

# PARKLAND WALK EDUCATION PACK



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# An Introduction to the Pack

This education pack has been written to provide teachers with a way of making the most of the Parkland Walk Nature Reserve as an educational resource for the delivery of the National Curriculum. The activities and lesson plans are all designed to make the very best practical educational use of the Parkland Walk and offer teaching staff the opportunity to undertake work both in and out of the classroom. Within the pack are fully resourced lesson plans and follow up work including photocopiable activity sheets and supporting resources.

The aim of the pack is to make an educational visit to Parkland Walk as easy and educationally valuable as possible. All lesson plans are aligned to the National Curriculum and QCA schemes with clear learning aims, objectives and outcomes.

## The Aims of Environmental Education



To give children a greater understanding and awareness of their natural environment through first-hand experience.



To foster a caring and responsible attitude towards the environment.



To appreciate our dependence on the natural world, and our place in it.



To meet the environmental education elements of the National Curriculum.

## The management of the Parkland Walk

The Parkland Walk LNR runs through the boroughs of Islington and Haringey and is jointly managed for wildlife and the community by their Nature Conservation Teams. For more information on how the site is managed and the other events and educational activities that take place throughout the year you can contact:

ISLINGTON ECOLOGY CENTRE on 020 7527 4374  
Haringey Nature Conservation Team on 0207 354 5162


## Caring for the site and your class

The Parkland Walk is there for everyone to enjoy and that includes the wildlife. By following a few simple steps when you visit the reserve, you can help ensure the reserve remains a place of beauty and a valuable wildlife refuge.


Please don't pick flowers or other objects without **permission**. Remember many wildflowers and plants are often poisonous! If you want to take a few fallen leaves back with you that's ok!

Try not to make too much noise. The Parkland Walk is always an exciting place to visit, but too much noise will scare away all the things you have come to see.

# An Introduction to the Pack



Living plants and animals must be studied in their natural habitats to minimise disturbance and stress to the animals, and to reinforce the idea of caring for living things. Don't take any living things back to school. You should know that a classroom of noisy children is not the most relaxing of environments!



Try and keep to the paths that are marked out. It is always great to have an explore off the beaten track but there are many small and rare wild flowers, that could be trodden on or disturbed, as well as nesting birds.



The Parkland Walk is a great place to have a packed lunch but remember to take your rubbish away with you or use the bins provided along the Walk.




## Health and Safety

Teachers and supervisors are responsible for the safety of the children at all times. They should:



Instruct children about appropriate behaviour to prevent accidents or getting lost.



Make sure children wash their hands after all outdoor activities, and before any food is consumed.



Ensure children wear suitable outdoor clothing for the activities.



Prevent children eating berries, nuts and fungi found along the reserve.



Carry a First Aid kit during outdoor activities.



Always visit the site before you take your group and carry out an appropriate risk assessment.



**Once you have followed these simple rules remember the most important thing to do - Enjoy Yourself!**

## Getting to the Parkland Walk

The Parkland Walk Local Nature Reserve runs from Finsbury Park to Muswell Hill and is a former railway line. The walk is over 3 miles long with numerous point of entry along its length (see Parkland Walk Map).

To get to the eastern end of the Parkland Walk (Oxford Road) the following public transport can be used:

Train: Crouch Hill Station

Bus: W3 / W7 from Finsbury Park Station

To get to the western end of the Parkland Walk (Holmesdale Road) the following public transport can be used:

Train: Highgate tube

Bus: 134 from Muswell Hill or 43 from Archway Road



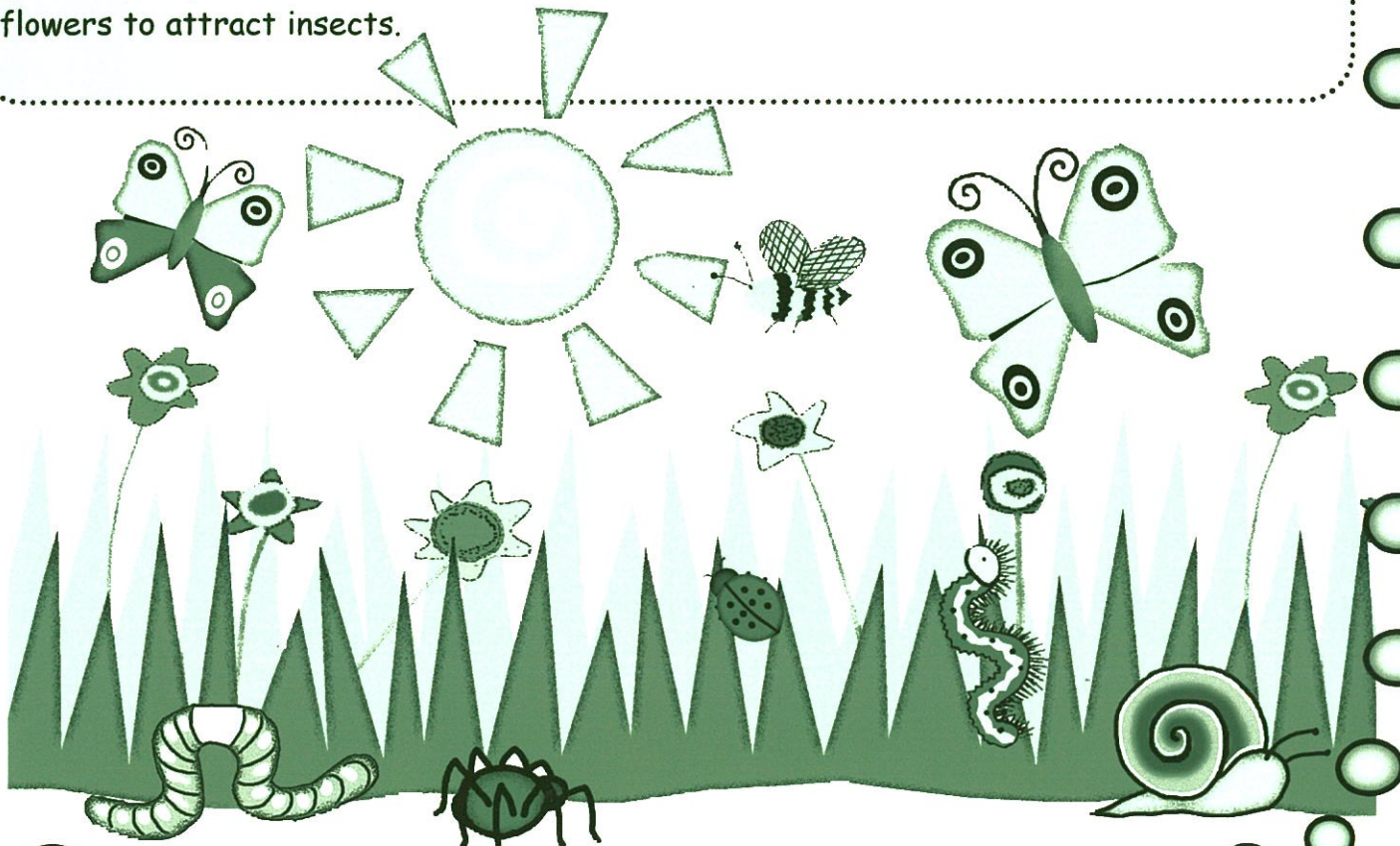


## The Habitats of the Parkland Walk

### The History of Meadows

Meadows are a result of Britain's grazing land and are a very important habitat supporting a variety of unique plants and animals. As farming has become much more intensive using herbicides and artificial fertilisers, over 50% of our wildflower meadows have disappeared in the last 50 years.

While meadows contain many different wildflowers, the grasses that they support are just as important although not as colourful. The reason for this is that they are pollinated by wind and therefore don't have to produce brightly coloured, scented flowers to attract insects.



### Grassland Meadows at the Parkland Walk

The Parkland Walk has a number of small wildflower meadows along its length. One of the most unique of these is the area of acidic grassland located at post 8. Acidic grasslands can be found where the soil is slightly acidic and has characteristic animals and plants that are associated with it such as the plant Mouse-ear Hawkweed.

These meadow areas contain a wealth of wild plants from grasses like Common Bent to wildflowers such as Meadow Cranesbill. These meadows also provide home to a tremendous variety of invertebrates from colourful butterflies such as the Small Tortoiseshell to a rare relative of the wood ant *Formica cunicularia*.

# Teachers Notes



## What is a Habitat?

A habitat is the place where living things live. It is more than just a home, and includes the whole surrounding area from which living things are able to obtain all the things they need to live. Most animals and plants are specially adapted to survive in a particular habitat, and have developed special features to suit the demands of their environment. As a result, different habitats support different plants and animals.



A habitat may consist of a single area or it can be broken down into several micro-habitats. For example, a woodland could be a habitat, but a tree in the woodland, that supports lots of different animals and plants, could be a micro-habitat. Each organism in a habitat has a niche, meaning the place to which it is most suited. Many different organisms can live in close contact, each with their own niche. This is called a community.



Woodland Food Web

# Lesson Plan



## Aims

The session gives pupils an insight into the Habitats and the plants and animals that live on the Parkland Walk. Pupils will investigate what it is like to live in a woodland and a meadow. They will make predictions based upon their prior knowledge about what they might find in a particular habitat and why.

National Curriculum Links - Science

SC2 Life Processes and living things: 2b, 4b, 5a, 5b, 5c

QCA Schemes - Science

Unit 4B Habitats

## Learning Objectives



To identify different types of habitat.

That different animals are found in different habitats.

To make predictions of organisms that will be found in a habitat.

To observe the conditions in a local habitat and make a record of the animals found.

To use keys to identify local plants or animals.

To pose questions about organisms and the habitat in which they live.

To make reliable observations of organisms.

To indicate whether their predictions were valid.

## Learning Outcomes

Identify local habitats and recognise those which are similar in scale or diversity.

Recognise that animals and plants are found in many places.

Make and justify a prediction e.g. the snail will be under a stone because it is damp there.

Describe a habitat in terms of the conditions e.g. leaf litter is cool, damp and dark.

State that animals and plants are found in some places and not in others and explain why.

Use simple keys to identify local plants and animals.

Make observations which are relevant to the question under investigation.

Draw conclusions which match the observations made and relate these to their predictions and to their knowledge about the habitat.

# Lesson Plan

## Before the Visit



Using photographs and pictures of animals and plants ask the class where they think different animals and plants might live and why. Introduce to the group the idea of a habitat and the habitats they are going to be looking at.

What do they think might live there?

Why do they think they these organisms might live there?

What do they base these predictions on?



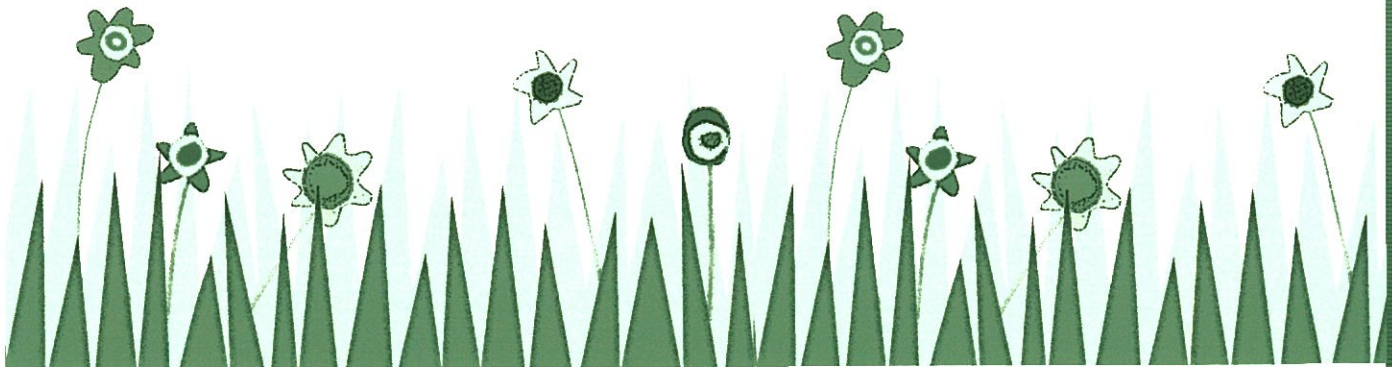
## At the Walk

The meadows and woodland are the two main habitats that can be found along the Parkland Walk. Areas of woodland can be found at points (7) & (12) on the map while areas of meadow can be found at points (4) & (8)

Having identified the areas that you are going to compare, remind the group of what a habitat is. Get the children to form a listening circle to prompt them as to what might live in each habitat.

## Exploration

Break the class up into groups. Using the habitat worksheets get each group to make observations about the habitat. Use the mini-beast ID sheets to help you, Remember to emphasise the importance of making an observational drawing. This information tells you most about how an animal is suited (adapted), to its habitat and can therefore be used for follow up work.



## Rounding up

Bring the class back together. Comparisons can be made between their predictions and findings. Why do they think there are differences?

# Habitats



# Lesson Plan



## After the visit

Below are a list of ideas for follow up work so as to extend the concepts and ideas learned at the Parkland Walk.



### Populations

A habitat is made up of lots of different populations of species. By getting pupils to put the numbers of each organism that they counted into a data base the populations of the different habitats and the species they contain can be compared and contrasted.

### Home needed



Using the Home Needed worksheet pupils can further their understanding of what a habitat is and what can be found there by investigating an animal of their choice and outlining the kind of things it requires from its habitat. For an example, a snail might need somewhere damp and dark or a caterpillar might need somewhere where there is lots of succulent leaves to eat.

### Wrong Habitat

This is a slight variation on the above. By looking in magazines and books you can find pictures of animals not in their regular habitats. Discussion can be undertaken into why they are not suited to those habitats and the adaptations that they have that help them live in another habitat.



