



**Nottinghamshire  
County Council**

# **Activities at the Environmental Education Day Visit Centres**

**From April 2009**



This booklet has been prepared to support schools' work within Trailblazer and the National Curriculum at the Environmental Education Centres and in schools maintained by Nottinghamshire County Council. For copies of this resource or other environmental education teaching materials, or for further details on the centres and booking procedures, please contact:

**LEARNING OUTSIDE THE CLASSROOM SERVICE**

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## Contents

Introduction	4
General information about the centres and your visit	5
Programmes at the Environmental Education Day Centres:	
• Animal Homes	7
• Art in the Environment	7
• Christmas Activities	7
• Citizenship, PSHE and Sustainable Development	8
• Conservation - caring for the environment	8
• Contrasting Locality Study	9
• Food and Farming	9
• Physical Geography	10
• Habitat Studies	10
• Life Processes & Living Things	11
• History Comes to Life	11
• Literacy in the Environment	12
• Maths in the Environment	12
• Music in the Environment	13
• Orienteering	13
• Outdoor and Adventurous Activities	13
• Plants	14
• Sensory Explorations/Acclimatisation	14
• Weather and Seasons	15
• Woodland and Trees	15

Appendix: Booking Form



## Introduction

This booklet aims to provide you with practical information about the centres and how to make a booking, together with details of the wide range of programmes and activities available. If you want a particular programme, activity or study that isn't described, please contact one of the centres – they exist to support schools' needs and will be as flexible as possible.

If you've not been to the day centres before and would like further information, please ring the relevant centre. We have videos available for free loan which describe all three centres. The free INSET events provide a useful introduction. Alternatively, you can arrange a visit to a centre on another date. Centre staff are occasionally able to visit schools to discuss opportunities with teachers.

It is not necessary to be an 'outdoor expert' to lead a visit to the day centres. The teachers based at the centres aim to give each visiting school the support that is necessary to make each pupil's visit a success.

### **Bestwood (for one or more classes of pupils)**

Bestwood Environmental Education Centre is set in the heart of the mixed woodland of Bestwood Country Park, just north of the city of Nottingham. This former royal hunting forest is now a Country Park and contains a purpose built classroom.

One class of pupils, of all ages and abilities, can be housed inside the classroom but larger groups can enjoy the varied habitats of the 600 acre site. These include: woodland, grassland, lakes, ponds, river and water meadows, and reclaimed industrial land managed for conservation by the Ranger Service in the Country Park. There are permanent orienteering courses set up in the woods, toilet facilities in the park, an adventure playground and boardwalks for pond-dipping.

### **Brackenhurst (for up to two classes of pupils)**

Brackenhurst Environmental Education Centre is set among the farms and estate grounds of the Brackenhurst College Campus of The Nottingham Trent University, Southwell. The centre consists of two classrooms catering for two classes of pupils of all ages and abilities.

Visiting schools have access to the farms, equestrian centre, horticultural areas, animal care unit, Victorian garden and a well established pond with dipping platforms.

### **Perlethorpe (for up to two classes of pupils)**

The centre is based in the former primary school in the village of Perlethorpe on the private Thoresby Estate. There are three classrooms (one developed as a Victorian schoolroom), kitchen, toilets, shower and changing facilities, small art area, playground, wildlife gardens and willow sculptures in the grounds.

St John's church opposite the centre can also be made available to visiting school groups (if booked beforehand). Pupils can enjoy access to varied woodland, river, lake, village, farm and parkland environments around the Estate.

## **General information about the centres and your visit**

### **Availability**

The centres are open every school day, all year round, and by arrangement, during some school holidays.

### **Teaching support provided**

Each centre is staffed by an experienced teacher who is available to plan and work with visiting schools across a very wide range of programmes and activities, linked directly with the National Curriculum, QCA documents and Primary National Strategy. These programmes are outlined in detail in this booklet. A day at any of the centres can be tailored to suit a school's particular needs. Visiting teachers should contact the teacher at the centre as early as possible before the visit to discuss the programme details.

Teaching support by Centres' staff must be booked in advance. At least half a day of direct teaching time can be allocated to each class group. Centre teachers can work with visiting schools to plan and set up activities such as trails and orienteering courses, preparing equipment and activity sheets. The Rangers at Bestwood are often able to allocate up to half a day to visiting groups when this is requested.

Centre staff link with other members of the Learning Outside the Classroom Service, especially the Trailblazer scheme, in order to enable pupils to become independent learners through the Plan•Do•Review process. For further information, contact Hugh McCahon, tel 0115 953 5048.

