

Forest map adventure - half day option

Differences between their local area and Epping Forest will be discussed with the children in the classroom. They will look at a map of a part of Epping Forest, using the key to plot a route to go to the different symbols on the map. They will follow the trail around the forest stopping at different landmarks to complete games and activities along the way. These may include paddling in a stream, going through the wishing tree, exploring a fallen tree and looking at the different colours in the woodland.

Learning objectives

- to understand similarities and differences between two places near where they live
- use simple compass directions (North, South, East and West) and locational and directional language, to describe the location of features and routes on a map
- to recognise physical and human features within the forest, e.g. river, vegetation, hill, house, from symbols on a map using a key
- describe the type of weather associated with each season



Some suggestions for visit preparation

1. Look at a map (e.g. Google Earth) to find out where Suntrap is in relation to children's school/ home.
2. Ask children to predict what they think it will be like/ what they will see in Epping Forest.
3. Look at the different features found on a simple map.

Follow on suggestions

1. Compare children's predictions of Epping Forest with their experiences.
2. Write and draw a postcard from Epping Forest to describe the environment.
3. Draw a simple map of the school playground and write instructions to get from one place to another using directional language.

National curriculum links

Geography

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom

Use basic geographical vocabulary to refer to:

- key physical features, including: forest, hill, river, soil, valley, vegetation, season and weather
- key human features, including: farm and house

Geographical skills and fieldwork

- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.



Science

Y1 Everyday materials

- identify and name a variety of everyday materials, including wood, water and rock

Y1 Seasonal changes

- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies

Visit details: Forest Map Adventure

Carried out by: Kerry Rolison

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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.
Deep Water	Group to be instructed not to cross boundary to ponds. Teaching staff to remain observant when children are near water.