### Imaginary Habitats

An excellent art and design activity. By giving the class an imaginary habitat with imaginary conditions, pupils must design an animal (or plant) that is adapted to that habitat. E.g. Fire Island where animals might have fire proof skin and produce water to cool themselves down.

### Camouflage



This activity gets pupils thinking about why animals have different colouration and how this is important if they are to fit into their habitat and reduce the chance of getting eaten. Make a template of a particular animal (a chameleon is a good one). Give each pupil a sheet of patterned wallpaper. Then using scrap materials they must colour the shape to blend in with the wallpaper. An alternative slant on this is getting pupils to colour their chameleons so that they fit in with the colour of a habitat in the school grounds. You can then play a game with them by getting them to hunt for their camouflaged animals in a hedgerow or other habitat.

# Habitats

# Habitat Worksheet



## Habitat

2

What is the name of this habitat?

.....

Use 3 words to describe this habitat

1.....

2.....

3.....

Look at the plants and write how they look, smell and feel.

Remember not to pick them!

Look

Smell

Feel

.....

.....

.....

.....

.....

.....

.....

.....

.....

Does this area feel damp?.....

Have a look around this area can you see your shadow?

YES/NO

.....

Plants need light to grow. Are there any plants growing on the ground of this habitat?

.....  
what is the main colour that you can see in the habitat around you?

.....

# Meadow Habitat Worksheet



Name.....

Animals live and feed in particular areas these are called HABITATS. Today you are going to explore and compare 2 different HABITATS

## Habitat

What is the name of this habitat?

1

.....

Use 3 words to describe this habitat

1.....

2.....

3.....

Look at the plants and write how they look, smell and feel.

Remember not to pick them!

Look

Smell

Feel

.....  
.....  
.....

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.....  
.....

Does this area feel damp?.....

Have a look around this area can you see your shadow?



Plants need light to grow. Are there any plants growing on the ground of this habitat?

.....  
what is the main colour that you can see in the habitat around you?



# Meadow Habitat Worksheet



Use the invertebrate ID sheets to find out the names of the invertebrates that you find

What is my name?

Where in the habitat did you find me?

How many of me did you find?

.....  
.....  
.....  
.....

.....  
.....  
.....  
.....

.....  
.....  
.....  
.....

Draw a magnified picture of one of the invertebrates that you have found

What colour am I?

What is my name?

How do I move?

Swim

Walk

Crawl

Wriggle

Hop

Jump

Fly



## Habitats

# Meadow Minibeasts ID Sheet



Caterpillar



Peacock  
Butterfly



Ladybird  
Larva



Spider



Dragonfly



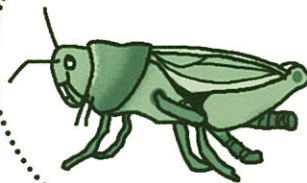
Ladybird



Harvestman



Grasshopper



Wasp



Moth



Fly



Damselfly



Tortoiseshell  
Butterfly



Snail



Red Admiral  
Butterfly



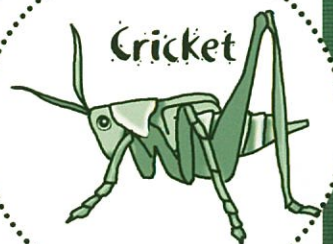
Bumble Bee



Ant



Cricket



Habitats

# Woodland Habitat Worksheet



Use the invertebrate ID sheets to find out the names of the invertebrates that you find

What is my name?

Where in the habitat did you find me?

How many of me did you find?

.....  
.....  
.....  
.....

.....  
.....  
.....  
.....

.....  
.....  
.....  
.....

Draw a magnified picture of one of the invertebrates that you have found

What colour am I?  
.....

What is my name?  
.....

How do I move?

Swim

Walk

Crawl

Wriggle

Hop

Jump

Fly



## Habitats



## **SNAIL**

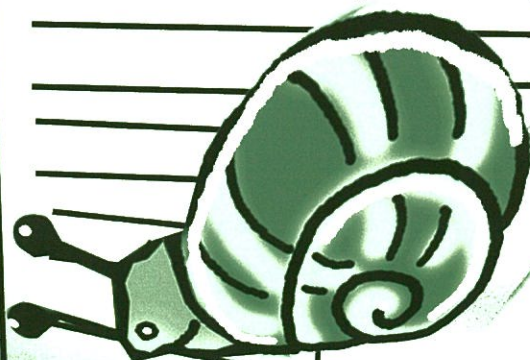
## **MONTHLY**

*Homes needed*



*Sammy snail*

*Looking for a place  
to live must be dark  
damp, preferably  
under leaves and  
have plenty of space  
to leave my trail*



# Home Needed Worksheet



Get the children to pretend that they are an animal. Get them to write an advertisement for the "Creature Comforts Newspaper" outlining the type of home their animal might be looking for. Use the example to help them.

## Creature Comforts Newspaper

Picture

Home Needed

Home Needed

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# Lesson Plan



## Aims

The session will give pupils an insight into plant life cycles, specifically seed dispersal and seed dispersal mechanisms. Pupils will investigate how seeds are dispersed along the Parkland Walk making close observations of seed structure. The session will also give an insight into the process of decomposition as part of the life process of a plant.

**QCA Schemes - Science**  
Unit 5B Seed Dispersal

**National Curriculum Links - Science**  
SC2 Life Processes and living things:  
1a, b, c, 3a,b,d,4a,b,c

## Learning Objectives

- To identify different types of Seed.
- That different plants produce different seeds.
- That seed germination is dependent on a number of factors such as light, water, soil, air.
- That seeds can be dispersed in a variety of ways and different seeds have different dispersal mechanisms.
- To make close observation as a means of identifying the dispersal mechanism of a seed.
- To understand the stages of decomposition and that this process is part of a plant's life cycle.
- That many fruits and seeds provide food for animals including humans.



## Learning Outcomes

- Explain why seeds need to be dispersed e.g. to have the best chance of growing into a new plant.
- Explain that seeds are dispersed by water, wind, explosion and animals e.g. dandelions have parachutes and are dispersed by wind.
- Identify by observation how an unfamiliar seed might be dispersed.
- Suggest reasons why some seeds may not grow into plants.
- State the stages that are involved in the process.

# Seed Dispersal & Decomposition



## Seed Dispersal

After a flower has been pollinated seeds are produced. Flowering plants that produce seeds are called angiosperms. All seeds have three main parts: the outer covering or seed coat, the embryo or baby plant and a food store or endosperm.

The food store is the seed's only source of nourishment as it grows underneath the soil. Once the seed grows a shoot above the ground, photosynthesis takes over to produce food for the whole plant.

Seeds are dispersed in many different ways to ensure that the new plant can grow with enough soil and light, and get the best start in life.

These seeds have to be very light and can be scattered over wide areas. The dandelion is a good example, producing many small seeds which are very light and are attached to a small feather parachute.

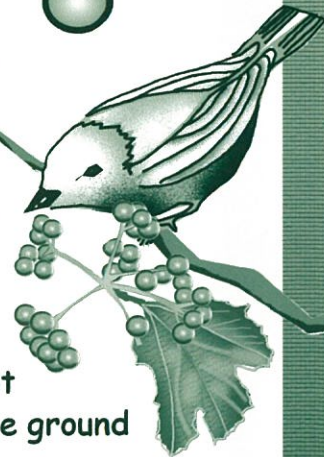


**Fact** - The dandelion gets its name from the French 'dent de lion' which means lions tooth, because its seeds are pointed like teeth.

## Animals and Birds

Some plants produce seeds which are inside a case and have sticky hooks called burrs. These hooks can get caught on an animal's fur and be carried to a different area.

Many plants produce juicy fruits which contain their seeds, such as blackberries. These are eaten by birds and animals. The seeds are not digested and pass through their body. They then get deposited on the ground through their droppings.



## Explosion

Some seeds are found in pods and are truly explosive. When the wind and sun dry them out they burst open spreading their seeds.

## Water

Some seeds are designed to float. For plants that live by water this is a useful way of dispersing their seeds, like coconuts.



# Lesson Plan



## Before the Visit

Use the background information to get the children thinking about seeds. Use vegetable seeds to show them the different shapes, colours and size. Ask the children to tell you why plants produce seeds. Discuss the various ways that seeds can be dispersed and choose an example of each type, such as wind - dandelion; water - coconut. Can the children say why the seeds need to be carried away from the parent plant? What might happen if all the seeds landed in the same place?



## At the Walk

Seed dispersal can be studied all along the Parkland Walk which has many mature trees and lots of wildflowers. Using the Seed Dispersal Worksheet get each child to look under a tree that they like the look of for seeds. See how many they can count.

## After the Visit

Get the class to study the seeds that you have collected from the reserve more closely using a hand lens. What features do they have which are adapted for dispersal? Do the wind scattered seeds have something in common? Do the seeds that stick to animals' coats look similar in any way?

Study the dandelion and sycamore seeds in more detail. Get the children to look closely at their structure. Ask them to find out why they fly so well. What do the different seeds remind the children of?

Dandelion seed - a parachute?



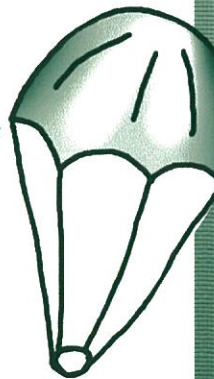
Sycamore seed - a propeller?



Get them to test the two different types of seed. What happens if you drop them upside down? What happens if parts of the parachute or propeller are cut off? Do both seeds fly if they are wet? Ask them to record their observations and discuss their findings.

Challenge the children to: **Make a Model Parachute**

The children must make a parachute that will gently carry a small seed, such as a grain of rice, to the ground. Allow them to decide on what materials they will use. Get them to design a fair test and compare their designs. Encourage them to make predictions about which design they think will work best.



**Make a Model Propeller**

Using the Propeller Design Sheet get the class to make their own sycamore propellers. Allow them to decide on the type of paper they will use. Get them to design a fair test and compare their designs. Encourage them to make predictions about which design they think will work best. How far does each one travel? What happens if they are dropped from a higher height? What happens if they add more paper clips? How does the size of the propeller effect how far it travels?

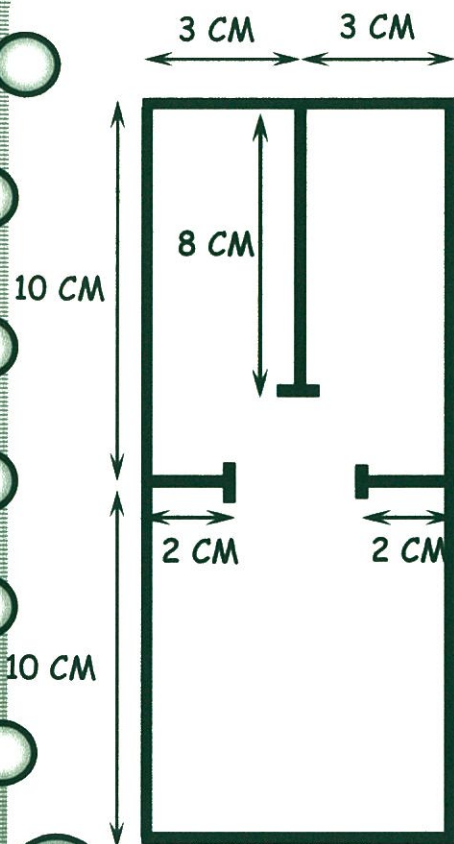
**Grow your own**

Whilst at the reserve get the class to collect a number of the seeds that they find (only the seeds from trees). Try growing them in pots at school. Keep them outside and record and monitor the growth. Remember it's National Tree Week at the end of November and Seed Gathering Sunday on the second Sunday in October.