### **The role of visiting school teachers**

It is not necessary to be experienced in outdoor or environmental education to lead a group at the centres, although teachers leading visits to the centres are responsible for the supervision and behaviour of their pupils at all times. They will need to take an active role in the programme and will need to lead some activities during the visit. They will be supported in the planning and preparation of these activities by centre staff wherever necessary.

### **Centre resources**

Supporting curriculum materials are available to teachers and include planning/assessment ideas, activity sheets, background information and maps. A wealth of practical ideas and details in these materials allow teachers to make the most of the visit for their pupils.

All centres are well equipped with field study equipment, props and blindfolds for sensory work, maps, compasses, clipboards and many more items, including some waterproofs and wellingtons. Please check with centre staff if you are unsure of what is available. Consumables, such as paper, pencils and activity sheets, will need to be brought with you. Teachers' safety rucksacks and any necessary specialist safety equipment are placed in each centre to enable groups to work safely out of doors, but schools will need to bring their own first aid kit for the journey.

### **Health and safety**

Health and safety are given the highest priority at the centres. Centre health and safety codes of practice are updated every year and risk assessments are carried out on all locations and activities. Visiting teachers should read the most recent copy of the 'Introduction to the Environmental Education Day Centres' booklet which is available from the centres, before they bring a group of pupils to the centres. At least one teacher should pre-visit the site - see next page.

Visits must follow your Local Authority's (LA's) policy for educational visits. Risk assessments for the day centres can be found on the internet at: [www.eess.org.uk](http://www.eess.org.uk). Each visiting group should be accompanied by at least one adult with first aid training. Staff at the centres are all first aid trained, but cannot be with all groups at all times.

Schools are responsible for organising their own transport to the day centres. Other than for travel on public service buses or local journeys not on high speed roads, only coaches fitted with seat belts should be hired.

## Activities at the Environmental Education Day Centres

### Charges: April 2009 - March 2010

	per pupil day	per half day centre teacher support	per full day centre teacher support
Nottinghamshire LA Schools	£1.95	£35.50	£71
Schools from other authorities (including Nottingham City schools)	£3.40	£71	£142

The charges to Nottinghamshire schools will be remitted by Nottinghamshire LA in respect of pupils attending the centres who are eligible for free school meals.

Schools will be charged for visits through the 'Sales Database' or by invoice after the visit has taken place. Details of arrangements, including the system for remission for County pupils on free school meals, will be forwarded with confirmation of bookings.

## How to book and prepare for a visit to the Centres

### Complete a booking form

Bookings must be made on one of the standard forms attached at the end of this booklet and available at [www.eess.org.uk](http://www.eess.org.uk). Please photocopy the form if you require more than one booking. A form should be completed in full for each day visit required. Please send the booking form directly to the relevant centre. Try to be accurate in filling in details of the support needed and the size of group you are bringing to the centre, as you will be charged on this basis (see section on charges).

Please make sure you book well before the date of your intended visit. The centres are very busy and we would not like you to be disappointed if the dates you have chosen are already booked. Bookings are accepted at any time during the school year and we recommend you book at least a term before your visit.

### Receive confirmation of your booking

Your booking will be confirmed in writing, together with other details, normally within ten term time days of receipt of your booking form. **The teacher in charge of the visit must read this confirmation letter in full as it contains important relevant information.** Please contact centre staff as soon as possible after this to plan the details of the programme for your day.

### Attend, if you have not already done so, an introductory INSET or planning meeting for the centre.

Teachers leading visiting groups to the centres must have attended an Introductory INSET event or planning meeting relevant to that particular centre. These are provided free of charge and are advertised to schools regularly. INSET events, school closure days and planning meetings can also be arranged to suit a school's individual needs, for example, to help formulate a school environmental education policy or establish National Curriculum subject links with environmental education. **Please contact centre staff directly to book any event or meeting.**

The following INSETs are planned for the next year and take place 4.15pm–6.30pm. If these dates are not convenient, please phone the centre concerned.

Bestwood	Thursday 30 April 2009 Thursday 24 September 2009 Thursday 11 February 2010	Perlethorpe	Thursday 7 May 2009 Wednesday 23 September 2009 Wednesday 3 February 2010
Brackenhurst	Wednesday 13 May 2009 Thursday 8 October 2009 Thursday 11 February 2010		

### Plan your visit

Follow the advice of the centre's teacher planning pack, available at each INSET event or planning meeting. Centre staff will provide more advice if required.



