



Name _____

Class _____

Here is a definition of Sustainable Development.

"Sustainable development meets the needs of the present without compromising the ability of future generations to meet their own needs."

- Circle the words in the word bank below which you think best describe what is meant by sustainable development.

Thoughtless Selfish Respect
Careful Careless
Protection Overuse Greedy

- Imagine you are trying to explain sustainable development to someone who does not know what it means. Use the words you picked and the definition to explain what is meant by sustainable development

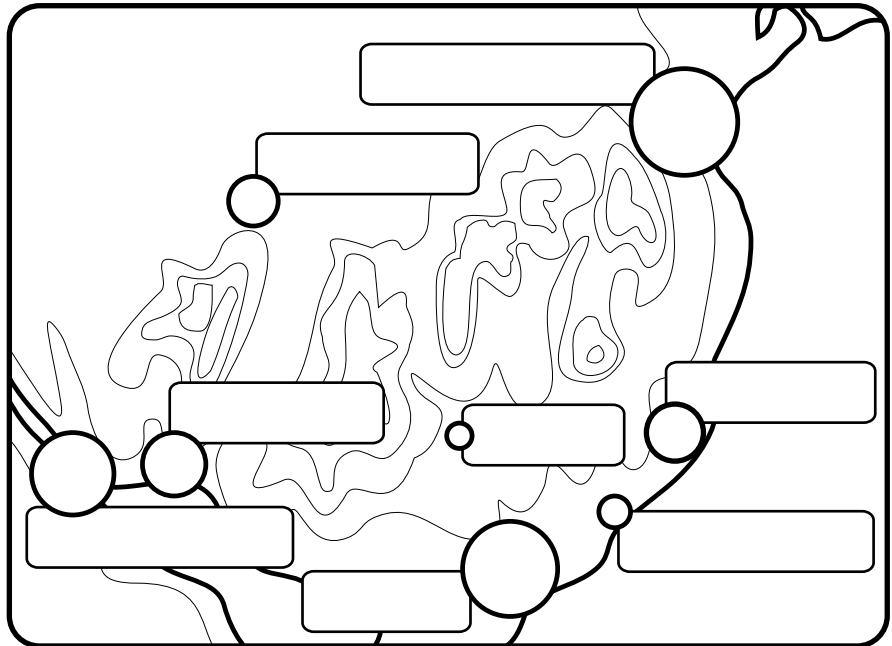
Empty box for student response.



Name _____ Class _____

- Name the settlements shown on the map. Use the names from the list below.

Settlement	Population
Kilkeel	6256
Newcastle	7214
Warrenpoint	6090
Rostrevor	2524
Hilltown	982
Ballymartin	800
Annalong	2409
Attical	350



- Shade the highland brown
- Shade the lowland green
- Shade the settlements red
- Shade the sea blue

- What county are the settlements in?



Name _____

Class _____

- Use the 1:50 000 Ordnance Survey map of the area for this exercise. (Map no. 29). This will help you get to know the area better.