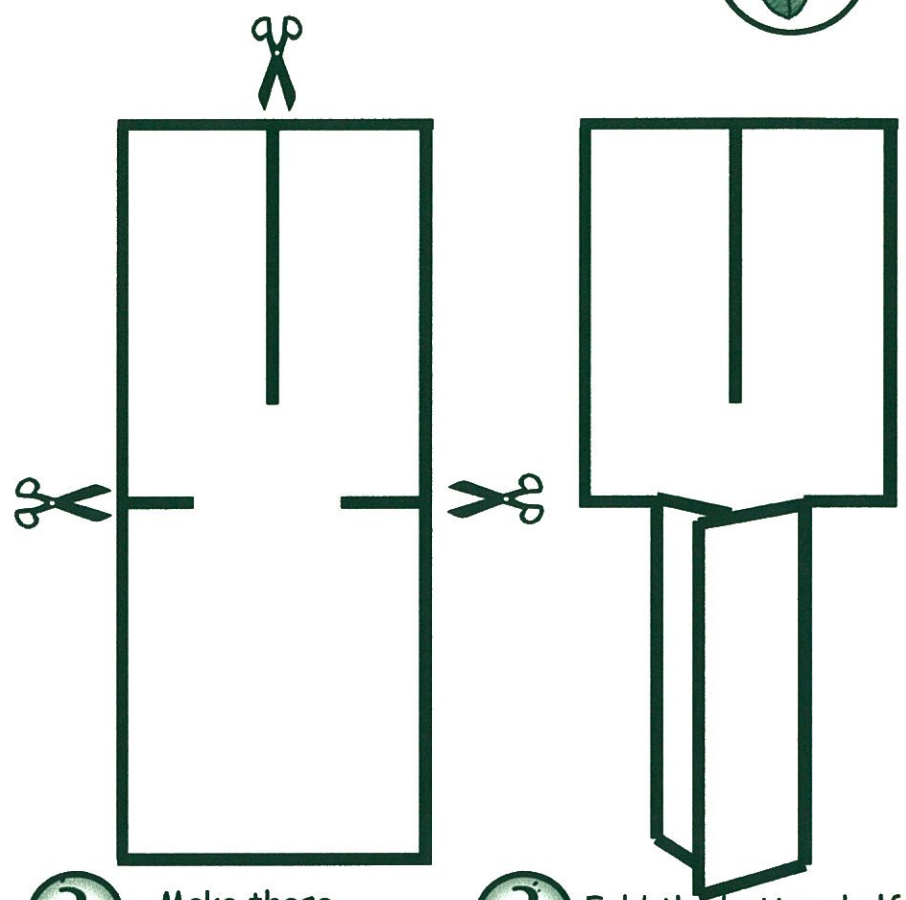
# Seed Dispersal & Decomposition



# Propeller Design Sheet

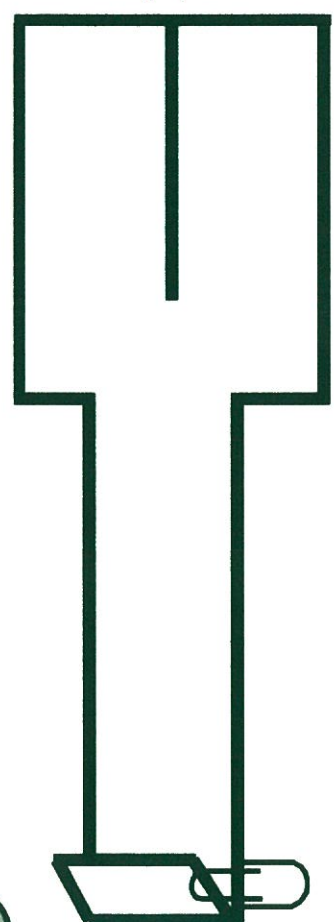


1 Measure and mark the paper

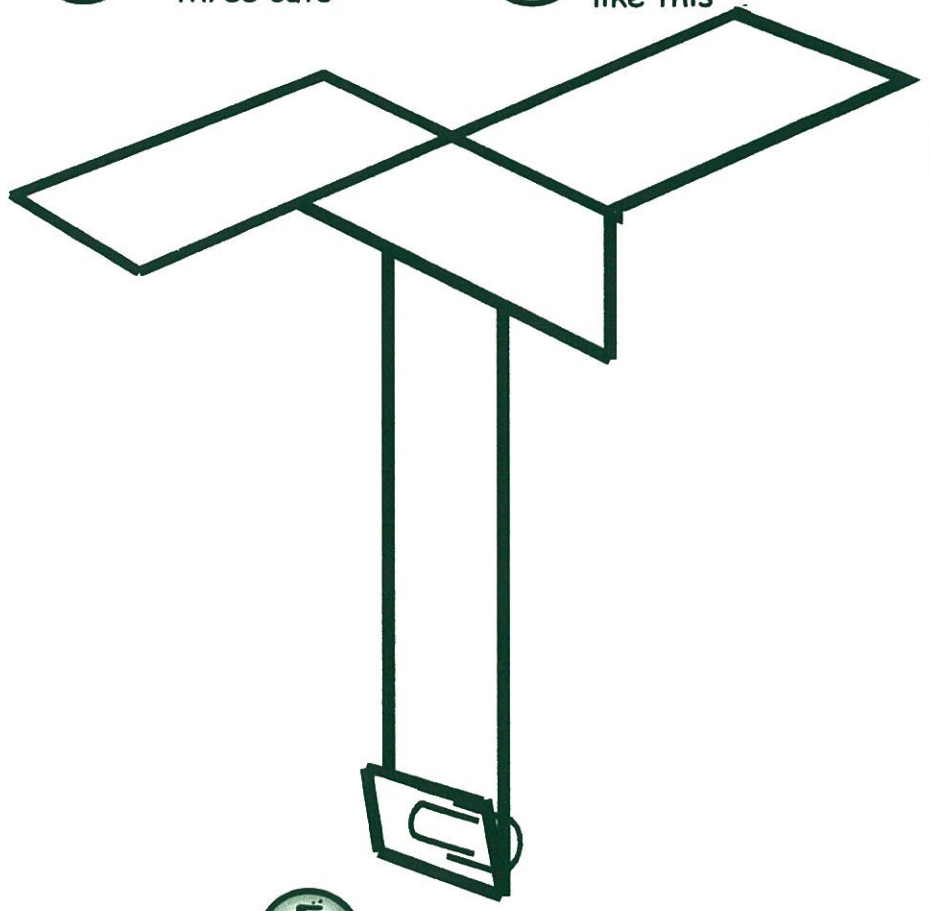


2 Make these three cuts

3 Fold the bottom half like this



4 Bend the end up and clip



5 Fold the wings

# Seed Dispersal Worksheet



1

Plants like trees produce seeds that can grow into new trees. Choose a tree you like. Look under the tree and tick the circle that shows approximately how many seeds you can see.

less than 10

10 - 30

30 - 50

More than 50

More than 100

2

The seeds need light, water and space to grow. Stand under a tree and look up. Can you see many gaps through the branches. How much light can you see getting through?

There is not enough light under the tree canopy and the seeds need to move to areas where there is more light. Seeds have different ways of dispersing (travelling)

3

Seeds travel (disperse) in different ways. Try and find as many different types of seed as possible. Look closely at the seed and see if it gives you any clues that tells you how it travels (dispersed)

Ring the words that describe the seed

Draw the seed

What do you think is the method of distribution for this seed?

Sticky **COLOURFUL**  
**fluffy** HEAVY  
**HARD** LIGHT **SOFT**  
 HOOKED **WINGS**

**COLOURFUL** LIGHT  
 HEAVY HOOKED  
**SOFT** **fluffy** **HARD**  
**WINGS** Sticky

HOOKED HEAVY  
**COLOURFUL** Sticky  
**SOFT** **LIGHT** **fluffy**  
**HARD** **WINGS**

# Seed Dispersal Worksheet



leaves fall off deciduous trees in autumn to help them save energy during the winter. As leaves die they change colour.



4

Look around you - colour the leaves on your sheet to match some of the leaves that are on the ground



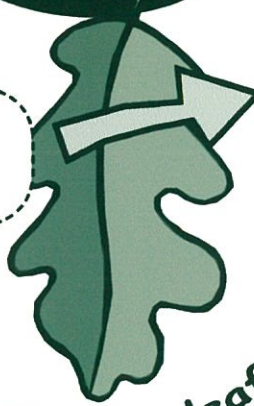
Once the leaves have fallen they are broken down and turned into soil by a process called decomposition. The materials in the leaves are returned to the soil. Below is the story of decomposition.

5

Look on the ground below the trees along the Parkland Walk. Tick the parts of the Decomposition Cycle that you can see.

A

An autumn leaf falls



B

Holes are eaten by bark lice, fungi and bacteria



C

Other invertebrates continue munching



E

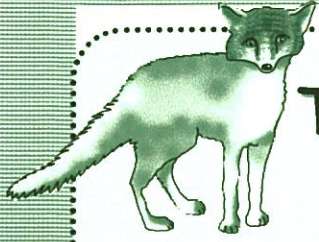
When it is broken down earthworms eat what's left, pulling it into the soil



D

Snails, millipedes & woodlice make the leaf into a skeleton





## The Habitats of Parkland Walk

### The History of the Woodland

Parkland Walk has many areas of mature woodland along its length but over 5,000 years ago all of the Walk and much of Britain was covered by forests known as 'Wild Wood'. Much of this was made up of broad leaved trees (trees that lose their leaves in winter), such as Beech, Ash, Hazel, Alder, Oak and Birch. As these were the first forests to exist, these areas were known as primary forests and woodlands. About 5000 years ago man began clearing large areas of forest to use for things such as fuel and to create open areas for agriculture and settlements. This clearing happened at an alarming rate and by 1066 only 15% of Britain remained covered with 'Wild Wood' forest. Today only 9% of Britain is made up of woodland and many of this is not primary but secondary woodland. This is where areas of woodland that have once been cleared have grown back or have been replanted.

The Parkland Walk is made up entirely of secondary woodland. Much of this has naturally grown back but the woodland has also been given a helping hand by the Nature Conservation Teams of Islington and Haringey, who have planted many trees over the last 10 years. As well as common English trees such as Ash and Oak there are also a few oddities dotted around from other countries like Fig.

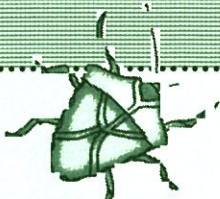


### Woodland Habitats

Parkland Walk is mainly made up of broad leaved woodland which is one of the most valuable habitats for wildlife. This is because broad leaved woodland has a layered structure which provides lots of different places (micro-habitats) for animals to live.

## Woodland Food Chains and Webs

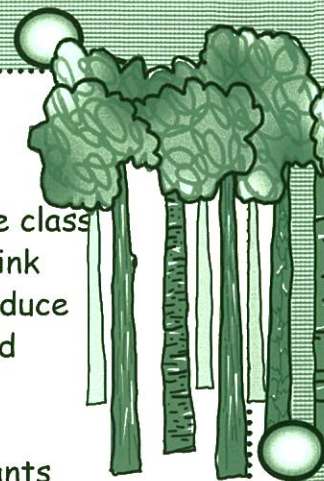
# Lesson Plan



## Before the Visit

Using information for the children's notes and the woodland picture, get the class to start thinking about what might live in a woodland. Encourage them to think not only about the branches of the trees but also the woodland floor. Introduce the concepts of food chains and webs and the different kinds of animals and plants that might make them up in a woodland.

What do they think might be a woodland producer? (remember trees are plants too!) What about the herbivores and carnivores?



## At the Walk

The best place to study woodland food chains is along the Tree Trail (point 7 on the map). Before starting the main activity get the children to stand quietly, close their eyes and listen to the sounds of the woodland - what can they hear?

Break into groups and find their favourite tree (producer) along the trail.

Remember to encourage the children to look carefully at where they are putting their feet and try and keep them to the path. Get them to

complete the woodland food chain worksheet. When hunting for herbivores and carnivores encourage pupils to look above their heads as well as below, as many consumers can be seen in the tree canopy such as birds and squirrels. Once they have completed the worksheet get them to recap on their results as a group.



## Food Chain Game

As a rounding up exercise get the group to play the food chain game. Each child should be given a food chain card which can hung around their neck. Each card depicts an organism and what that organism feeds on. The aim of the game is to move around and collect all the cards from their fellow class mates that show the food they eat. Once the game has finished only the carnivore at the top of the food chain should be left with all the cards around their neck.



## Food Web Game

A variation of the food chain can also be played showing how animals and plants in a habitat are linked by the things they eat (the food web). Distribute the food chain cards to the group. Get each person to join up with the organism that they consume with their arm. Each person should be linked to someone else. Explain to the group that you are going to remove a link from the food web. Tap one person on the shoulder. This person must pull the arms (gently) of anyone that is joined to them. Those people must then do the same to the people joined to them. When a person feels their arm being pulled they must sit down. When the game is over everyone should be sitting on the floor.

# Woodland Food Chains and Webs



# Lesson Plan

## After the visit

1

Get the children to use the results from their mini-beast count to create their own woodland food pyramids. The width of each level on the pyramid should be equal to the number of organisms they counted for each food chain group:

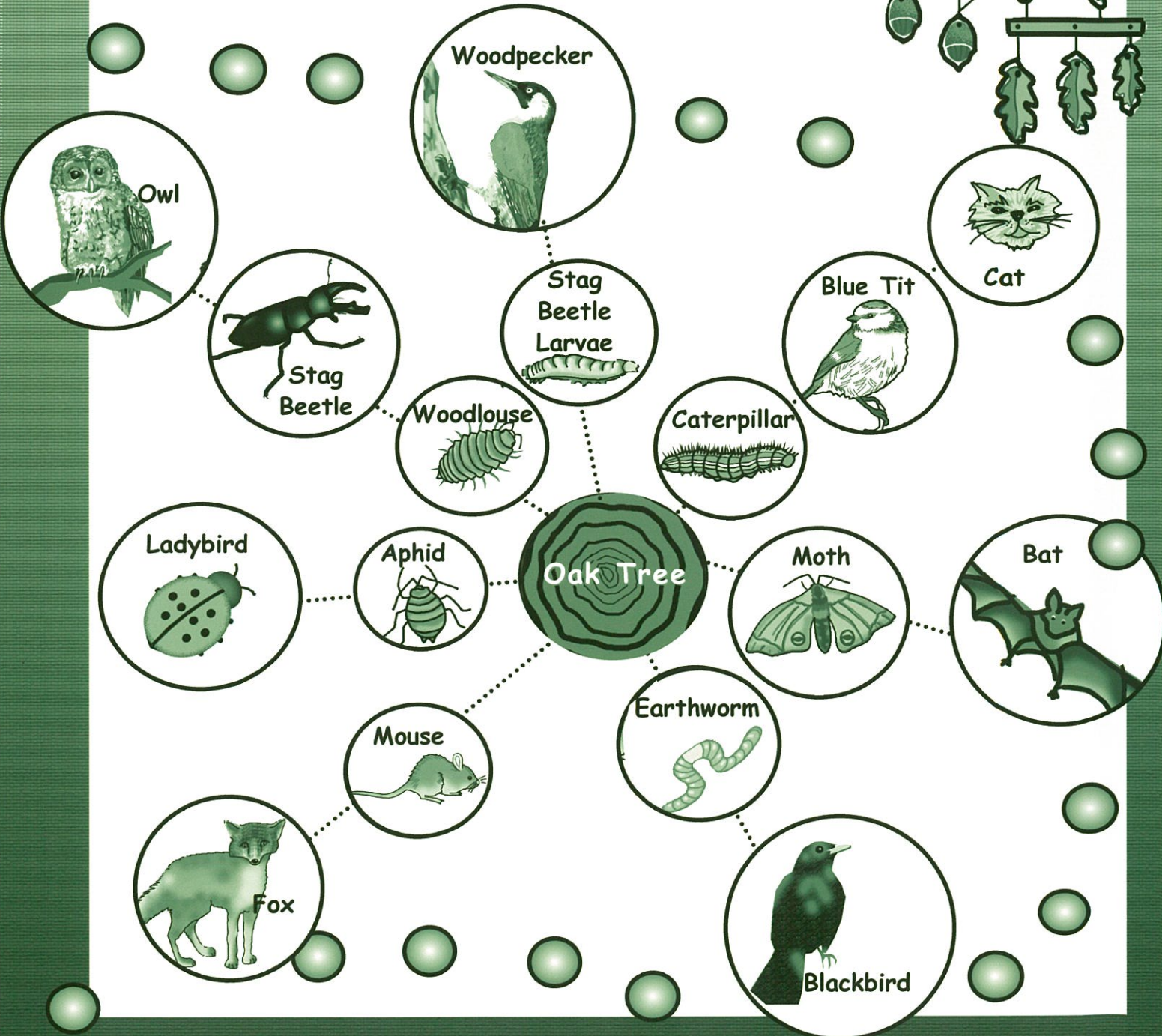
**Producers**

**Herbivores**

**Carnivores**

2

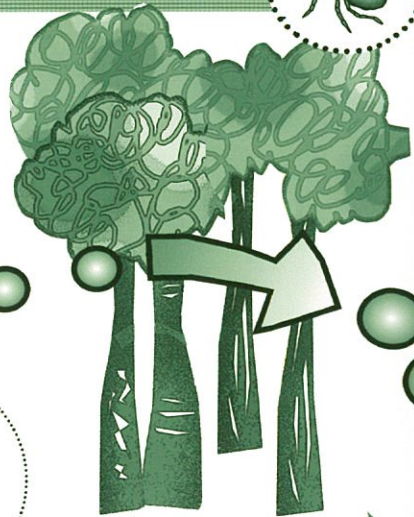
Get the class to produce their own food chain mobile or food web display.



