

BBC

Scotland Learning



SEE YOU SEE ME

Spring 2009

Fridays 11.40-12.00

& 'Abi Ufmr' : Wfi Ufm

BBC2

Scottish Physical Features: The Southern Uplands

Curriculum for Excellence

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Physical features — the Southern Uplands

Introduction

It is intended that teachers will dip into and adapt these activities to suit the stage and ability of the children and the unit of work being tackled. Some of the maps featured in the programmes are available as a separate file which teachers can download and print out. Pupils may wish to use these maps to follow Tess on her journey.

Suggested resources

The following resources are also recommended for the study of the Southern Uplands.

- A globe or a map of the world.
- A large blank outline map of Scotland.
- Set of atlases which includes physical and political maps of Scotland.
- Blank maps of Scotland for a variety of mapping skills.
- Class copies of an OS map depicting an area of the Southern Uplands.
- Road maps and tourist maps.
- Tourist information on the Southern Uplands area.
- The websites suggested in the teachers notes.

Before the programmes

Pupils should be familiar with using a variety of maps and their key features.

Ordnance Survey supply free class copies of OS maps depicting a school's local area and this is a good way of introducing children to OS maps.

Pupils should

- recognise an outline map of British Isles and know which part of it is Scotland
- be able to recognise certain key features such as towns, rivers, woodlands, moorlands, lochs, hills, railways and roads
- be familiar with the four points of the compass
- have some experience of orienting a map (perhaps by doing some simple orienteering in the school grounds).

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— Transmission date 23 January 2009

Programme content

Goggs opens the programme reminding us where Scotland is in terms of the United Kingdom and the world, using a globe. We are introduced to Tess MacAuley (number one guide for Tartan Tours) discussing holidays in the different areas of Scotland with customers.

Next we meet Sprokkt (Goggs's cousin) who has come to Scotland for a holiday and has decided to use Tess's expertise. She recommends the Southern Uplands. Goggs shows us that the Southern Uplands are in two regions – the Borders, and Dumfries and Galloway. After some discussion about transport Tess and Sprokkt suddenly arrive on a hillside near the River Tweed. Tess explains how the Southern Uplands were formed. Goggs takes us to the source of the River Tweed and a map shows us the river's route to Berwick-upon-Tweed and the North Sea. Meanwhile, Tess and Sprokkt discover the river's particular features and uses.

Tess and Sprokkt then go to the spectacular waterfall at the Grey Mare's Tail but, due to lack of transport, a visit to the steep sided valley of the Devil's Beef Tub is impossible. Goggs comes to the rescue with video footage.

The journey continues with visits to the fertile farming land of the Merse, the Eildon Hills and Kelso on market day. Tess explains how volcanic activity formed the Eildon Hills and Sprokkt eats something he shouldn't at Kelso market.

Places, words and phrases

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Southern Uplands Factfile

Name of city or town

Location

Area in square kilometres

Population

Rivers

Features of
the landscape

Important
landmarks

Land use

Tourist
attractions

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— Transmission date 30 January 2009