Question

Answer

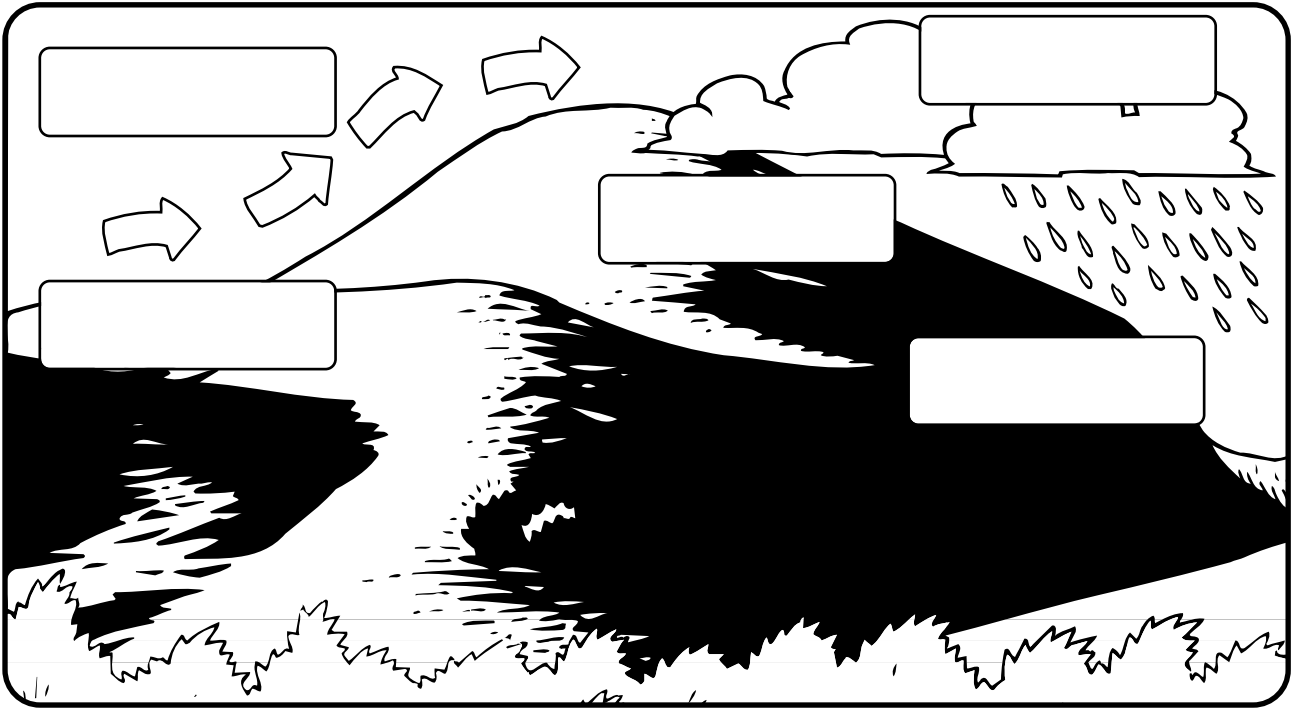
How many churches are there in Kilkeel?	
Name the towns in the area that have a harbour?	
Name the type of road that runs between Warrenpoint and Kilkeel?	
How many caravan sites are there between Kilkeel and Newcastle?	
What is the highest point shown on the map?	
What is the grid reference of the post office in Warrenpoint?	
What ways are used to show height on the map?	
What is the six figure reference of the lighthouse at Cranfield?	
What mountain would you spread on your bread?	
What body of water would you have as a yoghurt?	
What evidence is there on the map that people lived in the area a long time ago?	
What valley would you go to get some peace and quiet?	
What Lough would give an artist some colour?	



Name _____

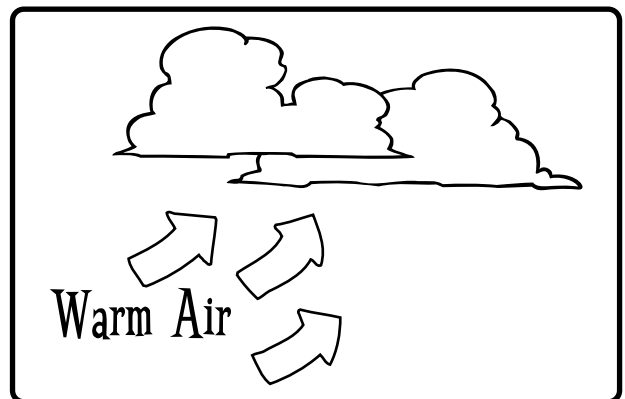
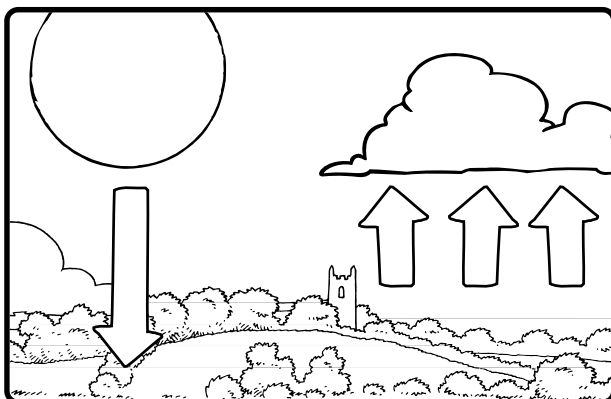
Class _____

- How does rain occur?
Complete the labels on the diagram to show how it rains.



