

# Environmental Impact KS4

## Environmental Impact – whole day option

Students will investigate areas of Epping Forest in order to assess the impact that visitors might have on the fragile ecosystem of the forest. The study will compare a quiet site with few visitor facilities with a more heavily used site with visitor facilities. Students will use appropriate maps and diagrams, equipment to measure the impact on vegetation, and landscape assessment surveys. Students may also get the opportunity to speak to a Forest Ranger about their role and the impact of visitors.

Students will gain knowledge about the area as a case study and the data can be collected to follow the route to enquiry, to prepare them for the 'write up' of the controlled assessment.

## Learning Objectives:

- To gain case study knowledge of the environment investigated
- To collect, analyse and interpret data from a primary source
- To analyse and interpret data from secondary sources
- To understand that human activity can have an impact on the environment, both positive and negative



## Some suggestions for visit preparation:

1. To locate the study area on a map.
2. Discuss who might use the forest and where visitors come from.
3. Prepare an appropriate questionnaire with relevant and specific questions to ask forest visitors.

## Some suggestions for visit follow-up:

1. Analyse and interpret data collected.
2. Think about ways in which visitor impact could be reduced.
3. Complete the controlled assessment.

The outline of the course will be adapted to meet the needs of the specification followed and the controlled assessment:

<p>AQA A Geography</p> <p>Cambridge IGCSE Geography</p> <p>WJEC B Geography</p> <p>WJEC A Geography</p>	<p>Unit 2 (Human Geography)</p> <p>Section B - Tourism</p> <p>Unit 3 (Controlled Assessment) – Tourism task</p> <p>Theme 3 (Economic Development and the Use of Resources)</p> <p>3.3. Leisure Activities and Tourism</p> <p>Coursework</p> <p>Theme 2 (Physical Processes and relationships between people and Environments)</p> <p>2. Ecosystems</p> <p>Unit 2 (B Human Options)</p> <p>10. Tourism</p>
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# EVENT SPECIFIC RISK ASSESSMENT

Visit details: **Environmental impact study** Carried out by: Suntrap Forest Education Centre

Date: February 2013

<b>ISSUE</b> List significant hazards which may result in serious harm or affect several people. Consider venue, activity, group, plan B ,etc	<b>HOW TO MANAGE IT</b> What procedures will we have? (Control measures)	<b>WHO TO BE INFORMED</b>		
		<b>S</b>	<b>Pu</b>	<b>Pa</b>
Traffic safety	<ul style="list-style-type: none"> <li>follow safe procedures for crossing roads (<b>Suntrap Line</b>)</li> <li>do not cross cattle grid</li> </ul>	*	*	
Getting lost & stranger danger	<ul style="list-style-type: none"> <li>stay within the area designated by the member of staff</li> <li>mobile telephones may be carried</li> <li>never work alone</li> </ul>	*	* * *	
Inclement weather (also strong sunshine)	<ul style="list-style-type: none"> <li>wear appropriate clothing &amp; footwear</li> <li>protect head/face &amp; arms with headgear &amp; or sun barriers</li> </ul>		* *	
Inappropriate use of equipment (e.g. throwing quadrats)	<ul style="list-style-type: none"> <li>observe the correct use of centre equipment</li> </ul>		*	
Grazing cattle	<ul style="list-style-type: none"> <li>follow safe procedures given by centre staff</li> </ul>		*	
Slip/trip/fall/scratches/stings/minor injury	<ul style="list-style-type: none"> <li>wear gloves if problem plants need to be handled</li> <li>Suntrap staff to carry first aid kit</li> </ul>	*	*	
Medical / behavioural conditions	<ul style="list-style-type: none"> <li>all adults to be aware of any particular conditions e.g. asthma &amp; allergies</li> </ul>	*		
Soil-borne diseases	<ul style="list-style-type: none"> <li>wash hands at the end of the activity</li> <li>cover open wounds (plaster or wear gloves)</li> </ul>	* *	* *	

You must also ensure that appropriate persons are aware of any Generic procedures, but these do not need to be repeated here.  
 The activity must only take place if the residual risk following implementation of control measures is deemed to be "low".

**S-Staff Pu-Pupils Pa-Parents**