# Finding a Food Chain Worksheet



First find a tree that you like the look of.



**1** Is the sun providing your tree light energy today?

YES  
.....

NO  
.....

Clue Look on the ground and see if you can see your shadow

**2** Green plants use the sun's energy to create food by a process called?  
.....

**3** A food chain always starts with a green plant which is known as a?  
.....

Find a leaf and draw a picture of it

Look closely for evidence on the leaves, bark, fruit or flowers of your tree being eaten by an insect

**6** Have you seen one? What is its name?  
.....

**4** What is an animal called that eats plants?  
.....

**5** What is an animal called that eats other animals?  
.....

# Finding a Food Chain Worksheet

Look around you. How many trees can you see?  
Try to count them



How many did you count?

Take a closer look around your tree try and find 3 different herbivores and carnivores. Count as many of each of them as you can. Use your ID sheet to help you

## Herbivore

Name	How many did you find?
.....	.....
.....	.....
.....	.....



## Carnivore



Name	How many did you find?
.....	.....
.....	.....
.....	.....



Using the animals and plants that you have found try and create a woodland food chain



# Woodland Minibeasts ID Sheet



Caterpillar



Earthworm



Slug



Snail



Spider



Woodlouse



Bee



Toad



Snake  
Millipede



Centipede



Ground  
Beetle



Earwig



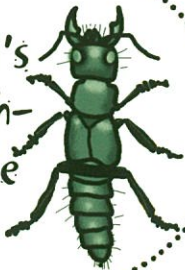
Fly



Aphid



Devil's  
Coach-  
horse



Ant



Bush  
Cricket



Shield Bug



Frog



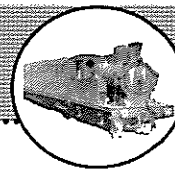
Newt



Soldier  
Beetle



# Lesson Plan



## Aims

The lesson will give pupils an insight into the development of the railway and the steam engine in the 1800's. Pupils will use a variety of information sources to develop an in depth knowledge of local history and the early forms of rail travel.

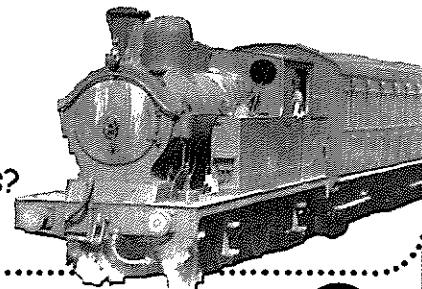
National Curriculum Links - History

1a, b, 2a, b, c, 4a, b, 5a, b, c, 7, 11a, b

QCA Schemes - History

Unit 12 How did life change in our locality in Victorian times?

Unit 18 What was it like to live here in the past?



## Learning Objectives

To find information about the area from studying pictures.

To question pictures as interpretations of the past.

To synthesise what they have found out about the local area.

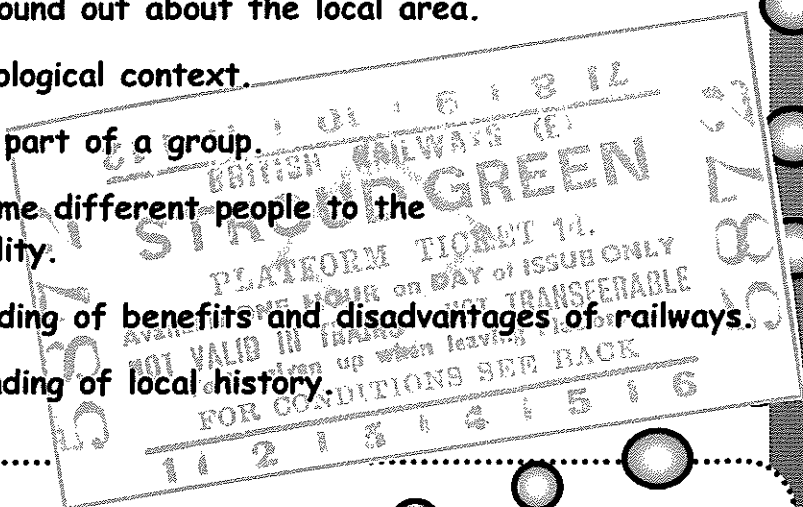
To put their findings into chronological context.

To contribute and cooperate as part of a group.

To describe the attitudes of some different people to the building of a railway in the locality.

To communicate their understanding of benefits and disadvantages of railways.

To develop a in depth understanding of local history.



## Learning Outcomes

Identify features of the area from pictures and from first hand observation.

Demonstrate what they have learnt about the area through writing.

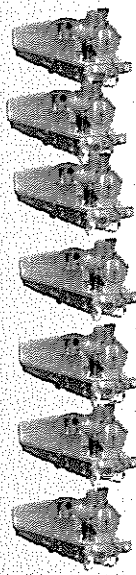
Make a presentation showing the knowledge and understanding of the history of the local area.

Present information in a way that is appropriate to the intended audience.

Produce an accurate class time line.

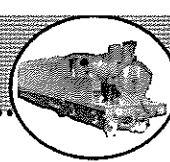
Speculate how people might have been affected by the railways and what rail travel in the 1800's would have been like.

Present ideas to the class in oral, visual or written form.



# A Walk Through History

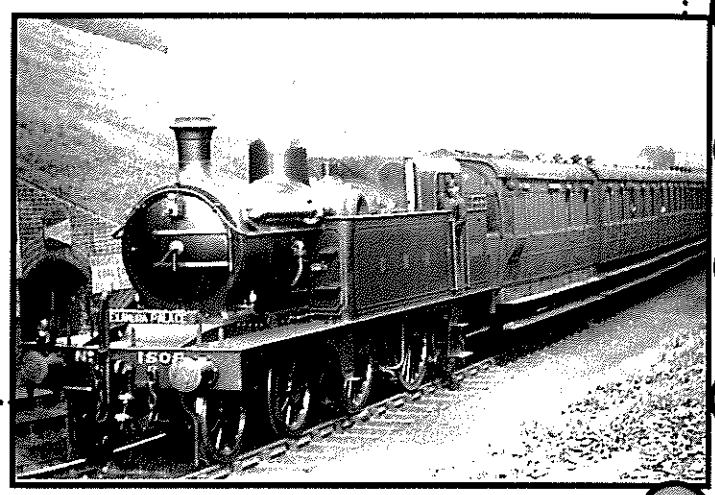
# Lesson Plan



## A Walk Through History

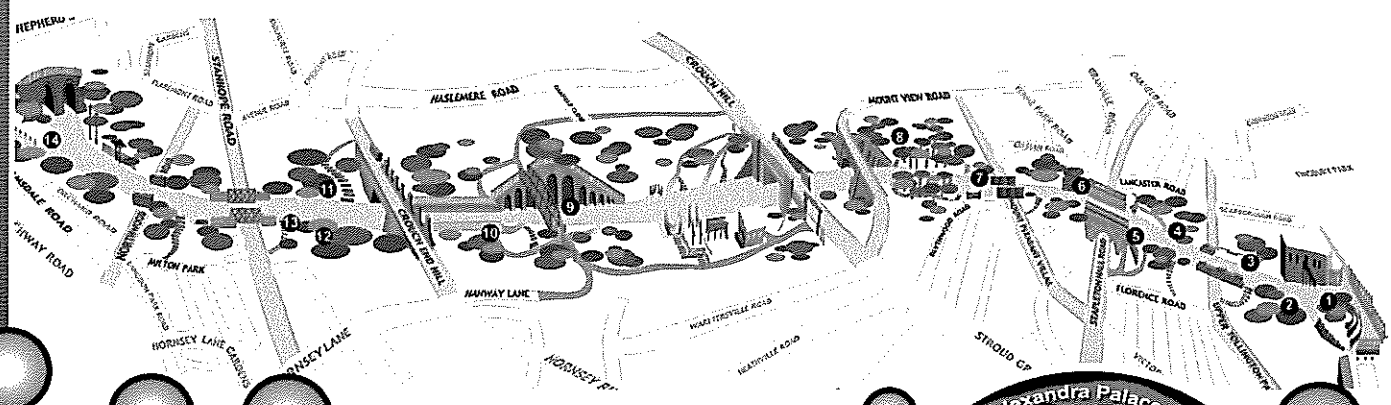
### Before the Visit

Using the historical pictures of trains on the Parkland Walk, encourage the class to think about what it would have been like to travel along the Parkland Walk at different points in its history. What do they think the trains might have looked like that travelled along the tracks? What might the passengers have been wearing in the 1930's? Get them to picture the sights and sounds in their heads. What are the differences that they can see between the pictures?



### At the Walk

Walk along the Parkland Walk use the Walk Through History sheet to examine and record observations about the different historical features of the Parkland Walk. The different numbered points of the sheet refer to the different posts along the walk (See the Parkland Walk map and Nature Trail sheet in the introduction).



### After the Visit

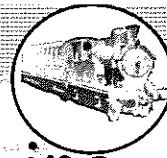
Trees provide a way of telling the time. Get the class to mark out the important dates of the Parkland Walk time line on their own set of tree rings. They could also make drawings which illustrate these dates.



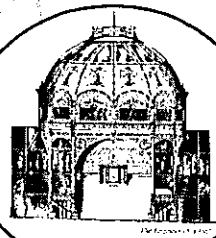
# A Walk Through History



# Lesson Plan



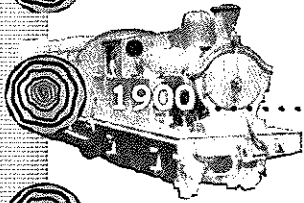
## Parkland Walk Time Line



**May 1873**..... The Alexandra Palace was built and a new railway line from the palace to Finsbury Park was constructed.

**June 1873**..... Alexandra Palace burnt down

**May 1875**..... The Alexandra Place was rebuilt and reopened with over 21,000 excited visitors attending.



**1900**..... As more houses and offices are built. More and more people start to use the railway to travel to and from work.

**1914**..... World War 1 starts and during this time Alexandra Palace was used as a camp for German Prisoners Of War (POWs).

**1939**..... World War 2 breaks out. By the time the war ended buildings called sub-stations had been put in at Crouch End and Muswell Hill to supply the line with electricity.



**1953**..... The closure of the line is announced

**1954**..... The last passenger train travelled down the railway line from Finsbury Park to Alexandra Palace carrying hundreds of people who wanted to bid their farewells

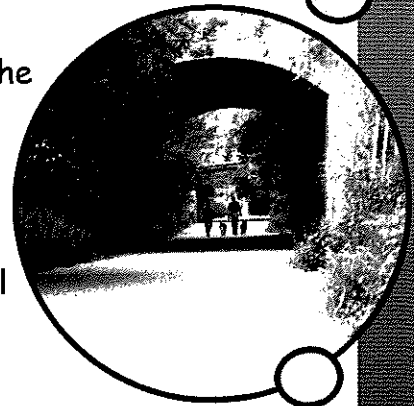


**Sep 1970**..... The last ever train travelled down the line.

**1972 to 1980**... Over many years plants and animals began to make the old railway line their home.

**1980**..... Plans were made by the Department of Transport to build a six lane motorway down along the Parkland Walk.

**1988**..... A group of local people who called themselves the Friends of Parkland Walk started the 'save the Parkland Walk campaign'. They succeeded in stopping the motorway from being built.

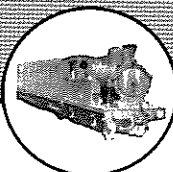


**1991**..... In 1991 The Parkland Walk was declared a Local Nature Reserve. It is the longest Local nature Reserve in London at over 3 miles long!!!!!!

**3rd July 2004**.. The 50th Anniversary (Golden Jubilee) of when the last passenger train travelled down the tracks of the railway. The Parkland Walk Jubilee Celebration Day was held.