- Why is this type of rain common in the Mourne region?

- What other ways could rain occur?
- Copy and label the diagrams below into your notebook adding similar labels to the one above.
- Explain why these different types of rainfall occur.





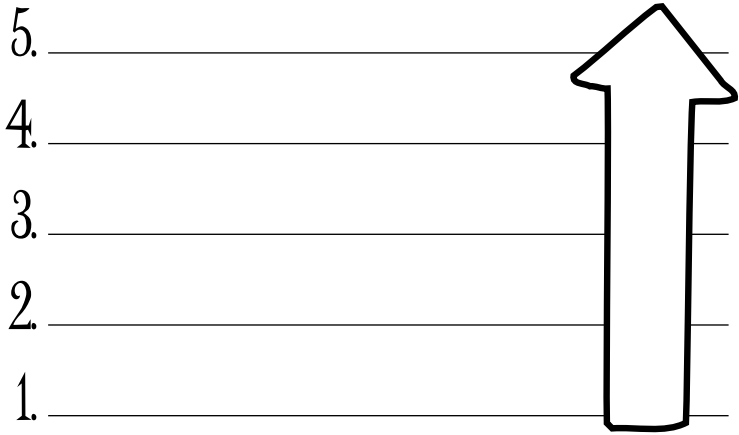
Name _____

Class _____

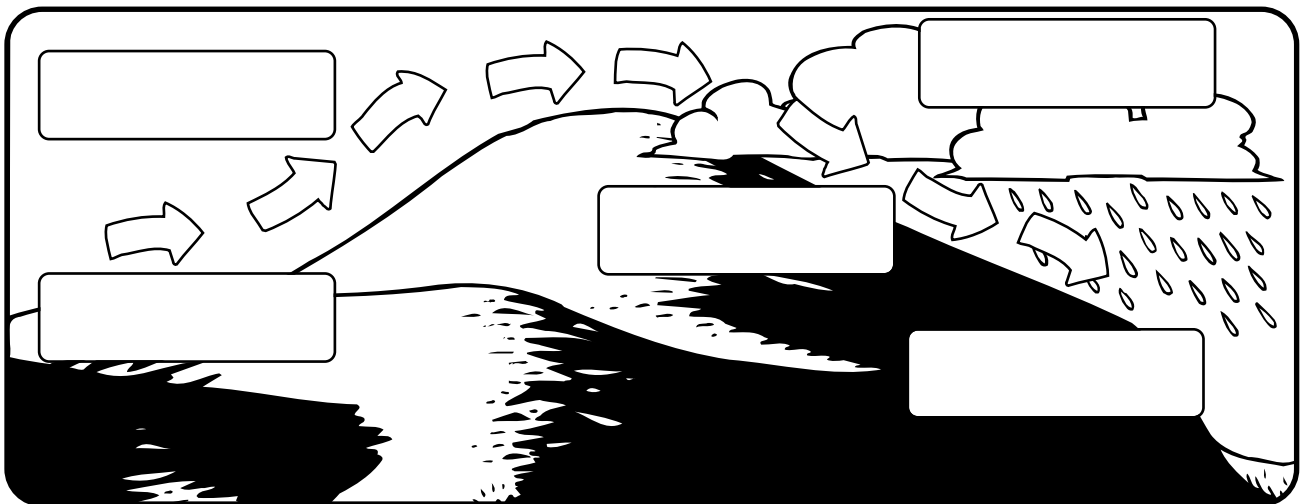
- How does rain occur?

Put the phrases from the word bank into the correct order.

Clouds form Cool air condenses Warm air rises
As air rises it cools Precipitation occurs



- Now add similar labels to the diagram below in the correct place.



- Colour the arrows to show what happens to the temperature of the air.
- What has caused the air to rise?

