

# Geographical careers in the conservation sector

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This resource introduces students to geographical careers in the conservation sector. The resource outlines names of organisations and job roles available in the conservation sector, and showcases a real-world example of a geographer working as an Area Ranger for the [National Trust](#), Chris. The accompanying student activity requires students to reflect on each of the job roles and 'think like a geographer' to apply their knowledge and skills to a real-world scenario.

## **Curriculum Links:**

This resource is aimed at KS3 and GCSE students. GCSE curriculum links include:

### **Edexcel A**

Topic 3 - Ecosystems, biodiversity and Management

3.3 - 'The UK has its own variety of distinctive ecosystems that it relies on'

3.6 'Deciduous woodlands show a range of distinguishing features'

3.7 Deciduous woodland ecosystems provide a range of goods and services, some of which are under threat

### **AQA**

Section C: Physical landscapes in the UK

3.1.3.1 - The UK has a range of diverse landscapes

### **OCR A**

Living in the UK today - Landscapes of the UK

1.1.1 - The physical landscapes of the UK have distinctive characteristics

### **WJEC**

Key idea 1.1: Distinctive landscapes in Wales

1.1.1 - What makes landscapes distinctive in Wales?

1.1.2 - How are physical landscapes affected by human activity?

1.1.3 - How can landscapes in Wales be managed?

## Answers

Using the careers information on the previous page, complete the following tasks

### 1. Circle the correct definition of conservation

- a. Conservation involves isolating natural habitats from human activity
- b. Conservation involves protecting natural habitats and species
- c. Conservation involves clearing natural habitats for industrial development and economic growth

### 2. What is the difference between the National Trust and the Wildlife Trust

The National Trust focuses on restoring landscapes and historical buildings, *whereas* the Wildlife Trust focuses on conserving habitats and increasing biodiversity

### 3. Circle the odd one out

- a) City for Trees b) Woodland Trust c) RSPB

Explain

RSPB focuses on conserving birds, *whereas* City for Trees and Woodland Trust focus on restoring and creating woodland habitats

- b) Natural Resources Wales b) Butterfly Conservation c) Woodland Trust

Explain

Butterfly Conservation specializes in protecting butterfly species, *whereas* the Woodland Trust and Natural Resources Wales focus on landscapes and ecosystems

Read Chris's profile and answer the questions

1. What is the main habitat Chris works to help conserve

- a. beach                      b. salt marsh                      c. sand dune

2. If a habitat is labelled a triple SI, what does this mean?

Site of Special Scientific Interest

3. Chris's work is a mixture of office and site work



True    False

4. Describe how Chris's work differs between the summer and winter season

In the summer season, his work focuses on monitoring and surveying species. In the winter season, his work involves managing woodland.

5. Why did Chris Choose Geography?

Chris chose geography because he loved studying it at school, enjoyed the fieldtrips and being outdoors.

 <b>Digital Communications Officer</b>  Example: - Design public campaigns to raise awareness of challenges and threats to the woodland ecosystem	 <b>Education Officer</b>  Example: - Run a workshop for young people to encourage them to think about solutions to challenges faced by the woodland	 <b>Area Ranger</b>  Example: - Restore footpaths for visitors. Survey and monitor species populations	 <b>Expert Advisor</b>  Example: - Collect data on species populations to help manage squirrel population
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**Plenary** – No correct answer; answer is based on students' own thoughts and opinions

### Links to further careers support

- Royal Geographical Society's career pages: [Choose a career with geography - RGS](#)
- Teacher CPD: [Teacher events - RGS](#)
- I am a geographer: [I am a geographer - RGS](#)
- Statutory careers guidance for schools: [Careers guidance and access for education and training providers - GOV.UK](#)