# A Walk Through History

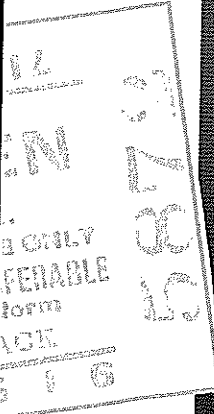
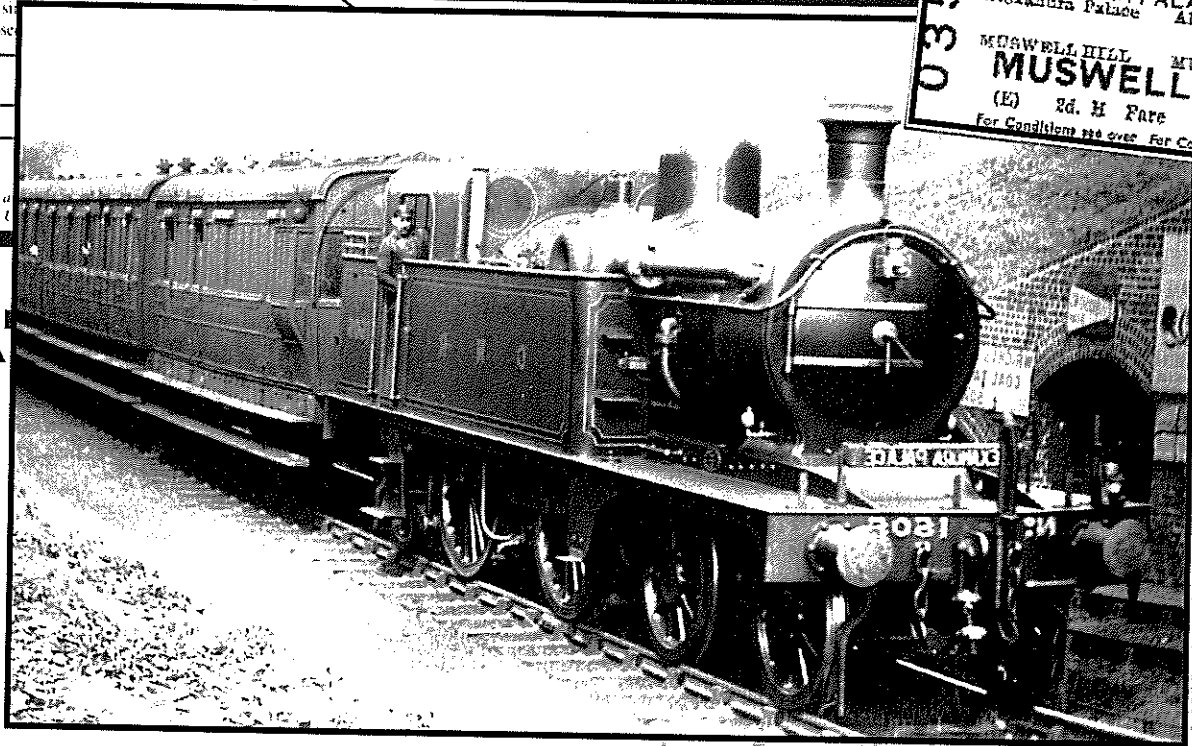
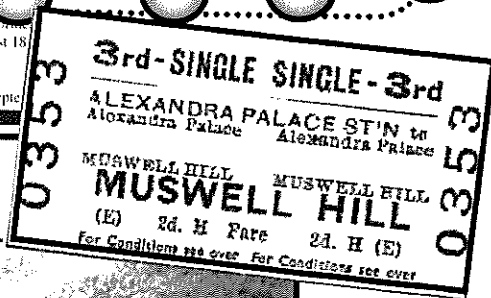
# Lesson Plan



partially rebuilt to suit LT  
 equipments and renamed Highgate  
 Depot. Additional stabling roads for  
 Underground use constructed at Park Junction  
 rd, and known as Highgate Wood Sidings.  
 out st  
 Close

## Highgate

East Finchley, Barnet to Mill East into LPTB North  
 To East Finchley 3.7.1939, to High Barnet 14.4.1940 and to Mill Hill East 18  
 Finsbury Park to Park Junction closed to passengers 5.7.1954,  
 but retained for freight until 1.6.1964  
 Used for transference of LT stock to and from Highgate Wood depot until Septe



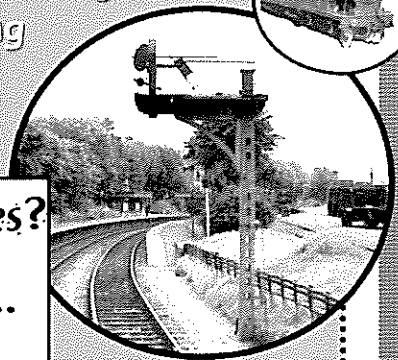
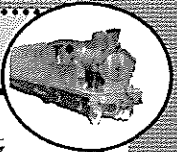
# A Walk Through History



# A Walk through History Worksheet

A

Walk to point 5 on the map. Can you see the large bits of concrete? These were used to hold something up that was very tall. Have a look in the picture and see if you can tell what it is.



What is it?

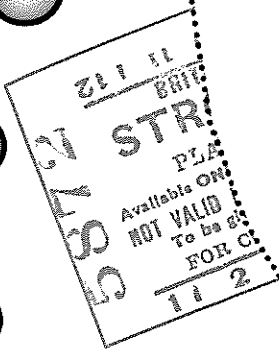
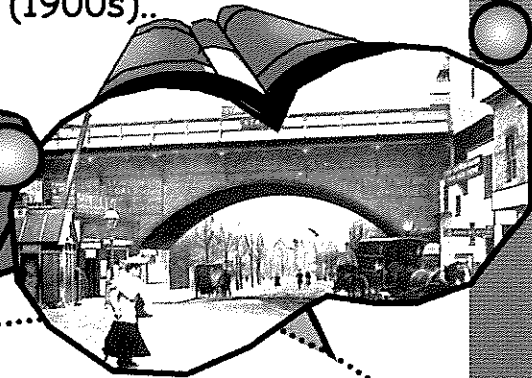
What do you think it does?

B

Walk to point 6 on the map, Stroud Green Station. Take a look over the edge of the bridge down Stapleton Hall Road. Now have a look at what it looked like in the early part of the twentieth century (1900s).

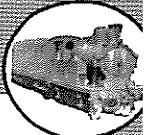
What are the differences?.....

Draw what you can see from the bridge now.



Stroud Green Station was made out of wood which has now rotted away. What important part of the station is still here? Have a look over the bridge and use the photographs to give you a clue.

# A Walk Through History Worksheet



Walk to point 9 Look down the track towards Stroud Green Station. Now have a look at the photograph of the train travelling towards you. Can you find something in the photograph that is still there today?

Look at the paragraph under the picture to give you some help



What was it used for?

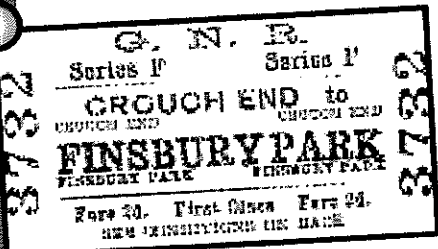
What is it called?

**Clue** - Before World War 2, ideas were made to electrify the railway tracks to power the trains. Buildings called electricity substations were built to house all the complicated equipment to do this. Although the buildings were made, nothing was ever put in them.

Can you find out what the building is used for now?

Walk to point 10 on the map, the place where the Crouch End station used to stand. You can still see the old platform. Look at the old

railway timetable and see if you can find what time the next train would have arrived in 1885



Eastern Region	FINSBURY PARK—ALEXANDRA PALACE												70										
	Third class only.																						
<b>WEEKDAYS—MORNING.</b>																							
No. 1																							
Finsbury Park	620	7 0720	7408 0	818 835	9 0917	940 10 01020	1030	11 0 1120	1130	1140	12 01220												
Stroud Green	523	7 3723	7438 3	821 838	9 3920	943 10 31223	1033	11 3 1123	1133	1143	12 31223												
Crouch End	626	7 6726	7468 6	824 841	9 6923	946 10 61026	1036	11 6 1126	1136	1146	12 61226												
Highgate	630	710730	750810	828 845	910927	950 10101030	1040	1110 1130	1140	1150	12101230												
Cranley Gardens		713733	753813	831 848	913930	953 10131033	1043	1113 1133	1143	1153	12131233												
Muswell Hill		715735	755815	833 850	915932	955 10151035	1045	1115 1135	1145	1155	12151235												
Alexandra Palace		717737	757817	835 852	917934	957 10171037	1047	1117 1137	1147	1157	12171237												
<b>WEEKDAYS—AFTERNOON</b>																							
No. 2																							
Finsbury Park	1240	1 04 20	140 2 0220	240	3 0 320	4 0	420 430	440	5 0 522	546	5 0623	540	7 0										
Stroud Green	1243	1 31 23	143 2 3223	243	3 3 323	4 3	423 433	443	5 3 525	549	5 3626	643	7 3										
Crouch End	1246	1 61 26	146 2 6226	246	3 6 326	4 6	426 436	446	5 6 528	552	5 6629	646	7 6										
Highgate	1250	1 10 30	150 210	230	250	310 330	410	430 440	450	510 532	556	610	633	650	710								
Cranley Gardens	1253	1 31 33	153 213	233	253	313 333	413	433 443	453	513 535	559	613	636	653	713								
Muswell Hill	1255	1 51 35	155 215	235	255	315 335	415	435 445	455	515 537	561	615	638	655	715								
Alexandra Palace	1257	1 71 37	157 217	237	257	317 337	417	437 447	457	517 539	563	617	640	657	717								
<b>WEEKDAYS—MORNING</b>																							
No. 1																							
Alexandra Palace		7 5725	7458 5	823 840	9 0925	942 10 5	1025	1045 1055	1125	1145	1155												
Muswell Hill		7 7727	7478 7	825 842	9 2927	944 10 7	1027	1047 1057	1127	1147	1157												
Cranley Gardens		710730	750810	828 845	9 5930	947 1010	1030	1050 11 0	1130	1150	12 0												
Highgate	532 638	713733	753813	831 848	9 8933	950 1013	1033	1053 11 3	1133	1153	12 3												
Crouch End	535 641	716736	756816	834 851	911936	953 1016	1036	1056 11 6	1136	1156	12 6												
Stroud Green	537 643	718738	758818	836 853	913938	955 1018	1038	1058 11 8	1138	1158	12 8												
Finsbury Park	539 645	720740	760820	838 855	915940	957 1020	1040	11 0 1110	1140	1160	12 10												
<b>WEEKDAYS—AFTERNOON</b>																							
No. 2																							
Alexandra Palace	12 5	1225 1245	1 5 25	145 2 5	225 245	3 5 325	345 425	445	5 5 525	545	6 7625	645	7 5										
Muswell Hill	12 7	1227 1247	1 7 27	147 2 7	227 247	3 7 327	347 427	447	5 7 527	547	6 9627	647	7 7										
Cranley Gardens	1210	1230 1250	1 31 30	150 210	230 250	310 330	350 430	450	510 530	550	612 630	650	710										
Highgate	1213	1233 1253	1 33 33	153 213	233 253	313 333	353 433	453	513 533	553	615 633	653	713										
Crouch End	1216	1236 1256	1 36 36	156 216	236 256	316 336	356 436	456	516 536	556	618 636	656	716										
Stroud Green	1218	1238 1258	1 38 38	158 218	238 258	318 338	358 438	458	518 538	558	620 638	658	718										
Finsbury Park	1220	1240 1 0	20 20	220 240	3 20 240	4 0 440	5 0 520	540	6 0 620	640	7 0 720	740	8 0										

Now have a look at the train ticket. How much would it have cost you to travel to Crouch End?

How Much?

In old money

£ = pounds

s = shilling

d = penny

# Teachers Notes

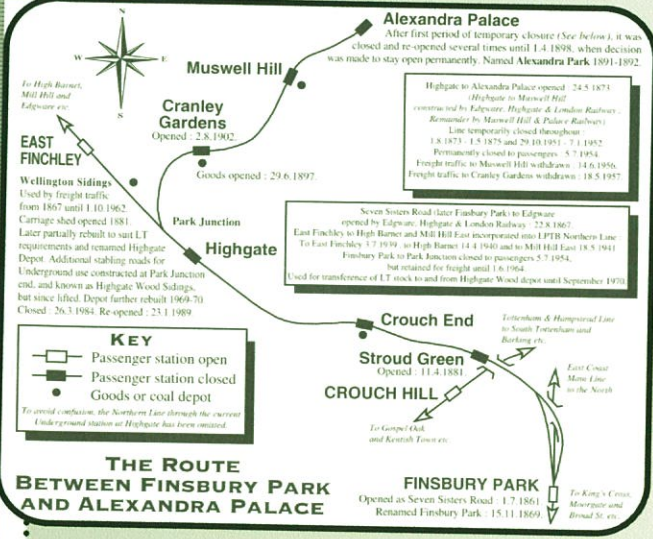
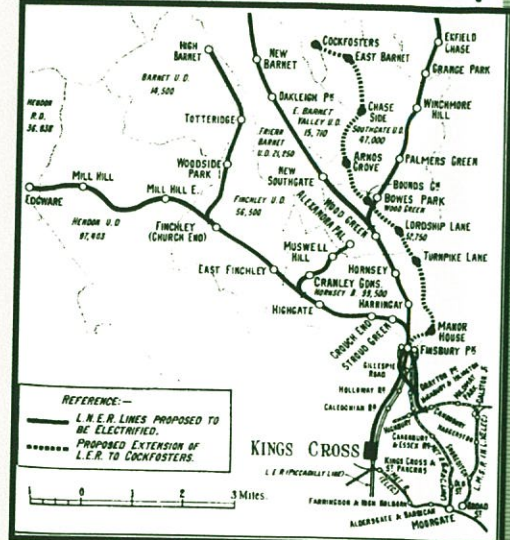


## History of the Parkland Walk



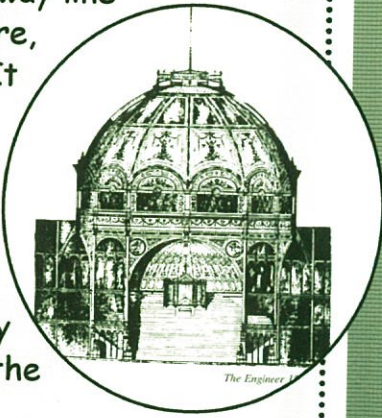
### Alexandra Palace

After the Great Exhibition the Crystal Palace was moved to a permanent site in Sydenham where it soon became a popular place of recreation for people in South London. People in North London however wanted something similar. Using the buildings from the great 'International Exhibition' in 1862 the 'Alexandra Palace' was constructed. 'Alexandra Palace' was named after the Prince of Wales' wife, and was set in a park.