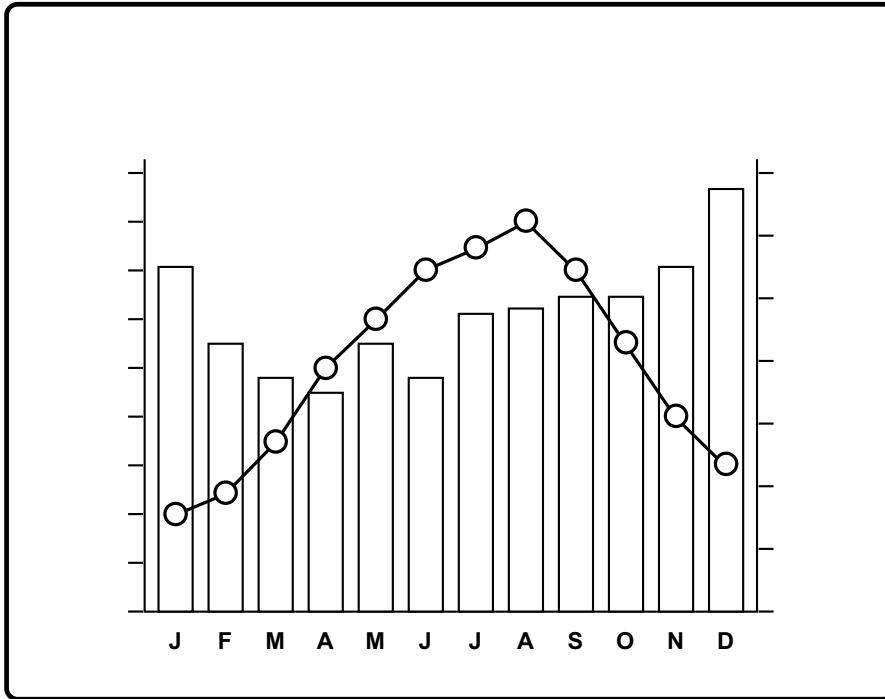


Name _____

Class _____

- Temperature/rainfall graphs.

Complete the graph by putting labels in the correct places. Use the word bank below.



Temperature

mm

Temperature/Rainfall
graph of the Mourne

°C

Rainfall

- Shade the graph according to the key:

Key

<input type="checkbox"/>	Rainfall (blue bar graph)	<input type="checkbox"/>	Temperature (red line graph)
--------------------------	---------------------------	--------------------------	------------------------------

- Fill in the degrees for the temperature axis. 2, 4, 6, etc.
- Fill in the millibars for the rainfall 20, 40, 60 etc.

Complete the passage below using the information from the graph.

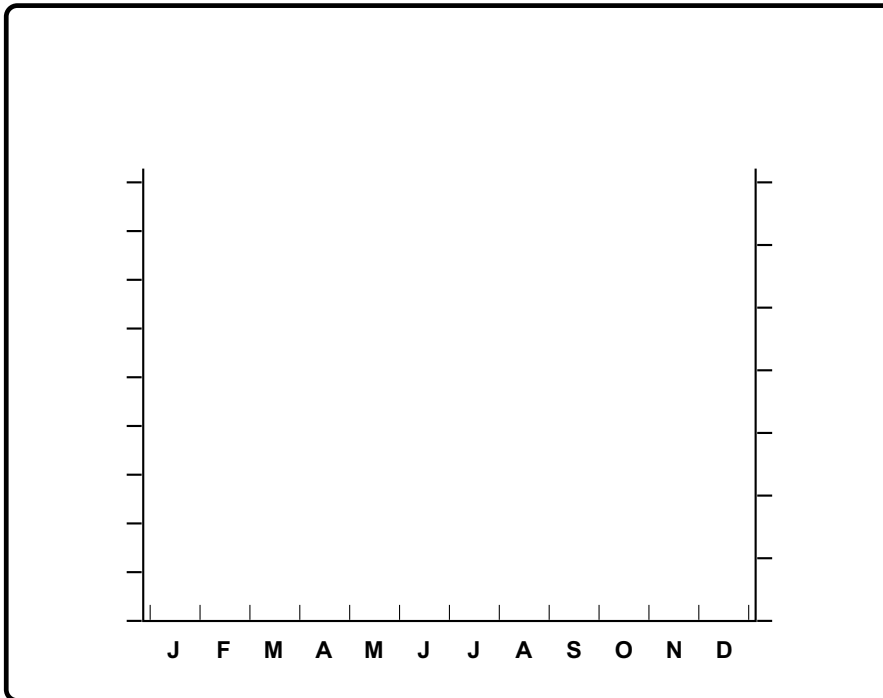
From the graph I can see that the month with the lowest average temperature of _____ is _____. The month with the highest average temperature of _____ is _____. The month with the most average rainfall of _____ is _____. The least average rainfall of _____ falls in _____. The total rainfall in the Mourne is _____ in an average year.