Activities at the Environmental Education Day Centres

<b>Programme</b>	<b>QCA links</b>	<b>Programme contents</b>	<b>Learning outcomes</b> Pupils will:	<b>Centres available</b>
<b>Citizenship, PSHE, Sustainable Development, Religious Festivals (KS 1-4)</b>	<p>PE: OAA 1, 2, 3 dance 1, 2, 3, 5</p> <p>geography: 16, 1, 6, 8, 21, 5</p> <p>science: 2B, 4B, 5B, 6A, 5/6H RE: 1C, 3B, 2C, 5B, 4B, 6F</p> <p>music: 2, 6, 9, 11, 12, 18</p> <p>DT: 1D, 6A, 3D</p> <p>geography: 1, 6</p> <p>science: 2B, 4B, 5/6H</p> <p>art: 1B, 2C, 2B, 3B, 4A, 6C</p>	<ul style="list-style-type: none"> <li>• Co-operative team-building activities</li> <li>• Trust games</li> <li>• Debating environmental issues</li> <li>• Managing and improving the environment</li> <li>• Physical challenges and games</li> <li>• Investigating and contrasting customs, values and lifestyles</li> <li>• Global Village activities (based on stories/myths, festivals, dance and art from around the world)</li> <li>• Diwali</li> <li>• Chinese New Year</li> </ul>	<ul style="list-style-type: none"> <li>• Resolve differences, take responsibility, feel positive about themselves, participate, make real choices and decisions, develop relationships, face new challenges</li> <li>• Talk and write about their opinions and explain their views in debate</li> <li>• Taking action, recognise their own rights and responsibilities, develop understanding of sustainable development</li> <li>• Recognise risks, benefits of exercise, health and safety rules, emergency aid procedures</li> <li>• Develop awareness of similarities and differences and interdependence</li> <li>• Respect differences between people</li> <li>• Know the meaning behind celebrations</li> </ul>	<p>Perlethorpe Bestwood Brackenhurst</p>
<b>Conservation - caring for the environment (KS 1-4)</b>	<p>science: 2B, 1B, 4B, 5B, 6A, 5/6H</p> <p>geography: 25, 1, 6, 16, 8, 21, 5</p>	<ul style="list-style-type: none"> <li>• Practical activities for maintaining, developing or improving a range of habitats: woodlands, ponds and wetlands, wildflower meadows, hedges, wildlife gardens</li> <li>• Learning about habitats and their management</li> <li>• Designing conservation areas</li> <li>• Working alongside professional land management staff</li> <li>• Making bat/bird/insect boxes and a range of animals homes/feeders</li> <li>• Mapwork and interpretative materials</li> <li>• Discover life cycles, food webs/chains in different habitats</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to appreciate the distinctiveness of habitats</li> <li>• Gain critical awareness of the environment and be able to express an opinion</li> <li>• Acquire scientific and geographical skills and vocabulary</li> <li>• Draw sketch maps/plans, improve observational skills and drawing</li> <li>• Develop understanding of habitat management</li> <li>• Develop designing and making skills</li> <li>• Develop ability to interpret the environment for others</li> <li>• Develop appreciation of sustainability issues</li> <li>• Develop awareness of and empathy with the natural world</li> </ul>	<p>Perlethorpe Bestwood Brackenhurst</p>

Activities at the Environmental Education Day Centres

<b>Programme</b>	<b>QCA links</b>	<b>Programme contents</b>	<b>Learning outcomes</b> Pupils will:	<b>Centres available</b>
<b>Contrasting Locality Study (human geography)</b>  <b>(Foundation - KS 3)</b>	geography: 1, 2, 3, 5, 6, 8, 9, 11, 13, 14, 16, 20, 24	<ul style="list-style-type: none"> <li>• Using and drawing maps</li> <li>• Land use survey</li> <li>• Amenity survey</li> <li>• Sketching of features/buildings</li> <li>• Building materials survey</li> <li>• Assessment of environmental quality</li> <li>• Comparison with home area</li> <li>• Planning activity/discussion</li> <li>• Using digital cameras to capture pictures for use back at school</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise similarities/differences between environments</li> <li>• Develop map reading and making skills</li> <li>• Develop skills to assess and record features of the environment</li> <li>• Understand how settlements change over time</li> <li>• Develop critical awareness of the environment and be able to express an opinion</li> <li>• Begin to understand how human activity shapes landscape and land use</li> </ul>	Perlethorpe Bestwood Brackenhurst
<b>Food and Farming</b>  <b>(Foundation - KS 3)</b>	geography: 1, 3, 5, 6, 8, 11, 16, 13, 25, 24  science: 1A, 1B, 1C, 1D, 1F, 2A, 2B, 2C, 3A, 3B, 3D, 3F, 4A, 4B, 4D, 5A, 5B, 5D, 5F, 5/6H, 6A, 6B, 6F	<ul style="list-style-type: none"> <li>• Investigation of modern farming practices and food production processes</li> <li>• Cheese making</li> <li>• Observational drawing</li> <li>• Close observation of a range of farm animals and farming activities</li> <li>• Farm walks</li> <li>• Trailer rides (Brackenhurst)</li> <li>• Farm safety and hygiene and environmental issues</li> <li>• Discussion concerning animal welfare</li> <li>• Using maps and plans</li> <li>• Investigate land use, crop rotation and building use</li> <li>• Investigate the effects of weather on farming</li> </ul>	<ul style="list-style-type: none"> <li>• Develop understanding about the origins of food and how it is produced</li> <li>• Improve observational skills</li> <li>• Develop and express views concerning animal welfare and environmental issues</li> <li>• Understand the importance of safety issues in context</li> <li>• Be able to compare and contrast land and building use with that of their local area</li> <li>• Collect and analyse weather data</li> <li>• Interpret maps, diagrams and charts</li> </ul>	Brackenhurst

