

Contrasting Localities - half day option

The area of Epping Forest around Suntrap will be compared the local area near to school.

The day starts in the classroom, looking at maps of the area and thinking about what the area will be like compared to their own area. We will then take a walk around part of Epping Forest and record land use on a line map. They will consider how land use in this area has changed over time.

Learning objectives

- to use and interpret atlases and maps
- to develop the use of fieldwork skills
- to identify physical and human features (land use) in Epping Forest
- to observe, record and present the human and physical features in Epping Forest in a line map
- to consider how the physical and human features in Epping Forest have changed over time



Some suggestions for visit preparation

1. Locate Suntrap and the school on a map and identify similarities and differences in locations.
2. Use the internet or Epping Forest information leaflets to think about what the area might be like.

Follow on suggestions

1. Make a line map of the local area and compare it to the one completed at Suntrap.
2. Make a poster or presentation about the differences and similarities between Epping Forest and the local area.

National curriculum links

Geography

Locational knowledge

- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

Human and physical geography

Describe and understand key aspects of:

- physical geography, including: biomes and vegetation belts and rivers
- human geography, including: types of settlement and land use

Geographical skills and fieldwork

- use maps, atlases and digital/computer mapping to locate countries and describe features studied
- use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies



EVENT SPECIFIC RISK ASSESSMENT

Visit details: Contrasting localities

Carried out by: Suntrap Centre

Date: Feb 2017

Issue	How to manage it
Understanding/behaviour	Class teacher to advise Suntrap staff of any children who may need extra support out in the forest to help them to follow instructions. School to ensure that there is appropriate adult: children ratios as required.
Medical conditions	Suntrap staff to check that school staff brings medication out into the forest. All adults to be made aware of any medical conditions. Suntrap staff will carry a first aid kit.
Getting lost	Keep within sight of teacher/adult & observe boundaries as directed by the staff.
Choking/Poisoning	No eating outside unless directly instructed by Suntrap staff.
Falling branches	During extreme weather conditions Suntrap staff will make an assessment to ensure it is safe to enter the forest.
Injury from horses/dogs or bikes	Group to be instructed to stand to the side, be quiet and still when horses, dogs or bikes are near.
Accident when crossing the road	Group to be instructed on follow safe procedures for crossing roads (Suntrap Line). No one to walk across the cattle grid.
Injury through falling & throwing	Climbing of trees and throwing sticks/stones prohibited.
Getting wet/cold	Clothing should be appropriate for weather conditions. i.e hat, coat and gloves. Wellies should be worn when walking through stream.
Soil borne disease	Children instructed not to put fingers in mouth during/after activities which include handling plants, soil and sticks. Hands should be washed with warm soapy water before eating lunch/snack.