one of the activities studied in class (climbing, caving, or walking) or it could be one of your own choice such as: potholing, river kayaking, sea kayaking, or windsurfing. If you decide to choose an activity not studied in class then make sure that a particular landscape is associated with this activity - check with your teacher.
- 2) Find out about your chosen activity - what people do, where they do it and why they enjoy it.
- 3) Choose a location to write your booklet about.
- 4) Locate your chosen area on a map print out. You could use 'Get-a-map' from [www.ordnancesurvey.gov](http://www.ordnancesurvey.gov).
- 5) Find out specifically about the following and make notes in your own words:
  - a) Exactly what youngsters do within this activity. For example, junior climbers are taught how to climb as a second climber in the out of doors with an instructor. They climb 'easy' and 'difficult' rock faces in gorges and on cliffs.
  - b) What physical features are seen.
  - c) Pictures of physical features seen,
  - d) What physical features are used for the activity and why,
  - e) How each physical feature has formed.
  - f) An estimation as to how long each feature has taken to form. (This may be difficult).
  - g) What damage, if any, adventurers have caused.
  - h) What is meant by 'conflict in the landscape.'

Think about ways your activity could be done without causing any damage to the landscape.



## Adventure Landscapes in the UK

### Use of Sources

As you look up information remember to make a note of the title, author, and date it was published and some notes about whether you think that your information is biased in anyway. Think about whom it is produced by, the focus of the information and when it was produced. All these things can influence bias. You will need to hand this in.

For books include the author, title and date of publication.

For leaflets include: the organisation, date of publication, and the organisation that produced the leaflet.

For web sites include: title, web address and the date that you accessed it.

For people that you have talked to give their name, who they work for, and date that you talked to them.

### Writing styles for Adventure Landscapes in the UK

You will need to use analytical writing to describe and explain the features. Remember to use a lot of geographical vocabulary for nouns and verbs. Lots of adjectives will also make your writing more interesting. Make your writing flow well by using a range of connectives.

In your conclusion you will need to compare (say how your features are similar) and contrast (say how your places are different).

#### Useful Vocabulary

conserve  
landform  
landmark  
physical feature  
protection  
respect  
sustainable actions

#### Useful Connectives

##### *Connectives for Emphasis*

most of all  
mostly  
mainly  
significantly

##### *Connectives for Time Sequence*

Firstly ...secondly  
....thirdly...  
next  
then  
later  
as a result of

##### *Connectives for Comparing*

like  
likewise  
similarly

##### *Connectives for Contrasting*

unlike  
alternatively  
whereas

