



Grosmont Investigation: How should the future development of Grosmont look?

Grosmont is a village with a rich industrial history and now has a booming tourist trade. This fieldwork opportunity allows pupils to gather information using a variety of geographical skills to help them make an informed decision as to how to develop the village of Grosmont in the future. They will have to take into account a variety of stakeholders and make consideration to the other social, environmental and economic impacts of their proposed developments.



This activity day consists of three parts: There will be an initial guided walk (1km in length) which will 'set the scene' and give some background information; Pupils will then pair up to explore Grosmont village (gathering information guided by the provided worksheet); Finally pupils will work in groups around a woodland site which hides a variety of curious industrial remains. Students will have to follow a map to various points, trying to identify the current use of an area or the archaeological structure that remains. Throughout the day pupils will be encouraged to record their own thoughts/ideas on paper, through photographs or any other method they desire that will help them to develop and justify their proposed development plan.

Age Range: Years 7 to 9 (adaptable for KS 4/5)
Duration: 4 ½ hours including lunch).
Location: Grosmont, North York Moors National Park

KS3 National Curriculum links:

History: Ideas, political power, industry and empire: 1745-1901. Britain as the first industrial nation, the impact on society.
Geography: Geographical skills and fieldwork, in contrasting locations; interpretation of maps in the field, understand how human and physical process interact influence and change landscapes.

Key Learning Objectives Pupils should learn...	Learning Outcomes
<p>Geography</p> <ul style="list-style-type: none"> Map skills, including the use of geographical map terminology. How to use an low scale map to support the collection of a range of qualitative data. How the local landscape and its resources have been used in past and present. How to identify stakeholders and impacts upon decision making in a real world example (highlighting social, environmental and economic examples). <p><i>Other Skills Involved include</i></p> <ul style="list-style-type: none"> Time management; observation; team working; decision making and presentation skills 	<p>All pupils will be able to:</p> <ul style="list-style-type: none"> Describe the location of Grosmont using some geographical terms. Collect appropriate data using a variety of geographical skills. Make a decision: a plan for future development. Navigate around Grosmont using the provided map.
	<p>Most pupils will be able to:</p> <ul style="list-style-type: none"> Highlight stakeholders that will be affected by their proposed plan. Make a decision with justifications linked to: the society, economy and environment.
	<p>Some pupils will be able to:</p> <ul style="list-style-type: none"> Formulate their own geographical questions. Collect additional data to support their fieldwork. Use multiple skills including GIS to support decision making.

Assessment for Learning

We assess learning using a variety of techniques appropriate to the activity such as: questioning, observing how well pupils are performing tasks, discussing thoughts and ideas, quizzes and feedback forms.

Ideas for Extending Learning Before and After this Activity

Using Digimaps (or another form of GIS) pupils can add photographs and annotations from their fieldwork day.

Include a discussion on the changes in economic activity Grosmont is likely to have seen in its history (primary, secondary and tertiary sectors) and what your development will mean for its future.

Put forward a planning proposal which groups have to put to the rest of the class for a vote.

Additional: A visit to the Cleveland Ironstone Museum: <http://ironstonemuseum.co.uk/>

For more information about the project that funded the development of this activity day: This exploited land of iron, go to: <http://www.northyorkmoors.org.uk/looking-after/landofiron/whats-it-all-about>