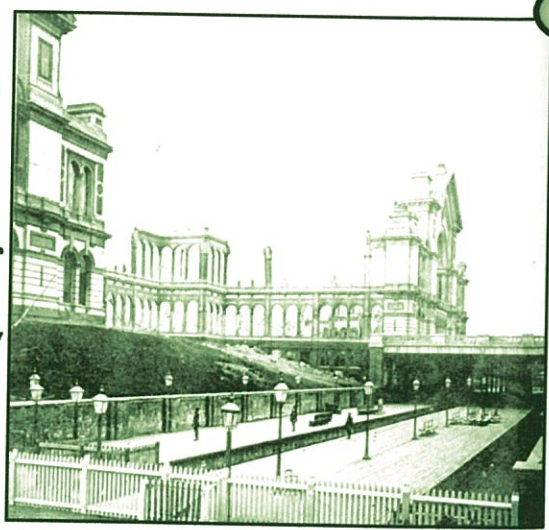
### The New Railway

To get to the Palace a new railway line was constructed by the Edgware, Highgate and London Railway. It opened with the Palace on the 24th May 1873. The line proved popular, as it offered the most convenient means of travelling from central London to the Palace. On Whit Monday 1873 over 60,000 people used the railway and visited the Palace.



### Rising from the Ashes

Tragedy struck the Palace on Monday 9th June 1873, when it was totally gutted by fire, just 16 days after opening. The railway was used to send two fire carriages from Kings Cross to the Palace. These arrived before the local fire brigade, but to no avail, as the inferno was so fierce that within just ninety minutes the premises were virtually destroyed. The Palace was rebuilt however and opened again on the 1st May 1875. Train services were restored but were not always dependable. A journey from King Cross took up to an hour and a derailment was a common occurrence. One evening a train derailed and people had to either walk off the railway or sleep on the train.



# A Walk Through History

# Teachers Notes



## Ups and Downs

As the number of people visiting the Palace decreased so did the number of people on the rains. But by the turn of the century (1900), London had grown northwards. As a result the number of people using the railway to commute into London increased. The railway was also one of the best ways to transport goods, such as coal and building materials, to the centre of London.



Just as things were looking up for the railway, competition came from other forms of transport. People started to stop using the railway and use other ways to get to work such as electric trams, buses and the underground, which had now been built.

Some measure of the effects of competition can be seen from a GNR survey of ordinary bookings from the branch stations.

	March 1914	March 1919	Change
Stroud Green	26,005	31,453	+5,448
Crouch End	62,349	38,820	-23,529
Highgate	19,843	10,277	-9,566
Cranley Gardens	12,948	5,995	-6,953
Muswell Hill	20,051	7,017	-13,034
Alexandra Palace	4,392	2,622	-2,130

The considerable reductions at Crouch End and Muswell Hill are immediately apparent. Significantly March 1914 was the last full month before the introduction of General route 111, a precursor of today's W7. As this ran from Muswell Hill through Crouch End to Finsbury Park it must have abstracted considerable traffic from the branch.

The Palace had an eventful War. It became successively a holding centre for army reservists, a refugee camp and an internment camp. Immediately after the War it was used by the Civil Service. In 1915 its weekday railway service was reduced to principally a shuttle from Finsbury Park but in 1919 GNR services were restored in full. Sunday services which had been suspended in 1915 had to wait until 1925 for restoration, although by 1930 they had been withdrawn in the face of bus competition.

Alexandra Park re-opened in 1920 and the Palace two years later. However, it was the same old story. The popularity of the Palace continued to decline and the Trustees were unable to keep it in repair. The London and North Eastern Railway (LNER), which had absorbed the GNR in 1923, was blamed for providing poor transport facilities. In 1930 Sundays often saw 6,000 visitors to the Park, yet the LNER provided no trains, and of 30,000 visitors one Bank Holiday, only 150 had arrived by train.

Even commuter traffic declined. The number of annual season tickets sold at Stroud Green fell from 947 in 1925 to 690 in 1929 and at Crouch End from 1,736 to 1,304 in the same period. Yet there were the beginnings of social change in Hornsey by 1930, as some of the larger houses were split into flats as domestic help became in short supply. The 1931 population was 95,416 and nearly a quarter of the working population were clerks. The potential market was there but the message was clear. The population had deserted the branch for the bus and the tube.

June 1935 brought the promise of a brighter future. As part of a government programme of works to relieve unemployment Neville Chamberlain, the Chancellor of the Exchequer, announced that the

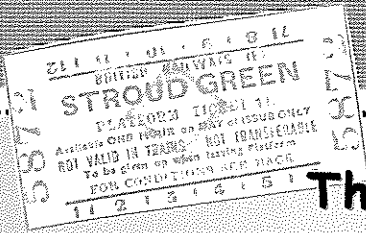
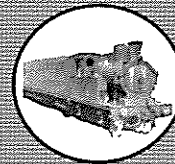
## War and wear

The onset of World War 1 meant that the railway all but closed. During this time Alexandra Palace was used as a camp for German Prisoners Of War (POWs). After the war the railway line was badly damaged. To improve the service, plans were made to electrify the tracks and include the line as part of the Northern Line of the underground system. Although World War 2 broke out at this time, work on the new plans did not stop. By the time the war ended buildings called sub-stations had been put in at Crouch End and Muswell Hill to supply the line with electricity.

Because of the war however, the tracks were in a bad condition. Although efforts were made to repair them, it was decided that the new electric line would be too expensive and unreliable to run.

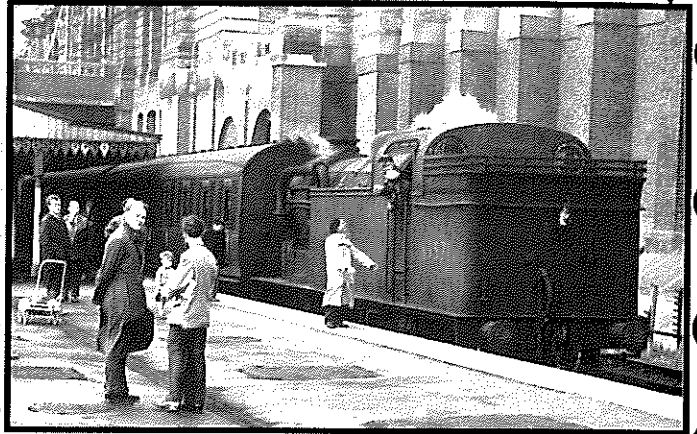


# Teachers Notes



## The End of the Railway

The closure of the railway was announced in 1953 and the last public train ran on the 3rd of July 1954, filled with people who wanted to bid their farewells. Although the railway still carried goods into London, the bridge at Crouch End station became dangerous. This spelled the end of this stretch of the northern railway which finally closed on 29th September 1970. The tracks were then removed and the tunnel mouth at Highgate was sealed.

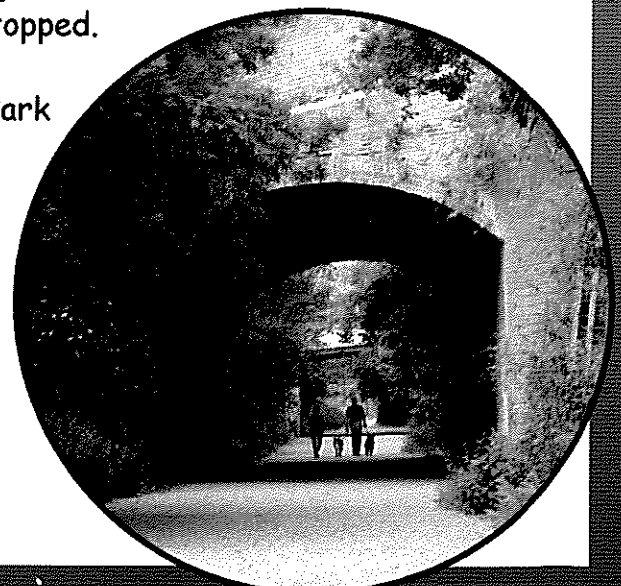


## The Beginning of the Parkland Walk

Over many years plants and animals began to make the old railway line their home. When trains ran down the tracks the trees alongside the railway were removed because the coal guzzling, fiery locomotives could easily cause them to catch fire. Once the trains had gone however, trees, animals and lots of other kinds of wildlife began to make to railway line their home.

In the 1980's the government threatened to build a road along the line. Local people however recognised the importance of the old railway for wildlife and set up a campaign to save it. As a result of the campaign the government relented and the scheme was stopped.

Much of the old railway line lying between Finsbury Park and Alexandra Palace has now been developed as a unique green walkway known as the Parkland Walk. Because of the variety of animals and plants along the Parkland Walk it was decided in 1991 to declare it a Local Nature Reserve. It is the longest Local nature Reserve in London at over 3 miles long!!!!!!! Parkland Walk is now looked after by Haringey and Islington councils who make sure that it remains a place enjoyed both by wildlife and people alike.



## A Walk Through History

# Lesson Plan



## Aims

The lesson will introduce the class to the folklore and history that surrounds some of our native trees. Pupils will use their own observations on which to base their own tree myths and legends using creative writing skills.

**National Curriculum Links - History**  
1a, b, 2a, b, c, 4a, b, 5a, b, c, 7, 11a, b

**National Literacy Strategy Links**  
Year 3, Term 2, T9  
Year 5, Term 2, T11

**QCA Schemes - History**  
Unit 18: What was it like to live here in the past?



## Learning Objectives

To make observations both written and drawn about an environment.

To use observations and their imagination.

That myth and folklore can be based on truth.

That plants have an important historic significance.

That plants can be used for healing.

That plants have important physical uses such as in building.



## Learning Outcomes

Record clearly observations made about a plant.

Using their imagination to produce a 'trump card' explaining the characteristics of a tree.

To compare imaginary tree characteristics with the true characteristics of a chosen tree.

# Lesson Plan



## Before the Visit



Get the children to read some of the myths and legends surrounding some of our common trees. Ask the class to discuss how these legends may have come about and how true they might be. Research can be made into the medicinal use of trees and how they are increasingly important in modern medicine and our everyday lives, in things like face creams and headache tablets (Aspirin).

## At the Walk

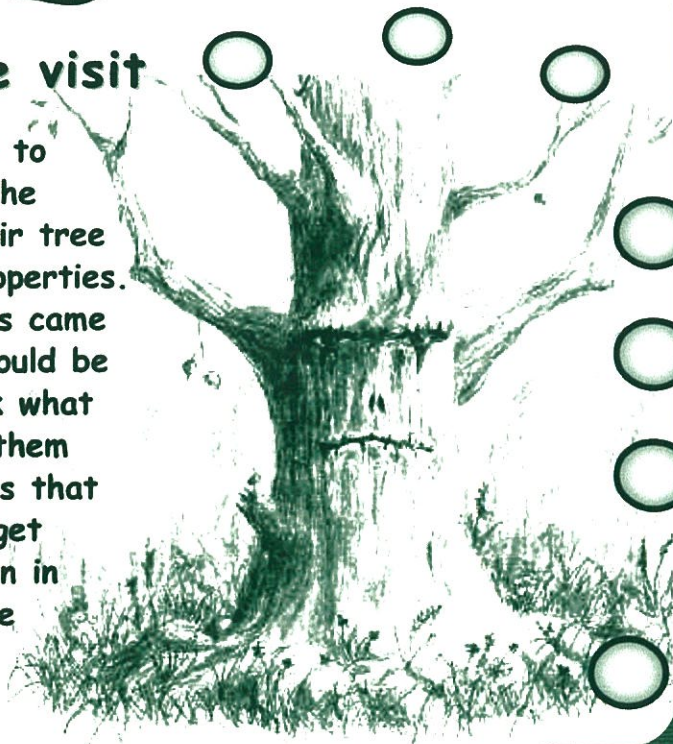
Once at the Parkland Walk get the children to explore an area of woodland. The more wooded areas at points (7) and (12) on the map are great places to do this. Get each child to choose their favourite tree. How old do they think it is?

What myths and legends, magical properties and healing powers do they think their tree might have? Rather like a 'top-trumps' card get them to fill in the characteristics of their tree using the Far Fetched Folklore worksheet. An example is given for them to see.



## After the visit

Get them to use other sources of information to find out the real name, (use the drawing of the outline of the leaf shape to help you), of their tree and its magical, physical, healing uses and properties. Using the Far Fetched Folklore that the pupils came up with, get them to think what their tree would be like if it had a personality. If it could speak what do they think their tree may be able to tell them about its life, what it has seen and the things that have gone on around it as it grew. In pairs get them to conduct a tree interview. One person in the pair should play the role of the tree while one person should play the interviewer.