Name _____

Class _____

- Temperature/rainfall graphs. Now it's your turn!
- Complete the temperature/rainfall graph for the Mourne's using the data from the tables below. If you are unsure about which graph to use, go back to the website and build it again.



Month	Temp. °C	Rainfall mm
January	4	90
February	5	65
March	7	55
April	10	50
May	12	65
June	14	55
July	15	75
August	16	77
September	14	80
October	11	80
November	8	90
December	6	115

Shade the graph according to the key:

Key

<input style="width: 40px; height: 30px; border: 1px solid black;" type="checkbox"/> Rainfall (blue bar graph)	<input style="width: 40px; height: 30px; border: 1px solid black;" type="checkbox"/> Temperature (red line graph)
--	---

Don't forget to label your axis and title the graph!


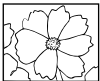










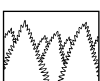

- Say what you see. In your notebook describe the graph in terms of maximum and minimum temperatures and rainfall. What else could you describe?



Name _____

Class _____

- Below is a list of crops/land uses and a list of special conditions that each needs. Write the correct condition beside the picture of the crop/land use. If you are unsure, go back and check the web site.

Crop/land use	My work	Condition
 Barley		Warm greenhouses.
 Flowers		Large sties, with lots of feed.
 Potatoes		High temperatures and sunshine for ripening.
 Pigs		Large flat fields.
 Vegetables		Rough grazing.
 Wheat		Controlled levels of CO ₂ and moisture in dark houses.
 Dairy cows		Highland acidic soils.
 Oil seed rape		Extra feed in winter.
 Sheep		Large harvesting machinery.
 Poultry		Fertile soil.
 Mushrooms		Lazy beds
 Apples		Lots of good quality grass.
 Forestry		Trees protected from frost.
 Beef cattle		A free range



Name _____

Class _____

What did each of the family members think of farming and what it would hold for them in the future?

- Below are the farmer's family and a number of statements. Write the correct statement in the space beside each family member.

Statements

I'm working at ways in which farmers can diversify.

It's helping farmers use their land in other ways.

There's a lot of problems with going organic.

We need something to boost the grass.

Wrack used to be used as a fertiliser.

It's hard to get people now to work on the farms.

I'd love to farm when I finish college.

A lot of farmers need part time jobs.

I feed the ewes at springtime.

There's a lot of work at lambing.

It would be nice for the children to stay on the land.

Mr Farmer



Mrs Farmer



Son



Daughter





Name _____

Class _____

Different groups affect the decisions that a farmer has to make about the future.

- Match the statements below to each of the groups. There are two statements for each group.

Group	My work
Area of Outstanding Natural Beauty	
Water	
Forestry	
EU	
Tourism	
Conservationists	
Diversification	
Department of Agriculture	

Statement
60 to 80 per cent grants available for woodland.
Want to stop the use of artificial fertiliser.
Keeping the traditional features e.g. walls.
5 per cent broadleaf trees must be planted.
Protecting the natural beauty of the area.
Everyone must use the area carefully.
Camping barns.
Providing training in countryside management.
Want farmers to keep farming.
Dairy goats.
Subsidies for animals.
Grants to help the farmer.
Access through the farmer's land.
The Mourne supply Belfast.
Sheep can pollute this.
Rural holiday accommodation.