Activities at the Environmental Education Day Centres

<b>Programme</b>	<b>QCA links</b>	<b>Programme contents</b>	<b>Learning outcomes</b> Pupils will:	<b>Centres available</b>
<b>Physical Geography (KS 1- 3)</b>	geography: 1, 5, 6, 9, 11, 14, 16, 25, 24  PE: OAA 1, 2, 3	<ul style="list-style-type: none"> <li>• Using and drawing maps</li> <li>• Land use survey</li> <li>• Practise field study skills, e.g. transects, slopes, cross-sectional diagrams etc</li> <li>• Use of compass, co-ordinates, grid references</li> <li>• Field sketching</li> <li>• River and stream studies</li> <li>• Data collection, recording and communication of findings</li> <li>• Identification of geographical features</li> <li>• Pacing and measuring for scale</li> </ul>	<ul style="list-style-type: none"> <li>• Gain confidence in using and interpreting maps</li> <li>• Gain confidence in use of compass</li> <li>• Gain understanding of map symbols and scale</li> <li>• Work together collaborating out of doors</li> <li>• Draw conclusions from evidence and communicate findings to others</li> <li>• Improve observational and recording skills</li> <li>• Draw sketch maps of a river and record its main features including cross section</li> </ul>	Perlethorpe Bestwood Brackenhurst
<b>Habitat Studies (KS 1- 3)</b>	science: 2B, 3C, 2C, 4B, 1B, 5B, 1C, 6A 5/6H  geography: 1, 6, 8, 16, 21, 25, 5, 24	<ul style="list-style-type: none"> <li>• Ponds, streams and rivers</li> <li>• Woodlands</li> <li>• Hedgerows</li> <li>• Grassland/heathland (Bestwood)</li> <li>• Gardens</li> <li>• Comparison of habitats looking at variety, adaptation, food chains/ webs, conditions for growth, seasonal change, life cycles, survival, soils, plants, minibeasts, classification, using identification keys, measuring and recording data using a variety of methods</li> <li>• Conservation/creation of habitats (practical activity)</li> <li>• Tracks and Signs</li> <li>• How habitats change in the winter</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate the distinctiveness of habitats</li> <li>• Develop understanding of how life cycles are linked to the seasons</li> <li>• Be able to use keys and a range of measuring/ recording equipment and methods</li> <li>• Begin to make predictions and draw conclusions from information collected on dataloggers</li> <li>• Develop an understanding of the interdependence of living things</li> <li>• Improve observational, research and identification skills</li> <li>• Develop appreciation of the environment and personal responsibility for its conservation</li> </ul>	Perlethorpe Bestwood Brackenhurst

