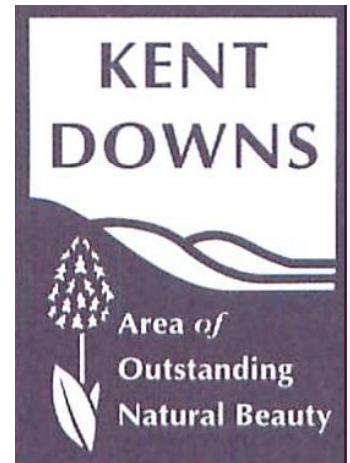


PERRY WOOD EDUCATION PACK

Discover Perry Wood

Ed. Ian Coulson



Children are the future. If you give them access to the countryside, they'll protect it, it should be obligatory for all school children to experience the countryside

Kate Humble, BBC wildlife presenter

This pack of materials provides a new resource for teachers and pupils who visit Perry Wood.

The aim is to show how the woods can be used for the study of local history and a range of other subjects. The pack includes a selection of background information sheets and activities for use in the classroom before, after and during a visit. Although aimed primarily at Key Stage 2, many of the ideas could be used with older children. The pack includes:

- Practical ideas
- Enquiry based approaches to learning
- Suggestions for work in a variety of subjects

All the resources focus on the woods and the contribution their study can make to the curriculum. There are suggestions for further reading and sources for additional information. This first section provides background information for teachers. There pupil activity sheets, teacher support materials and information sheets.



Further copies of this pack and information about Perry Wood can be obtained from:

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Introduction

Perry Wood offers a huge range of educational resources in a small area. The woods provide schools with an opportunity to raise awareness of the importance of rural areas and understand the importance of their preservation. To do this effectively it is important to understand the natural and cultural heritage of the locality. This pack offers some starting points for teachers and pupils.

The main resources that Perry Wood has to offer are :

Trees and other wildlife. A rural landscape of mixed woodland providing a habitat for many different species of birds, mammals, insects and plants. The woods include an area of 'heathland' quite unlike much of the surrounding chalk downland.

Geology. The site is made up of steep slopes of pebbles and sand, the residual deposits from an old sea-bed and very different to the nearby chalk downland landscape.

Views. You can see for miles across many different landscape character areas. It is possible to see the sea at Whitstable and the Isle of Sheppey, Blean Woods, Sandwich, Kings Wood, Wye Downs, Lees Court at Sheldwich and much of the spine of the Mid Kent Downs.

History. Perry Wood is a place that people have been drawn to since prehistory. There have been finds of Mesolithic flints from temporary camps from eight thousand years ago, a man-made Earthwork from around Roman times and evidence of an old medieval Windmill. Maps, documents and reports tell of a Semaphore Tower from the Napoleonic period and census returns give us clues about people who lived here during Victorian times. There is a great deal to learn about how people used to manage woodlands in previous centuries and the challenges that face us all today.

Perry Woods offers a varied environment for education and recreation. The resources in this pack are interrelated and could give rise to valuable enquiry based and thematic studies. There is considerable potential for story development on many different levels, from how the gravel geology gives rise to the plants that grow here and the insects that feed on them, to more profound levels of reflection on how people and Perry Wood have developed together through time. There's also considerable opportunity for learning about the outdoors and enormous potential for outdoor art projects.

Subjects

The most obvious subject areas which could be covered by activities in Perry Wood are geography, history, science and art and design, so specific reference is given to these subjects.

Ultimately, however, all key skills can be transferred to the outside world and there's not an area of the curriculum that couldn't be covered in a trip to Perry Woods! The fresh air and the walk up to the top of the steep gravel slopes will definitely contribute to physical education and personal health. You can cover aspects of English and Music in studying poems and songs about the landscape.

There is something very special about places like Perry Wood, which we can all share, and which we need to understand so that its future is secured for future generations.

Cross-curricular elements, Sustainable Development and Eco-Schools.

There are huge cross-overs between subject areas when it actually comes to learning in a natural environment such as Perry Wood. The landscape is essentially one system within which people and animals interact over time, and of course that landscape is part of a global system, which can also be observed at this local level. The activities in the pack are designed to implement main subject areas within the curriculum, but to recognise interrelationships between subject areas and touch on elements such as sustainable development and wider-scale dimensions, relating these to the children's local environment and everyday lives.

To further enhance the children's understanding of the 'think global act local' ethos, their learning activities in Perry Wood could help to boost their commitment to attaining 'Eco-School' and 'Sustainable School' status.

Remember... always prepare carefully for a site visit. Refer, in Kent, to the Outdoor Education Unit that was established in April 2003 following recommendations issued by the DfES in August 2002. They advise and support LA Schools and Youth Centres on all issues relating to Educational Visits. Consult Clusterweb for the most up-to-date information
<http://www.clusterweb.org.uk/policy/offsite.cfm>

