Human impact and ethics: KS2 lower

Introductory techniques

Take a mindful walk around the grounds as a class and consider what the impacts that a group of younger pupils might have on the environment doing a similar walk through the local park. For example, noise, footfall erosion, litter, picking flowers, pulling and breaking branches, jamming coins into tree trunks and branches, wandering onto private land, taking up the whole path etc.

What about other users who visit the park. How do their various activities impact the space? Dog poo, vandalism of trees and human features, fly tipping, graffiti, unauthorised BBQs/fires etc.

Technique to assess human impact and ethics

Carry out a human impact survey of the local park:

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Type of evidence	Lots of evidence	Some evidence	No evidence
Informal footpaths			
Litter			
Unauthorised BBQs or firepits			
Vandalism to trees, plants etc			
Fly tipping			
Graffiti			
Litter			
Dog waste			
Flower beds/ wildflower area			
Tree planting			
Bug hotels			
Pond			
Bird boxes			

Discuss which of these features have a positive and which a negative impact. For the negative features, discuss which are thoughtless actions and which are deliberate. Then discuss the phrase 'Take only photos, leave only footprints'. What does this mean to pupils?

Pupils could work in pairs to either design guidelines for visiting a location on a fieldtrip or design guidelines to share with pupils at an assembly on how to be a good tourist.

The Geographical Association (GA) has worked closely with the Field Studies Council (FSC) to develop these resources.

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