Activities at the Environmental Education Day Centres

Programme	QCA links	Programme contents	Learning outcomes Pupils will:	Centres available
<b>Life Processes and Living Things</b>  <b>(Foundation - KS4)</b>	science: 2A, 2B, 2C, 4A, 4B, 5B, 6A, 6B, 5/6 H  geography: 7, 5, 24	<ul style="list-style-type: none"> <li>• Close observation of a wide range of small animals</li> <li>• Life cycles</li> <li>• Care for animals, safe handling</li> <li>• Food, movement, growth, nutrition and health</li> <li>• Interdependence and adaptation</li> <li>• Speaking and listening</li> </ul>	<ul style="list-style-type: none"> <li>• Improve observational skills</li> <li>• Gain confidence in handling animals and knowledge of how to care for them</li> <li>• Develop an understanding of life processes, variation, adaptation, life cycles, food webs and classification</li> <li>• Develop understandings of the similarities and differences between animals and humans</li> <li>• Understand the importance of hygiene</li> <li>• Investigate interdependence and adaptation</li> <li>• Learn about animal food, nutrition and health</li> </ul>	Brackenhurst
<b>History Comes to Life</b>  <b>(KS1 - 2)</b>	history: 1, 2, 4, 11, 18  history: 9, 17, 18	<b>Victorians</b> <ul style="list-style-type: none"> <li>• Role play Victorian schooldays in costume (Perlethorpe)</li> <li>• Follow history trail around a village</li> <li>• Observe and draw buildings, technology and architectural styles</li> <li>• Use maps, tape recordings, original documents and artefacts</li> <li>• Use songs, nursery rhymes and games of the time</li> </ul> <b>Evacuees (not Bestwood)</b> <ul style="list-style-type: none"> <li>• Role play evacuation to the countryside</li> <li>• School lessons of the time</li> <li>• 'Dig for Victory' activity</li> <li>• Secret suitcase activity</li> <li>• Visit an Anderson Shelter</li> <li>• 'Find the Spy' trail</li> <li>• Designing and writing postcards home</li> <li>• Use maps, tape recordings, original documents and artefacts</li> </ul>	<ul style="list-style-type: none"> <li>• Develop understanding of people's lives in Victorian times</li> <li>• Develop awareness of the impact of the Victorian era on the environment</li> <li>• Develop understanding of differences between social classes at the time</li> <li>• Improve observational and research skills</li> <li>• Understand what life was like for children evacuated to the countryside</li> <li>• Handle and discuss World War II memorabilia</li> <li>• Work collaboratively out of doors to find solutions to problems</li> <li>• Develop understanding of the impact of war on the countryside</li> <li>• Work on gardening projects</li> </ul>	Perlethorpe Bestwood  Perlethorpe Brackenhurst

Activities at the Environmental Education Day Centres

<b>Programme</b>	<b>QCA links</b>	<b>Programme contents</b>	<b>Learning outcomes</b> Pupils will:	<b>Centres available</b>
<b>Literacy in the Environment</b>  (KS 1-2)		Using books linked with the varied environments found around each centre, 'Storysack' programmes are activity-based, outdoors and include: <ul style="list-style-type: none"> <li>• Shared/paired/group reading of extracts</li> <li>• Building banks of similar or rhyming words from direct experiences</li> <li>• Reading, following and writing instructions for activities</li> <li>• Using reference materials, maps, keys etc for information, note-taking</li> <li>• Problem-solving activities</li> <li>• Discussion and presentation of ideas</li> <li>• Word games</li> <li>• Re-telling, performing stories in their original settings using props</li> <li>• Descriptive writing/poetry from sensory experiences</li> <li>• Interpreting the environment, writing a commentary, interviewing</li> </ul>	<ul style="list-style-type: none"> <li>• Increase vocabulary</li> <li>• Relate book settings to real life experiences</li> <li>• Improve research, recording and observational skills</li> <li>• Work collaboratively out of doors</li> <li>• Be able to express and defend ideas and opinions with increased confidence</li> <li>• Develop appreciation of other writers' work</li> <li>• Sequence extracts from a story</li> <li>• Develop increased awareness of and empathy with the environment</li> </ul>	Perlethorpe Bestwood Brackenhurst
<b>Maths in the Environment</b>  (Foundation - KS 3)	science: 4B geography: 5, 25	Maths trails (with supporting booklets) including shape, symmetry, number, co-ordinates, maps, measuring, estimation, patterns etc. <ul style="list-style-type: none"> <li>• Tree measuring, height, canopy, girth etc</li> <li>• Distance and scale</li> <li>• Compass activities</li> <li>• River speed, depth, cross-sections</li> <li>• Weather recording (including computerised weather stations)</li> <li>• Data collection, recording and handling</li> <li>• Quadrats and transects (recording plant and animal communities)</li> <li>• Using and making charts, diagrams, tables and graphs</li> <li>• Hedgerow/tree dating</li> </ul>	<ul style="list-style-type: none"> <li>• Apply and use mathematics in real life situations</li> <li>• Improve their ability to estimate and predict outcomes</li> <li>• Develop their measuring skills</li> <li>• Be able to present and record data in graphic form</li> <li>• Gain an increased awareness of shape, symmetry and pattern in natural and built forms</li> </ul>	Perlethorpe Bestwood Brackenhurst