Activity and Information sheets

Activity Sheets

1. Time Line cards
2. Time Line cards answers
3. Spotters Guide
4. Spotters Guide answers
5. Time Line cards
6. What can the archaeology tell us?
7. Lidar Perry Wood
8. Lidar questions
9. Gatefold template and question sheet
10. Who worked on the site?
11. What to look for...a post mill
12. How tall is the windmill?
13. Grind through history
14. A conversation piece
15. Starter activity
16. Where should I build
17. Sort cards mills set
18. Poetry
19. Recording verbs
20. See hear smell think say
21. See hear smell think say 2
22. What do you think
23. Windmill music
24. Design a scarf or tie
25. Perry Wood Mill line drawing
26. Perry Wood Mill line cutaways
27. How did they make bread?
28. Making 3D model Perry Wood
29. History Detective record Sheet
30. All our senses
31. Mini beast explorer
32. Insect worksheet
33. Draw Perry Wood
34. Making a Journey Stick
35. Perry Wood Mini Beast Detective
36. Perry Wood Time Traveller
37. Perry Wood TTraveller Blank
38. What causes path erosion?
39. Design an Interpretation Board

Teachers' Guide

1. School Trips information
2. Location
3. Public rights of way
4. Discovery Walk for Children
5. Photographs
6. Perry Wood through the Seasons
7. Science
8. Geology
9. Geography
10. History
11. What is an AONB?
12. Place names
13. The Semaphore Station
14. About the mill
15. Chillenden Mill
16. Coles Finch visit
17. Mill poem 1867
18. Windmills reading list
19. Coppicing
20. Design a visitors centre
21. Design a visitors centre 2
22. Census online
23. CFinch Photos
24. What causes path erosion?

Planning your Project

Project work can be highly motivating for pupils. Combined with the stimulus of a visit a project can provide a personalised learning journey for each pupil.

Introducing the project and its various stages is important so that pupils can have a clear picture of what they will be doing, what is expected of them. Openness about the work and discussion at each stage will encourage an effective pupil voice linked to clarity about the purpose of the work.

When considering a visit to Perry Wood it is important to consider:

- how the site and visit will fit into the curriculum.
- what potential the wood offers as an educational resource. There is a range of supporting materials that can be used to supplement the visit and encourage children to use a variety of different sources of evidence for their study, be it scientific, historic or artistic.
- how a visit to the woods suggests a range of questions. Investigative questions should form the basis of any visit and study. For example, 'why has the wood changed over time?' Why was the pulpit built?'
- how there are numerous skills that can be developed in a study ranging for historical and scientific investigation including the important skills of recording, measuring and drawing.
- how much interest and enthusiasm a visit may engender as part of the existing scheme of work.
- how the 'wow' factor should not be underestimated especially if the children studying the area are able to visit the woods.

Setting the planning in context is very important. The context for work in history is the historical time frame with an understanding of the development of the landscape. Work on the geography of the site also needs to be set in a wider knowledge of the topography of the area.

All planning for investigative work requires some careful thought about key questions that start with what the children know and understand.

- How has the landscape changed?
- What were the woods used for by people in the past?
- What is the story the landscape?

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- Why did people build a mill and a semaphore station and how do they work?

Preparatory work prior to a site visit is vital. Some introduction to the skills and information about the woods is essential. For example, if art is to be the focus of the visit pupils should experiment with pens, pencils or paints that they will be using on site so that they are familiar with the techniques of using tone, colour and line.

Before the visit look carefully at what sort of activities that might be most appropriate. Be very clear about what you need from the visit for the children. If it is your first visit to the site look for:

- Things that the children will relate to through modern equivalents
- Things that move
- Things that can be handled
- Places where there are unusual shapes, materials, colours and textures
- Dramatic views
- Interesting details
- Aspects of the site where children can work out that things have changed over time

On site the pupils need to record information and observations without spending all their time with their noses in a worksheet. Getting a good balance is important between looking, getting the children to see the details and making inferences and recording.

Making use of digital camera can help record very quickly a wide range of details that can then be used for reference and display following the visit.

Throughout the investigation pupils should be encouraged to talk about their experiences and where possible their curiosity should be encouraged and developed.

Two aspects of visiting the woods are worth emphasising. The first is the importance of safety on site. Woods are not the easiest places to navigate around so it is important that pupils are especially careful.

Highlighting the nature of the locality is also important, bringing to the fore the ways that people in the past sought economic well being in the landscape through technology and technical innovation. Making use of the maps and historical ephemera on site is important. Give the children several maps, both old and new for them to lead the navigation through the woods.

Evaluating the visit is important for both staff and pupils. Back in school, after the visit, pupils should be encouraged to make an assessment of not just

whether they enjoyed the experience but specifically what they have learnt. This will be easier for the children to express if the learning intentions are clear and have been reinforced throughout the investigation.

The intention of this pack is to provide materials that encourage pupils to investigating the woods and the landscape and to:

- encourage observation, recording and deduction.
- relate the shape of the landscape of the past to what the pupils can see today and how it has changed over the years.
- show how maps illustrate change and continuity
- illustrate to pupils what social and working conditions were like in the past
- provide a context for discussing difficult issues related to development and conservation
- enable pupils to use a variety of historical sources including documentary, pictorial, oral and archaeological evidence
- develop the ability to communicate information, observations and conclusions about the woods
- understanding of cause and effect of change and development
- understand the context of the historic site, its chronology and the sequence of events that took place on the site and the broader historical context of the site
- show the strengths and weaknesses of archaeological remains as historical evidence

Enjoy your visit.

Thanks to all those who have worked on researching Perry Woods, to those who have prepared various activity sheets and educational guidance. This pack provides some new material and brings together a selection of resources that have been prepared and used but not been previously available.

For more information contact the education team at West barn, east Brabourne or email : mail@kentdowns.org.uk