

## **Sample Geography GCSE Coursework Study Visit**

**9.45am –2pm    Yr.10x 2 classes**

**GCSE investigation into Factors Affecting Deciduous Woodland ecosystems, including information on land uses, human intervention and management.**

*This programme can be easily adapted for smaller or larger numbers of students and for other year groups to meet specific curriculum requirements*

### **School and FC Objectives**

- Students will understand the role of the FC in managing forests, particularly one with significant visitor access.
- Students will have gathered data to enable them to assess the factors affecting deciduous woodlands. The focus will be particularly on the effect of these factors on the woodland ecosystems investigated.
- Students will understand that ecological sustainability cannot be viewed in isolation from financial sustainability.

### **Assessment**

Question and answer, observation of students and their survey work, leading to adjustment of information delivery and/or programme if necessary to ensure objectives are met.

### **Hypothesis**

***'Public recreation and commercial forest management does not have an adverse effect on the woodland ecosystem'***

**9.45 Welcome** and bags to classroom

**9.50 -10.30**

**Group1** Presentation on multi-purpose forest management by FC staff member with short Q+A session (questions prepared in advance by students)

**Group 2** EQS, field sketches and annotated photos, and one other method e.g. visitor use survey (led by school staff or FC staff)

**10.30**            10 min break for all

**10.40 - 11.20**

**Group 1** EQS, field sketches and annotated photos, and one other method e.g. visitor use survey

**Group 2** Presentation and Q+A

**11.20 - 12.20**

**Group 1** Walk led by FC staff (southern route) Walk to beechwood

mentioning features and explaining management on the way. Stop in beech wood for **survey work:**  
***(Beech planted 1930)***

**1. Line transect(s)** from edge into wood **with quadrat readings** along the line for light, canopy cover, % plant cover, number of different flowering plants, number of different grasses and number of different minibeasts.

**2. Study of footpath erosion and trampling beside path** at end of transect and elsewhere

**3. Visitor use survey and EQS**

Return to central area and go past cycle track, 3D maze to Timberline then down to Habitat Trail junction, up through Go Ape and return across car parks.

***School staff to organise students into survey work groups and allocate aspects of the work for each group – information to be shared if not possible for every student to collect all data for themselves.***

**If time** undertake visitor use survey and EQS at maze and / or Timberline play area.

**Group 2** Guided walk (northern route) Walk down blue trail and along forest road providing information on management and variety of forest environment, past owl play structure to mixed woodland behind owl for **survey work:**

***(Oaks planted 1960 and birch allowed to grow in 1970)***

**1. Line transect(s)** from edge into wood **with quadrat readings** along the line for light, canopy cover, % plant cover, number of different flowering plants, number of different grasses and number of different minibeasts.

**2. Study of footpath erosion and trampling beside path** at end of transect

**3. Visitor use survey and EQS**

***School staff to organise students into survey work groups and allocate aspects of the work for each group – information to be shared if not possible for every student to collect all data for themselves.***

Continue along habitat trail to filming meadow, down to Giant's Play Area.

**If time** undertake EQS and visitor use survey of oak plantation opposite Giant's Play Area. ***(oaks planted 1938 and managed for timber production)***

**12.20 - 1pm LUNCH**

1-2pm Guided Walks as in the morning

**Details of survey work to be undertaken in student data collection booklets.**

During the walks FC leaders will inform students about management considerations in specific locations and will question students on their opinion of the policies employed and the decisions which have been made. Recreation facilities, licensed providers, biodiversity projects and commercial forest management will be considered.