Activities at the Environmental Education Day Centres

<b>Programme</b>	<b>QCA links</b>	<b>Programme contents</b>	<b>Learning outcomes</b> Pupils will:	<b>Centres available</b>
<b>Music in the Environment</b>  (KS1 - 3)	music: 1, 6, 7, 8, 9, 11, 13, 15, 21  science: 1F, 5F	<ul style="list-style-type: none"> <li>• 'Soundwalks' – listening for, recording and recreating the sounds heard on a walk</li> <li>• Composition inspired by the environment, e.g. trees, animals, buildings, minibeasts, weather etc</li> <li>• Recreate a woodland, farm or watery environment or atmosphere with musical sounds</li> <li>• Record music and sounds graphically</li> <li>• Making instruments from 'found' natural materials</li> <li>• Sound bingo</li> </ul>	<ul style="list-style-type: none"> <li>• Improve their listening skills</li> <li>• Develop confidence in communicating musical ideas to others</li> <li>• Appreciate the aesthetic value of the environment</li> <li>• Develop their ability to record music graphically</li> <li>• Develop their understanding of musical elements and structure</li> <li>• Develop awareness of the sound properties of natural materials</li> </ul>	Perlethorpe Bestwood Brackenhurst
<b>Orienteering</b>  (KS1 - 4)	geography: 1, 2, 5, 6, 25  PE: athletic activity -1, 2, 3,  OAA - 1, 2, 3	<p>Programmes are based on a progression of skills tailored to the needs of individual classes.</p> <ul style="list-style-type: none"> <li>• Recognition of spatial relationships</li> <li>• Shapes and symbols (keys)</li> <li>• Orientating the map</li> <li>• Map familiarisation</li> <li>• Route planning</li> <li>• Activity trails</li> <li>• Trail, star and cross-country courses</li> <li>• Basic compass work</li> </ul> <p>Orienteering festivals are held for all key stages at centres each term</p>	<ul style="list-style-type: none"> <li>• Improve spatial awareness</li> <li>• Understand use of compass</li> <li>• Recognise shapes and symbols</li> <li>• Work as a team out of doors</li> <li>• Increase confidence in planning and following routes</li> <li>• Be involved in physical activity</li> <li>• Increase awareness of physical environment</li> <li>• Enjoy working outdoors</li> <li>• Understand how to set and walk on bearings</li> <li>• Develop awareness of need to care for the environment</li> <li>• Develop sense of personal responsibility</li> </ul>	Perlethorpe Bestwood Brackenhurst
<b>Outdoor and Adventurous Activities</b>  (KS1 - 4)	PE: OAA - 1, 2, 3  D&T: 1D, 6A  geography: 1, 5, 6	<ul style="list-style-type: none"> <li>• Shelter building (not Brackenhurst)</li> <li>• Team challenges</li> <li>• Co-operation and trust games</li> <li>• Parachute games</li> <li>• Blindfold trails</li> <li>• Orienteering</li> <li>• Journeys/journey sticks</li> <li>• Woodland games</li> <li>• Scavenger hunts</li> <li>• Top Outdoors activities</li> </ul>	<ul style="list-style-type: none"> <li>• Be physically active</li> <li>• Work as a team out of doors</li> <li>• Develop planning and reviewing skills</li> <li>• Become aware of personal skills, strengths and weaknesses</li> <li>• Increase confidence</li> <li>• Learn to persevere</li> <li>• Accept responsibility</li> <li>• Develop awareness of health and safety in outdoor activities</li> <li>• Develop awareness of climatic conditions</li> <li>• Follow and develop instructions and rules</li> <li>• Improve communication skills</li> </ul>	Perlethorpe Bestwood Brackenhurst

