

3A4

Going to the seaside

How would you encourage someone to visit a UK seaside resort?

Seaside resorts are popular tourist destinations and tourism can bring both benefits and challenges to these places. In this challenge, you will choose a seaside resort in the UK and investigate what it is like, what visitors can see and do there, and why people might choose to visit. You will use your findings to produce a holiday brochure that encourages people to visit and consider some of the positive and negative impacts tourism can have on the area.

What you'll do

Investigating a seaside resort can help you understand what attracts visitors to a place and how tourism can affect local areas and communities.

You will:

- choose a seaside resort somewhere in the UK and find out more about it
- investigate things such as location, access, climate, physical and human features, tourist amenities and things to do there
- use paper or digital tools to produce a holiday brochure designed to encourage people to visit this place
- reflect on the positive and negative impacts of tourism in this location
- discuss your brochure and ideas with someone else.



✓ Skills I used:

- | | | |
|---|-----------------|--------------------------|
|  | Learning | ☐ |
|  | Decision-making | ☐ |
|  | Communicating | ☐ |
|  | Team working | ☐ |
|  | Thinking | ☐ |
|  | Self-awareness | ☐ |

How I might show the skills

Skills	Examples
 Learning	Uses 2-4 reliable information sources to find out more about their chosen location. Organises information by structuring their brochure logically into separate sections. Finds examples of others holiday brochures to identify effective design and writing techniques.
 Decision-making	Selects a seaside resort to focus on in the challenge. Decides what content to include in their brochure and makes choices about structure, language and layout. Gives reasons for the choices made.
 Communicating	Includes persuasive language and features in their brochure to encourage holidaymakers to visit this place. Uses images, illustrations, colours and fonts to create visually appealing content. Speaks clearly and concisely to share their brochure and describe some of the impacts of tourism in this location.
 Team working	Shares their brochure and findings with someone else. Listens to questions, feedback and suggestions and identifies an improvement they could make to their

	work.
 Thinking	Thinks about what makes this resort attractive to visitors and what information would be helpful for tourists. Considers the audience for their brochure and tailors the structure and content accordingly. Identifies two positive impacts and two negative impacts of tourism in this place.
 Self-awareness	Reflects on what they learned about their chosen seaside resort and considers whether their views of the place changed through completing the challenge. Identifies something they did well and something they could improve in a future task.

5A4

Marvellous mangroves

What are mangroves and why are they important?

Mangroves are some of the most biodiverse places on Earth! In this challenge, you will work in a group to produce a presentation about mangrove forests. You will find out what mangroves are and where they are located. You will investigate why mangroves are important, the challenges they face and the action being taken to protect these coastal survivors.

What you'll do

Learning about mangroves can help us understand why coastal ecosystems are important for wildlife, people and the environment.

You will work in a group to:

- produce a presentation about mangrove forests
- explain what mangroves are, where they are found and why they are important
- describe some of the threats that mangroves face and some of the action being taken to protect these valuable ecosystems
- deliver your presentation to another person or group
- reflect as a group on how you worked together to complete the challenge



✓ Skills I used:

- | | |
|--|--------------------------|
|  Learning | ☐ |
|  Decision-making | ☐ |
|  Communicating | ☐ |
|  Team working | ☐ |
|  Thinking | ☐ |
|  Self-awareness | ☐ |

How I might show the skills

Skills	Examples
 Learning	Discusses any existing knowledge about mangroves and takes action to fill any gaps in knowledge. Explains what mangroves are and where they are found. Lists four or more reasons why they are important. Uses and applies relevant facts and examples from research in a presentation.
 Decision-making	Selects which examples and facts to include in their presentation. Gives reasons for their choices. Makes group decisions about the format, structure and design of their presentation.
 Communicating	Simplifies complex concepts for an audience. Designs and delivers their presentation in an engaging and memorable way. Uses tone, pace, gestures and visuals to support audience understanding.
 Team working	Works with others to plan and achieve a group presentation. Actively contributes to group discussions. Supports a group reflection or peer feedback at the end of the challenge.
	Describes 2-4 threats to mangroves such as sea level rise, coastal development

 Thinking	and overuse of resources. Recognises the impacts of mangrove loss and considers the effectiveness of different actions being taken to protect mangroves. Considers and discusses engaging and informative ways to present their findings to others.
 Self-awareness	Works with others to seek, question and gather new knowledge about a topic. Describes one way in which their knowledge or skills have changed by completing this challenge. Reflects on their contributions to group activities and what they might do differently.

7B3

An energy-efficient home

How can we make our homes more energy-efficient?

In this challenge, you will design an energy-efficient home. You will use online information sources and contact people working in the construction industry to investigate different ways homes can conserve or produce energy. You will compare possible approaches and use your findings to create a plan or model of an energy-efficient home. You will share your design with others, collect feedback and consider how it could be improved.

What you'll do

Homes can be designed and adapted in different ways to reduce the amount of energy they use and, in some cases, generate their own energy.

You will:

- locate and use online sources to research ways in which homes can be designed, built and adapted to be more energy-efficient
- contact an architect, construction company or another person working in housing, construction or energy efficiency to find out how they are making the homes they design and build more energy-efficient
- use your findings to design an energy-efficient home
- create a plan or model of your home
- add labels to show how different parts of your home will help to conserve and maybe produce energy
- show your design to at least one other person and collect feedback – you could share it with the architect or construction company you contacted earlier in the challenge



✓ Skills I used:

- | | | |
|---|-----------------|--------------------------|
|  | Learning | ☐ |
|  | Decision-making | ☐ |
|  | Communicating | ☐ |
|  | Team working | ☐ |
|  | Thinking | ☐ |
|  | Self-awareness | ☐ |

How I might show the skills

Skills	Examples
 Learning	Uses a range of information sources, including online information and contact with someone working in a relevant industry. Identifies 6–8 ways homes can be designed, built or adapted to improve energy efficiency. Applies information from their research to develop an energy-efficient home design.
 Decision-making	Compares different energy-efficiency measures using factors such as likely energy savings, cost and practicality. Selects features to include in their home and explains the reasons for their choices. Decides how best to represent the design in a plan or model and uses feedback to identify an improvement.
	Communicates clearly and respectfully when contacting someone working in the

 Communicating	construction or energy-efficiency sector. Creates a clear plan or model and uses labels to explain how different features conserve or produce energy. Explains their design choices to others and listens and responds to feedback.
 Team working	Shares their design with others and listens respectfully to their feedback. Asks questions to understand others' suggestions. Uses relevant ideas or feedback from others to suggest an improvement to their design
 Thinking	Compares different ways homes can conserve or produce energy and considers their advantages and limitations. Makes connections between different features and how they could work together to reduce energy use. Considers factors such as likely impact, cost and practicality when evaluating possible approaches.
 Self-awareness	Recognises their strengths and areas where they need support when completing the design task. Reflects on what they did well and identifies one thing they would do differently next time. Describes one skill they developed or improved through completing the challenge.