Programme content

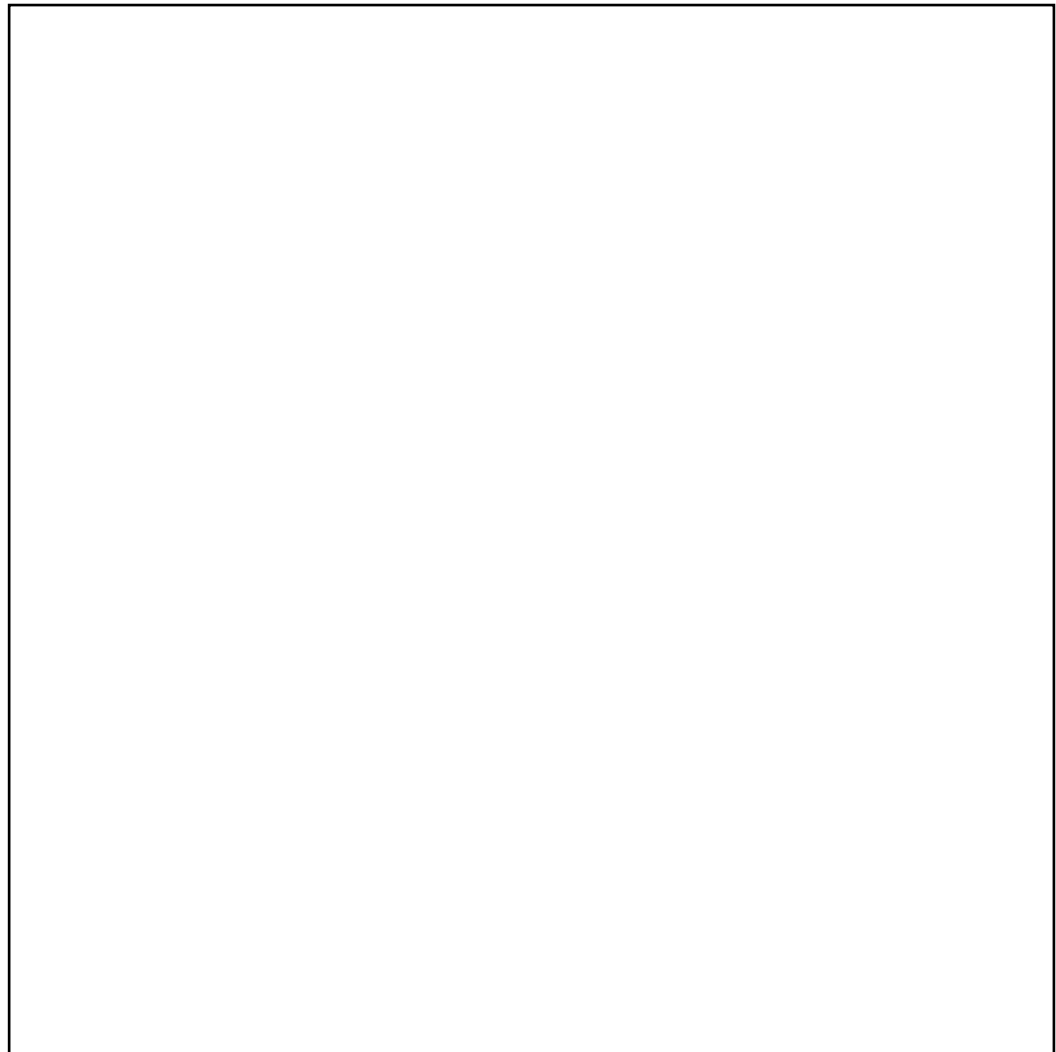
Graphic maps show us the location of the Southern Uplands in Scotland. Goggs reminds us why Sprokkt is in hospital with 'sugaritis'. Tess comes to visit Sprokkt in hospital and reveals she has a camcorder so he won't have to miss out on the rest of his holiday in the Southern Uplands. A few days later a video tape arrives showing Tess at the start of her visit to Dumfries and Galloway, where she explains why the weather is wetter in this western part of the Southern Uplands compared to the eastern part called the Borders. Goggs emphasises this with an animation. Tess then goes on to tell us about the different types of farming in each area.

The weather also influences the types of farming in each area. Tess visits a dairy farm and

- 3 Once Sprokkt has upset the nurse by trying to spin his toy turbine with milk, take some time to talk about the two types of power used to generate electricity. How are they related to the local physical landscape? Introduce the idea of renewable resources.
- 4 After the visit to Portpatrick harbour, locate the town on a map which also includes Stranraer, the North Channel and the east coast of Ireland. Before going on to the section about the Southern Upland Way, ask the pupils to listen and look out for the main physical features on the route.
- 5 'Dinosaur Food' — discuss what is special about the plants at Logan Botanical Gardens (the influence of the Gulf Stream). Locate the Atlantic Ocean on a globe or a world map.
- 6 At the end of the programme ask the pupils to give their ideas on wstl