# Teachers Notes

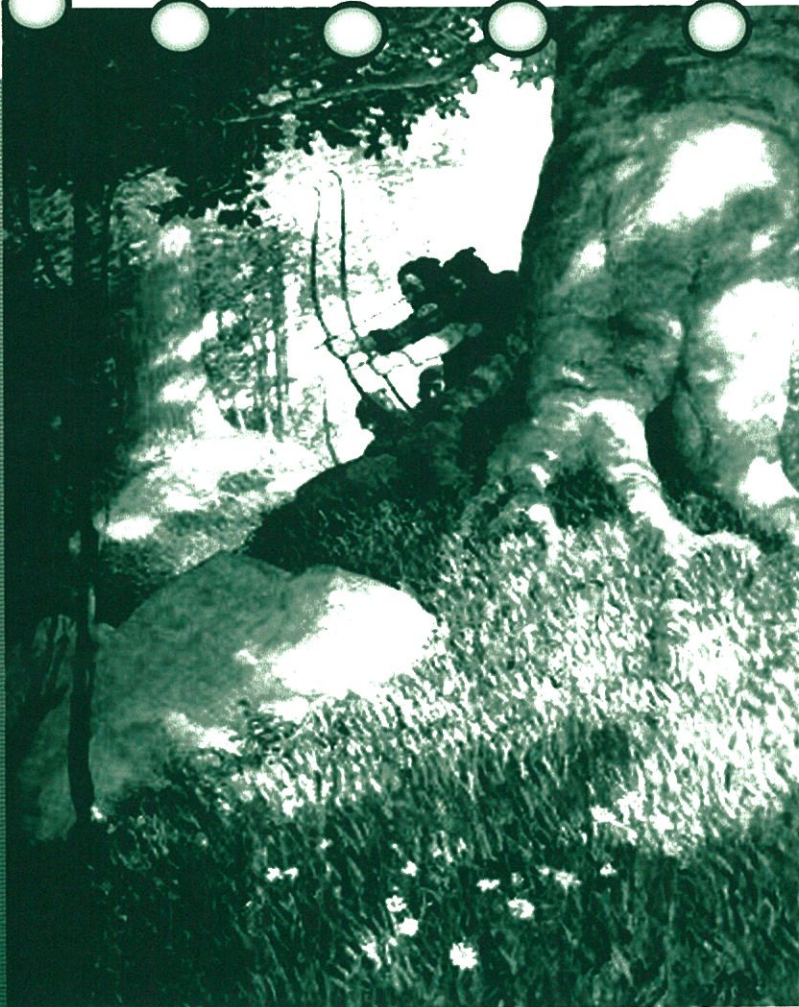


## Tree Folklore

Trees have been around for millions of years and some trees can live for 100s of years. An oak tree in Sherwood Forest called the Major Oak has been around for over 800 years and it's thought that Robin Hood hid in its branches with his merry men.



As they have been around for so long, many stories, myths and legends have been passed down through the ages from the druids and pagans of old. From folk tales about battles and enchantment to religious customs of fertility and marriage. Over the ages trees have been used for magic and healing and many are still important for modern medicine.



Some of the fascinating myth, magic and wisdom of trees are true while much of it is based on whispers passed down over many years.



## Far Fetched Folklore





## The Oak Tree

### FACT FILE

Latin Name : *Quercus robur*  
Irish/ Gaelic name: Duir  
Runic Symbol: >  
Ruling Planet: Jupiter  
Abilities: Courage & Strength. The Oak is a gateway to the mysteries



### Custom and Legend

The oak is home to many different plants and animals and as a result is known for its hospitality and strength. In many cultures acorns are said to be man's first food. Traditionally couples were married under oak trees before churches were used. The oak is the most widely revered of all trees and in Greek mythology it is believed that the oak was the first tree created by god from which sprang the entire human race. Jason's legendary ship, the Argo, was built from oak because of its strength. In druid legend, thunder gods were thought to worship the oak as it was struck by lightning more than any other tree. The wizard Merlin worked his magic in a grove of oaks and he supposedly used the topmost branch of an oak tree as his wand. History tells us that Charles II hid in an oak following his defeat at the Battle of Worcester in 1651, and the tree was then named Royal Oak.

### Healing

The oak has a wide range of properties suitable for healing purposes. These also aid the spirit and soul of the patient, especially when their vital forces have become strained and unbalanced. It is especially good as a tonic for adults and as a strengthener for growing children. If ground to a fine powder, oak bark can be taken like snuff to stop nose bleeds. It can also be sprinkled onto sheets to alleviate the discomfort of bedsores. A strong dose of oak bark is a good remedy for chronic diarrhoea. Bruised oak leaves are said to be good to apply to wounds to ease inflammations.

### Magic and Inspiration

An acorn necklace can be made to give greater magical powers. Oaks are said to be the doorways to other realms and dimensions and if an oak tree is felled it is said to scream as the oak spirits, called Dryads, cry out. The Dryads look like wizened old men and they are said to be very humorous. If you fall asleep under an oak you should awake feeling happy and refreshed.

### Physical Uses

The wood of the oak is very strong and lasts for centuries. It does not rot and in ancient times it was used for bridges and walkways over marshes. The wooden oak wall of English houses gave rise to the term 'hearts of oak', for your home was literally made of oak. Its strength meant that it was used to build large ships as well as fighting clubs. The roots of the oak tree were used to make knives and daggers. Oak is water tight and was used to store beer. Many pubs are still named after the oak trees that were used to make their beer barrels, such as the 'Old Oak'. Throughout the centuries oak leaves have been used to make very good wine.

# Far Fetched Folklore Worksheet



Trees are full of myths and legends, magical properties and healing.  
Choose a tree and use your imagination to describe its far fetched folklore.

## Trees Name

.....

Draw one of its leaves



## Describe your tree

.....

.....

.....

.....

.....

.....

F  
A  
C  
T  
F  
I  
L  
E

What do you think could be your trees:

Latin Name : .....

Irish/ Gaelic name: .....

Runic Symbol: .....

Ruling Planet: .....

Abilities: .....

Look closely at your tree. Write down its legends, uses, magical and healing powers.

.....

.....

.....



# Tree Interview



Draw a picture of your tree



What things have happened to your home during your life?

.....  
.....  
.....  
.....

What is it like living here?

.....  
.....  
.....

How old are you?

.....  
.....  
.....

How tall are you now?

.....  
.....

Is there anything special about you?

.....  
.....

How did you get started?

.....  
.....  
.....

Have you ever been hurt?

.....  
.....

What is the most amazing thing you have seen?

.....  
.....  
.....

Who and what comes to visit you?

.....  
.....  
.....

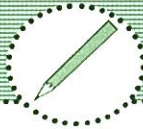
What will happen to you?

.....  
.....  
.....

Leaf print/ picture of leaf



# Lesson Plan



## Aims

This session gives pupils an opportunity to make direct observations of wildlife and nature in the production of prose in the form of a shape poem. Children will be encouraged to make links between the visual and the verbal, through representing both graphically and in words.

### National Curriculum Links - English

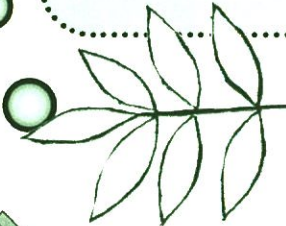
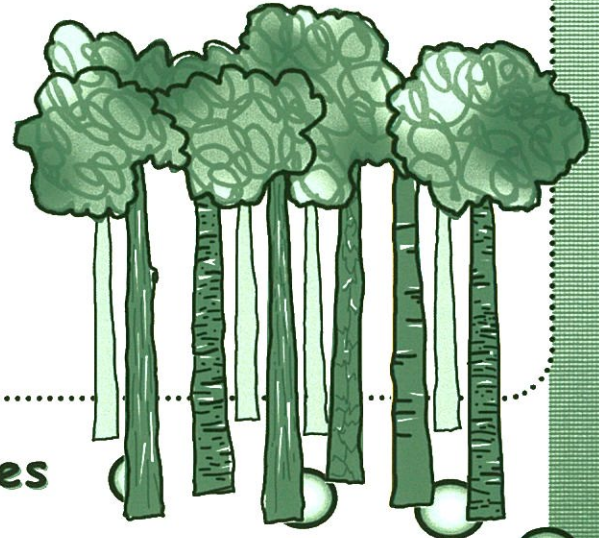
En1 1a,b,c,d,e,f,2a,b,3a,b

En2 1a,b,3a, b, c, 8c,d

En3 1a, b, c, d, e, 2a, b, c, d, e, f 9a, 12

### National Literacy Strategy Links - English

Year 3, Term 1, T13



## Learning Objectives

To relate what the class see in the world around them to what they feel about it.

To learn how we can "read" our environments and recreate features of them in words.

To work together as a class in learning the different ways of putting feelings into shapes and into words.

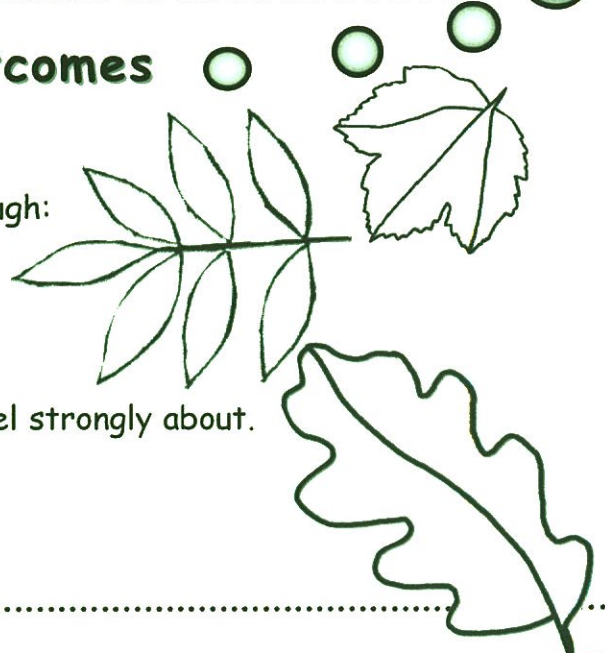
## Learning Outcomes

The class will produce shape poems through:

Talking together as a class.

Choosing things to write on that they feel strongly about.

Sharing ideas.



What is life  
if full of care  
we have no time  
to stand and stare  
(W. H. Davies)

What is life  
if full of care  
we have no time  
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(W. H. Davies)

What is life  
if full of care  
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# Lesson Plan



## Poe'tree

### Before the Visit

As a class read the two poems on trees by Ann Bonner and Philip Larkin. Trees can grow for hundreds of years. This tree in Sherwood Forest is 800 years old. It is thought that Robin Hood even hid in its branches. It is called the Major Oak

Using the picture and the poems discuss what happens to a tree when it grows. What does a tree start life as? How does a tree change through the seasons? What animals might live in its branches? If the tree had eyes what kind of things might it have secretly seen going on around it?

### At the Walk

Read again the two tree poems as a class. Encourage each pupil to choose a tree that they like the look of. Using the 'poe'tree' work sheet, encourage each pupil to think of the smells, shapes and colours in or around the tree. What can they see on the ground? Can they hear the leaves rustling in the wind? What shapes can you see as you look up through the branches? What texture is the bark? How does it look and feel?

### After the visit

Using the word bank you have collected at the Parkland Walk get them to write their own 'poe'tree'. Get the class to construct their poem in the shape of one of the leaves of the trees along the walk.



Create a giant 'poe'tree' using their leaf shaped poems as the leaves on the tree.

# Worksheet



## The Major Oak

1 The famous old tree stands at the heart of 450 acre Sherwood Forest Country Park and Sherwood Forest Visitor Centre, run by Nottinghamshire County Council to provide a tourist attraction and educational site to match the reputations of both Robin and the major Oak.

2 The Major Oak is a *Quercus robur*, an English or Pedunculate oak.

3 The Major Oak vital statistics are impressive - it weighs about 23 tons, has a girth of 10 metres (33ft) and a spread of 28metres (92ft) - this makes it the biggest oak tree in Britain.

4 It is debatable how old the Major Oak is. Some say 800 yrs old, while others reckon over 1000yrs old - the trunk conceals the truth. Some say the Major Oak would have only been an acorn when Robin Hood is meant to have been gallivanting around Sherwood Forest.

8 The oak actually has a great hollow interior. This is not man-made. It is actually caused by fungi.

5 The Major Oak's first recorded name was the Cockpen tree, a reference to its use as a cockerel pen to hold the birds before a cock fight. However, the tree became better known as "The Major Oak" after it was described in 1790 by a local historian, Major Hayman Rooke. Throughout the 19th century it was also known as the Queen or Queen's Oak.

7 In a good year it can produce 150,000 acorns. However good crops are cyclical. Generally, the tree has a good acorn crop, sometimes known as mast, every 3-4 years, depending on weather in spring and summer and health of the mother. It is guessed that the next bumper year for acorns will be from the Major Oak will be 2004.

6 The Major Oak needs a bit of support to hold its green head high these days. At present wooden poles are used to keep up the branches of the tree.