Activities at the Environmental Education Day Centres

Programme	QCA links	Programme contents	Learning outcomes Pupils will:	Centres available
<b>Plants</b> (KS1 - 3)	science: 1B, 2B,2C, 3B, 3D, 4B. 5B, 6A, 6B, 5/6H  geography: 5, 7, 8, 21, 24	<ul style="list-style-type: none"> <li>• Investigating conditions for growth and a range of habitats</li> <li>• Parts of a plant</li> <li>• Identification using keys/ classification</li> <li>• Life cycles/processes</li> <li>• Seed dispersal</li> <li>• Diversity of plant structure</li> <li>• Non-flowering plants</li> <li>• Fungal foray</li> <li>• Observational drawing</li> <li>• Conservation issues</li> <li>• Investigate organic methods</li> <li>• Planting and propagation</li> <li>• Develop food chains/webs from direct experience</li> </ul> <p><b>(Some of this programme is seasonal)</b></p>	<ul style="list-style-type: none"> <li>• Understand conditions necessary for growth and how plants are adapted to specific habitats</li> <li>• Understand life cycles/ processes</li> <li>• Improve observational and drawing skills</li> <li>• Be able to use a variety of recording methods and measuring equipment</li> <li>• Be able to interpret data and draw conclusions</li> <li>• Appreciate the diversity of plant forms</li> <li>• Develop awareness of environmental issues and human impact on plants</li> <li>• Appreciate the contribution of plants to food chains/webs</li> </ul>	Perlethorpe Bestwood Brackenhurst
<b>Sensory Explorations Acclimatisation</b> (Foundation - KS2)	science: 1A, 1C, 2D, 1F, 5F,  Art: 2A, 2B, 1B, 3B, 4A, 6C,  geography: 1, 6, 5  music: 2, 6, 9  PE: OAA - 1, 2, 3	<ul style="list-style-type: none"> <li>• Using view finders/'telescopes' to focus attention</li> <li>• Scavenger hunts/journey sticks</li> <li>• Colour/camouflage games</li> <li>• Take a new look at the world – (games)</li> <li>• Listening games</li> <li>• Soundwalks</li> <li>• Recording/recreating sounds</li> <li>• Woodland instruments</li> <li>• Blindfold activities and trails</li> <li>• Woodland games – e.g. 'Prickly, Ticky' (a game of opposites), 'Get to know your tree' (develop descriptive vocabulary)</li> <li>• Woodland perfumes</li> <li>• Scratch and sniff</li> </ul>	<ul style="list-style-type: none"> <li>• Develop awareness of the richness of the environment</li> <li>• Develop increasing awareness of the qualities of materials and environments</li> <li>• Develop descriptive vocabulary and discrimination skills</li> <li>• Improve observation and concentration skills</li> <li>• Learn from experience how our senses compensate when one is deprived</li> <li>• Develop a sense of trust in and responsibility for others</li> <li>• Develop the ability to perceive the environment in a variety of ways</li> <li>• Understand how we learn about our environment through our senses</li> <li>• Enjoy working out of doors</li> <li>• Begin to recognise their own strengths and weaknesses and build on these</li> </ul>	Perlethorpe Bestwood Brackenhurst

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<b>Programme</b>	<b>QCA links</b>	<b>Programme contents</b>	<b>Learning outcomes</b> Pupils will:	<b>Centres available</b>
<b>Weather and Seasons</b>  (KS1 - 3)	geography: 5, 7, 11, 16, 25, 24  science: 4C, 5D, 5/6H  Also links with maths	<ul style="list-style-type: none"> <li>• Use of weather forecasts</li> <li>• Collection and recording of weather data using meteorological and datalogging equipment in a range of locations</li> <li>• Analyse evidence and communicate findings</li> <li>• Investigate the water cycle, formation of clouds etc</li> <li>• Investigate how weather changes over time, seasonal change etc</li> <li>• Use of weather symbols</li> <li>• Discover how weather affects people's and animals' lives</li> <li>• Observe renewable energy technology in action (weather power)</li> <li>• Experiment with renewable energy technology</li> </ul>	<ul style="list-style-type: none"> <li>• Understand weather symbols and forecasts</li> <li>• Improve skills of collecting, recording and communicating data</li> <li>• Develop a greater understanding of daily and seasonal variance</li> <li>• Become aware of the significance of micro-climates</li> <li>• Know how to use a range of traditional instruments and datalogging equipment</li> <li>• Understand how people's and animals' lives are affected by the weather</li> <li>• Develop awareness of how weather can provide renewable energy</li> </ul>	Perlethorpe Brackenhurst
<b>Woodland and Trees</b>  (Foundation - KS4)	science: 1B, 1C, 2B, 2C, 3C, 4B, 5B, 6A 5/6H  geography: 1, 5, 6, 8, 21, 25  art: 1B, 1C, 2B, 3B, 4A, 6C  Also links with maths	<ul style="list-style-type: none"> <li>• Tree identification using keys and reference materials</li> <li>• Trees as habitats and comparisons of sites</li> <li>• Tree-based food chains and webs</li> <li>• Tree life cycles</li> <li>• Woodland structures and management</li> <li>• Sustainable woodlands</li> <li>• History of woodlands, human influences</li> <li>• Conservation activities</li> <li>• Maths with trees</li> <li>• Trees as inspiration for creative work</li> <li>• Woodland art/observational drawing</li> </ul>	<ul style="list-style-type: none"> <li>• Develop understanding of life cycles, food chains/webs, human impact</li> <li>• Become aware of the importance of dead wood to other forms of life</li> <li>• Develop understanding of woodland succession, management etc</li> <li>• Appreciate woodlands as a sustainable resource which needs to be conserved</li> <li>• Improve skills of identification/data collection/prediction/estimation</li> <li>• Appreciate aesthetic value of woods</li> </ul>	Perlethorpe Bestwood



# Environmental Education Day Centre Booking Form

(Please complete in full one booking form for each day visit required)