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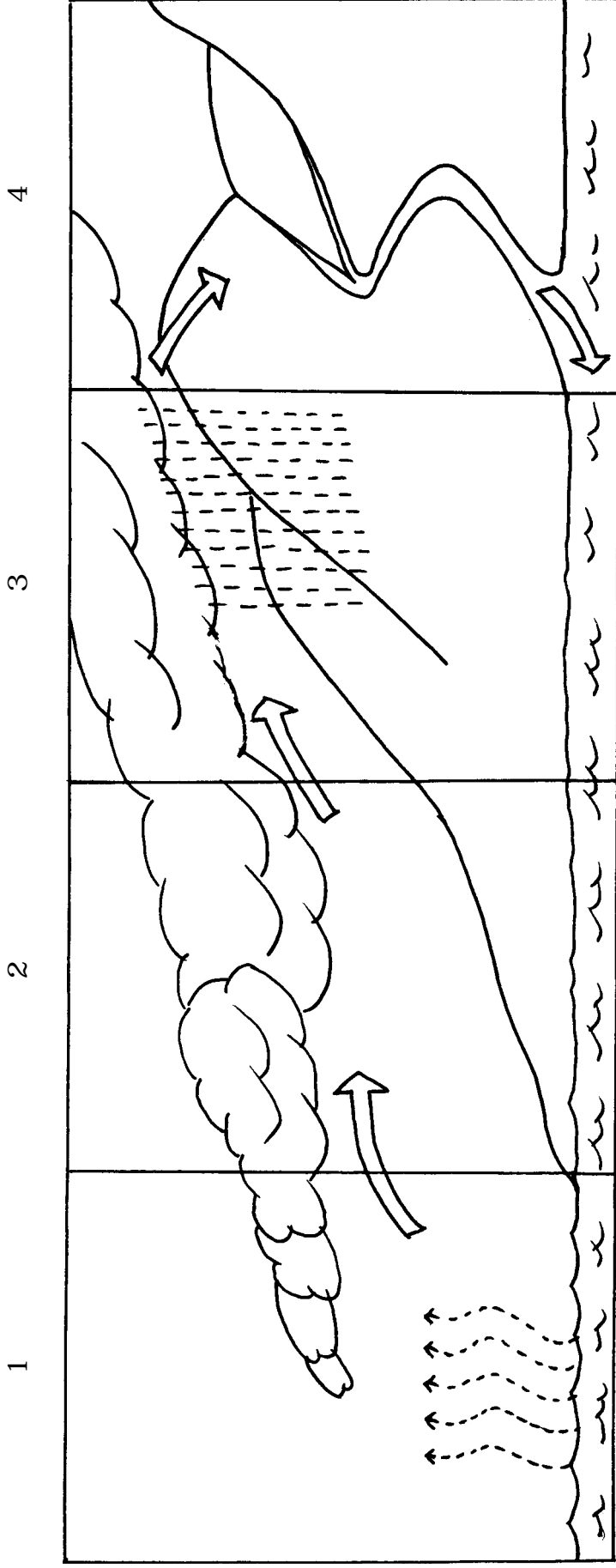
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The water cycle

Cut out the boxes at the bottom of the page and stick each one under the part of the picture which it matches.

Then colour the picture.



<p>Water droplets in the clouds become heavy, and fall as rain or snow or sleet.</p>	<p>The sun heats the surface of the sea. Invisible water vapour rises into the air.</p>	<p>Rain water seeps into streams which flow into rivers. The rivers flow into the sea.</p>	<p>The water vapour condenses and forms clouds. Wind moves the clouds towards the land.</p>
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Renewable and non-renewable resources

Renewable resources can be replaced.

Non-renewable resources do not replace themselves
(except over a very long period of time)

Decide whether the resources named below are renewable or

Follow-up activities

- 1 Make a list of all the important places featured in the programme. Locate them on physical and political maps of Scotland. Pupils can add them to their own maps.
- 2 Play the Mental Map Memory game.

Use a large map of the Southern Uplands that includes all the important places, physical features and symbols that have been shown in the programmes.

Split the class into small groups of three or four, and give each group a blank map of the Southern Uplands. Give each member of the groups a number.

To start the game, tell pupil number one from each group that they have 15 seconds to come and look at the large map and memorise as many features as they can. Then they return to their groups, and the groups are given two and a half minutes to add to their blank maps all the features that pupil number one can remember.

Then the process is repeated with pupil number two coming out and memorising features from the large map. The game can be carried on until the teacher decides that a suitable conclusion has been reached. If some pupils are finding the game difficult, the teacher could offer them strategies such as concentrating on individual features such as rivers or towns.
- 3 Discuss the idea of how the physical landscape affects the ways in which the land is used. What evidence of this was there in the programme?
- 4 Discuss the land uses in your school and its locality. Conduct a land-use survey in the school using an outline plan and colour code. Take photographs of different land uses and attach them to the plan. Encourage the pupils to think about how their local land-use map might compare to that of a different locality.
- 5 Individually or in groups, research one type of land use in the Southern Uplands and present findings on how the physical landscape affects this.
- 6 Investigate diversification in the locality of your school.
- 7 A new tourist attraction is being planned for your area. Pupils should consider the case for or against the proposal from different points of view. Role-play a community meeting being held to discuss it.

Extension activities

- 1 Investigate one type of Scottish land use and discuss how the physical landscape affects it. Compare and contrast the situation to a similar land use in a different landscape in a European country.
- 2 Investigate diversification in a European country.
- 3 A local farmer is intending to diversify by using his land to build a go-kart racing track. Pupils should consider a case for or against the proposal from different points of view and produce a flier to put forward their case.