1. **Centre** for which booking is submitted: \_\_\_\_\_

2. **Dates requested:** (Please give several in order of preference)

a \_\_\_\_\_ d \_\_\_\_\_

b \_\_\_\_\_ e \_\_\_\_\_

c \_\_\_\_\_ f \_\_\_\_\_

**Intended time of arrival:** \_\_\_\_\_ **Departure:** \_\_\_\_\_

3. **Name of school:** \_\_\_\_\_

**Name of headteacher:** \_\_\_\_\_

**Local Authority** Nottinghamshire   
(please tick): County Council

**Other Local Authority or**   
**Independent school**

**Full address of school:** \_\_\_\_\_

**Post code** \_\_\_\_\_ **Tel no:** \_\_\_\_\_

4. **Name of teacher organising and leading visit** (this teacher must be in attendance for the full duration of the visit):

Mr/Mrs/Miss/Ms (please delete) \_\_\_\_\_

Name	Status e.g. teacher, governor, parent etc	Date of attendance at introductory training at relevant centre	Outdoor/environmental/first aid experience/qualifications
Leader:			
Others:			

6. Number of teaching staff:  Number of other adults:

7. Number of pupils:  Year Group(s) (please circle):  
(as accurate as possible)

Nursery Reception Y1 Y2 Y3 Y4 Y5 Y6 Y7 Y8 Y9 Y10 Y11 Y12 Y13

Do any pupils have additional needs or special requirements we should be aware of?  
(visually impaired, wheelchair users etc) This will help us plan your visit.

8. Learning Objectives for the visit:

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

9. Outline programme and activities: Please make contact with centre staff after the booking is confirmed to discuss details of the programme. Please indicate here what kind of support is requested and at what times. The centres can advise you on the level of support you may require for your programme.

am \_\_\_\_\_  
\_\_\_\_\_ am support required Yes (please tick) No

pm \_\_\_\_\_  
\_\_\_\_\_ pm support required Yes (please tick) No

For Perlethorpe bookings, please tick for access to the church:

10. Signature of teacher leading visit: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Headteacher: \_\_\_\_\_ Date: \_\_\_\_\_

(Please note charges apply for visits to Bestwood, Brackenhurst and Perlethorpe.)

When completed, please return to:

For Perlethorpe

Head of Centre  
Perlethorpe Environmental  
Education Centre  
Perlethorpe  
Notts NG22 9EQ  
Tel: 01623 822218  
Fax: 01623 825005

For Bestwood

Centre Teacher  
Bestwood Environmental Education Centre  
Bestwood Country Park Administration  
Alexandra Lodge, Northern Drive,  
Park Road, Bestwood Village  
Nottingham NG6 8UH  
Tel: 0115 975 3782  
Fax: 0115 927 3674

For Brackenhurst

Centre Teacher  
Brackenhurst Environmental  
Education Centre  
Brackenhurst College  
Southwell  
Notts NG25 0QF  
Tel: 01636 817059  
Fax: 01636 817066

**Contacting Perlethorpe Environmental Education Centre**

email [perlethorpe@nottscc.gov.uk](mailto:perlethorpe@nottscc.gov.uk)  
phone **01623 822218**  
fax **01623 825005**  
post **Perlethorpe Environmental Education Centre,  
Perlethorpe, Newark, Notts NG22 9EQ**  
internet [www.eess.org.uk](http://www.eess.org.uk)

**Contacting Bestwood Environmental Education Centre**

email [outdoor.environmental@nottscc.gov.uk](mailto:outdoor.environmental@nottscc.gov.uk)  
phone **0115 975 3782 or 0115 927 3674**  
post **Bestwood Environmental Education Centre, Bestwood  
Country Park, Alexandra Lodge, Northern Drive,  
Park Road, Bestwood Village, Nottingham NG6 8UH**  
internet [www.eess.org.uk](http://www.eess.org.uk)

**Contacting Brackenhurst Environmental Education Centre**

email [outdoor.environmental@nottscc.gov.uk](mailto:outdoor.environmental@nottscc.gov.uk)  
phone **01636 817059**  
fax **01636 817066**  
post **Brackenhurst Environmental Education Centre,  
Brackenhurst College Campus of the Nottingham  
Trent University, Southwell, Notts. NG25 0QF**  
internet [www.eess.org.uk](http://www.eess.org.uk)



**Contacting us**

email [outdoor.environmental@nottscc.gov.uk](mailto:outdoor.environmental@nottscc.gov.uk)  
phone **0115 953 5054**  
fax **0115 953 5078**  
post **Learning Outside the Classroom Service, Green Street,  
The Meadows, Nottingham NG2 2LA**  
internet [www.eess.org.uk](http://www.eess.org.uk)