# Worksheet



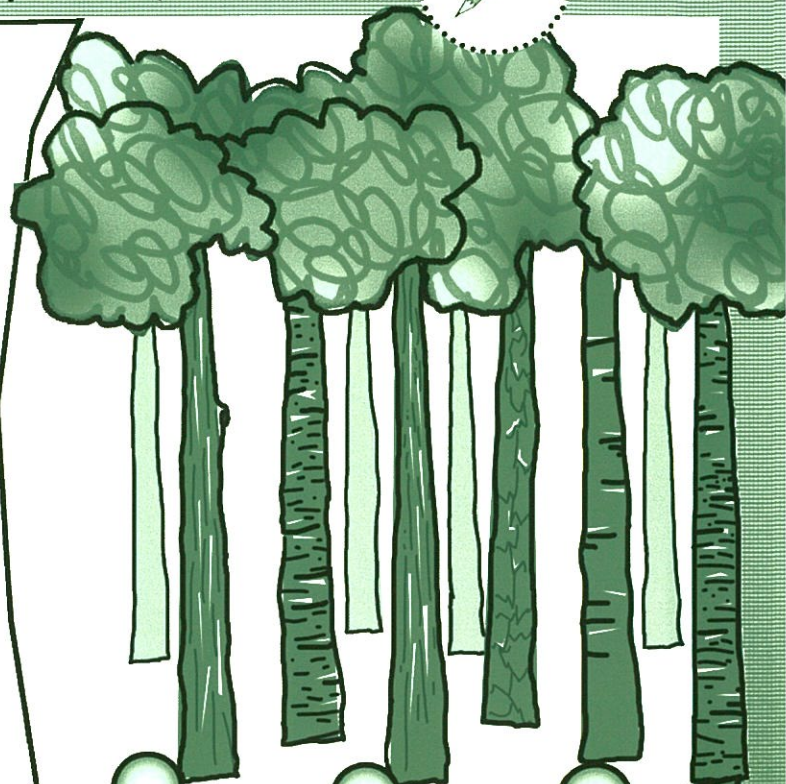
## Forest

The forest stretches for miles,  
a place where labourers  
poached rabbit for the pot,  
where deer roamed free.  
An ancient place, root and tree  
firmly established,  
majestic oaks spreading  
into an eternity of time.

Still those oaks, now shedding  
tough brown leaves, are here.  
The forest floor rustles  
with the sound of leaf  
upon leaf of history.  
Oak and birch set new seed,  
regenerate themselves,  
and slender saplings rise.

The forest is evolving,  
ever-changing, yet the same.  
belonging to itself, never  
planted, never tame.  
Let this wish be granted:  
that the forest will remain.

*Ann Bonner*



## The Trees

The trees are coming into leaf  
Like something almost being said;  
The recent buds relax and spread,  
Their greenness is a kind of grief.

Is it that they are born again  
And we grow old? No, they die too.  
Their yearly trick of looking new  
Is written down in rings of grain.

Yet still the unresting castles thresh  
in fullgrown thickness every May.  
Last year is dead, they seem to say,  
Begin afresh, afresh, afresh.

*Philip Larkin*



Poe'tree

# Worksheet

1

Give your tree a name which you think best describes it

.....

What season is it today?

2

3

Draw a picture of one of the leaves of your tree

4

Write down 4 words that describe the way your leaf looks



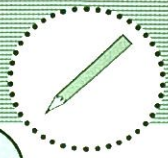
5

Close your eyes. Write down the sounds you can hear

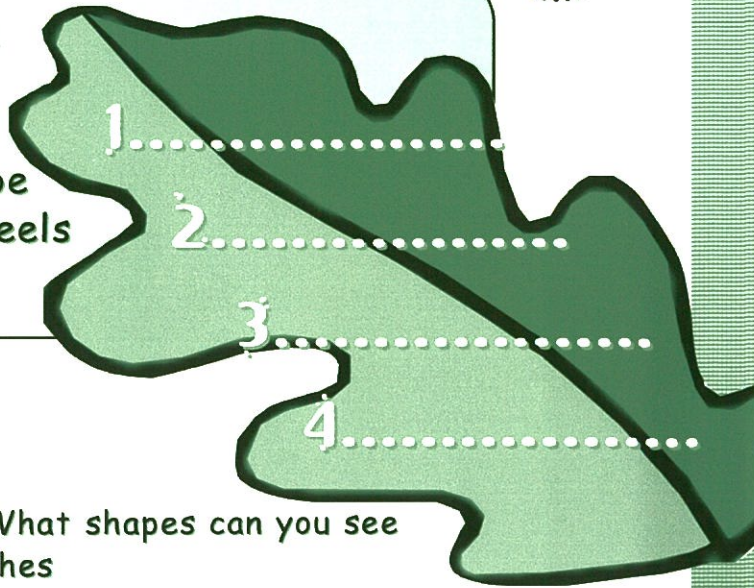




# Worksheet



Stand by the trunk of your tree.  
Write down 4 words that describe the way it looks and feels



Look straight up. What shapes can you see between the branches



Look straight down.

Can you see the **tree ROOTS**  
Write down 3 words that describe what they look like



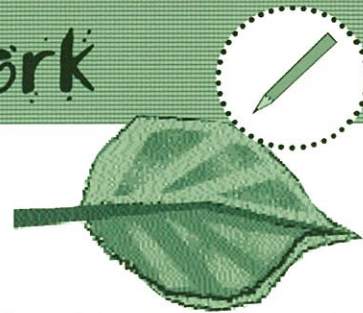
Draw a picture of your tree



What colours can you see?

Three large circles with horizontal dashed lines, intended for writing answers to the question 'What colours can you see?'.

# Follow Up Work



## Jabberwocks:

Jabberwocks are produced when new names are created for objects in the environment by concentrating on the properties of the object.

**1** Find an object. Think about what sound the object suggests (is it long, slow, sticky, sharp) and give it a nonsense name. Repeat it over and over to memorise it. Pass the object around and tell others in the group its name. You could also name some of the features and processes of the environment, and create some jabberwocky adjectives.

**2** Collect some jabberwocks together and write a short poem using them. You may have to use some 'proper' words to link and to enlarge. Such nonsense can produce some very atmospheric results and has a sense all of its own. Read out each poem. Swap the poems around in a group so others can read them too.

## Sound Poems

Following on from jabberwocks, more familiar words can be combined to create similar effects. Some words through their sound and shape can suggest something about the things they describe. Onomatopoeia is the nasty term for this, but 'sound-as-they-are' words is just as good. 'Rustling' and 'sizzle' are two examples. Enlarging the concept a little, 'rounded' is a very rounded word and 'whispering' is best whispered.

**1** As group, listen to the sounds all around.

**2** Now, write a poem, individually or in small groups, that has something in its sound that reflects what is going on around you. Younger and less confident groups may require help to think of some appropriate words in advance and put them on flashcards to help with reading.

# Follow Up Work

## Haiku

A Haiku is as short Japanese poem.

*Experimenting,  
I hung the moon on various  
Branches of a pine.  
(Hokushi)*

It is traditionally a direct reaction to the world, written quickly, without the interference of great consideration. The Haiku has a traditional structure. It should contain reference to the season in which it was written and a breaking word, a short emotional word which stops the poem for a moment and gives it dignity. Usually, it has three parts...



The moment.

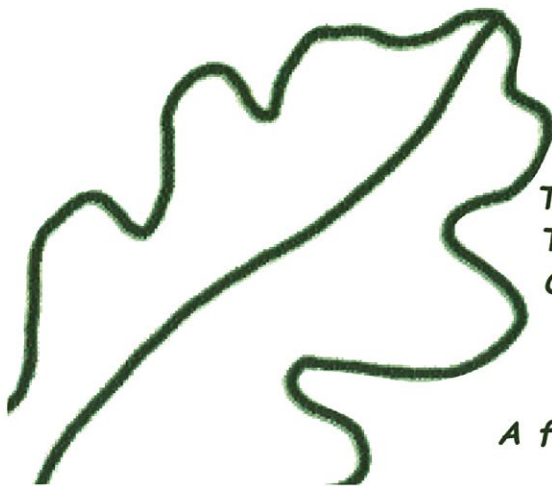


A pause.



A thought or perception coming out of the moment and the pause.

Here are some Haiku by Basho, a seventeenth century master.



*On the dead limb  
Squats a crow-  
Autumn night.*

*How far must I walk  
To the village of Kasajima  
The endlessly muddy road  
Of the early wet season.*

*Breaking the silence  
Of an ancient pond  
A frog jumped into the water-  
A deep resonance*



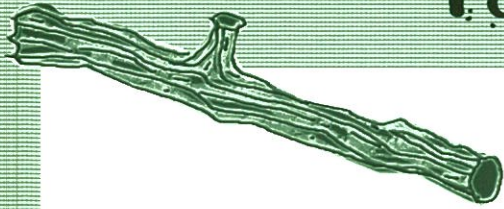
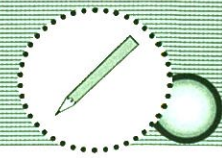
Haiku may be written alone or, (as was common), line by line with another person.

1 Write a series of Haiku in a story circle. Each person says a line then passes the poem on to the next person. Try to be spontaneous and let the lines spark inspiration for the next line. Have someone scribe.

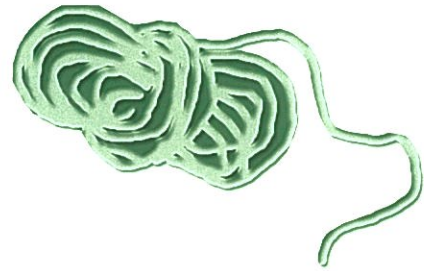
2 Write a Haiku on a given subject.

3 Write a Haiku using some of the words gathered on a word scavenger hunt.

# Follow Up Work



## Journey sticks

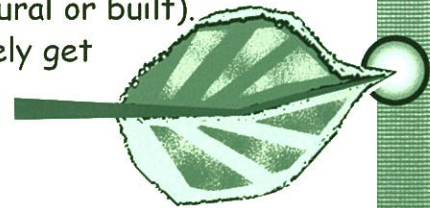


You will need: Coloured wool,  
Sticks,  
Natural materials

Journeys are often represented on maps. Maps are symbolic representations of the distance travelled. Usually they use conventional symbols, but we can also use personal symbols. An alternative way of representing geographical information is by using a journey stick. A journey stick represents important waymarks on the journey by using natural materials as reminders.



1 Take everyone on a journey through a rich environment (natural or built). Alternatively, let everyone explore a small area. Alternatively get everyone to remember a journey they have taken (e.g. their journey to school..)



2 Now for each stage of the journey weave in or bind in some material around the stick as a symbolic representation.



## Tall Tales



1 Stand in the middle of a natural environment, e.g. the parkland walk.



2 Get everyone to take ten steps back and pick up the first thing they see.



3 Get everyone to bring their object back.



4 Now, in a circle, get everyone to present their object with the tallest tale they can possible tell about it e.g. it's a dinosaurs toenail, it used to be used for cutting the holes in swiss cheese....be as free and as long winded as you like.



5 Now tell some tall tales that are also true....



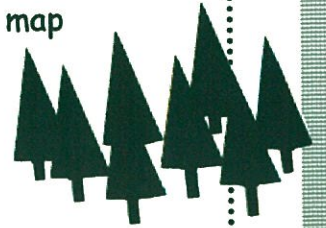
# Lesson Plan



## Aims

To understand and practise using grid references and develop map reading skills.

National Curriculum Links - Geography  
1a, 1b, 1e, 2a, 2b, 2c, 2d, 2e, 3a, 3c, 3d



QCA Schemes - Geography  
Unit 1 Around Our School - The Local area and Unit 25 Geography and Numbers



## Learning Objectives



To use grid references as a method of map reading.



To use a map as a way of finding direction.



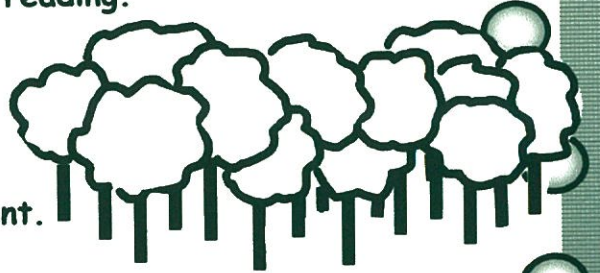
To make observations of the local environment.



To develop an understanding of local geography and natural history.



To develop an understanding of direction and the use of a compass.



## Learning Outcomes



To demonstrate their understanding of grid reference through the production of an annotated map.



To produce drawings and writing that describes observations made.



To present ideas within a group in a way that is appropriate to the audience.



# Mapping Parkland Walk

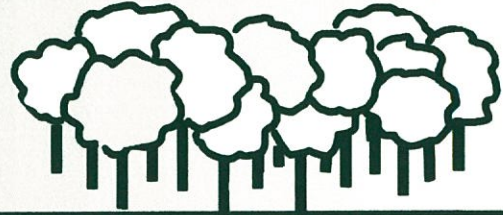


## Reading a grid reference



First take the opening group of three digits, called the 'eastings', which relate to the numbers on the bottom line of the grid. The first two digits match the numbers given on the grid, and the third digit relates to the tenths of a square. When you have found a point indicated, imagine a vertical line leading up from the point.

Here are some examples to help you



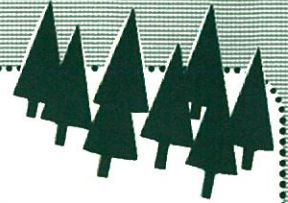
Easting figure in grid reference	Number to find on bottom of grid	Where to start the line
010	01	Exactly on this point
011	01 plus a tenth of a square	Just past the 01 point
015	01 plus 5/10's of a square	Half way between 01 and 02
020	02	Exactly on this point
100	10	Exactly on this point
105	10 plus 5/10's of a square	Halfway between 10 and 11



Follow the same procedure with the second group of digits, which are called the 'northings', looking at the numbers which appear on the left side of the grid. Imagine a horizontal line leading out from this point, and where the lines from the eastings and northings meet you will find the reference point you are looking for.



# Lesson Plan



## Before the Visit

Using an Ordnance Survey map, get the children to see if they can identify different places and features in their local area. Introduce the children to the idea of a key and how different features on a map such as churches and parks are represented by pictures on this key. Using the key, get the children to identify some of the features in their local area.

Introduce the children to the idea of grid references and how positions on a map can be found using these references (refer to teachers notes on grid references). Practice working with grid references by using simple grids with numbered points marked on them.

Introduce the class to the map of the Parkland Walk (found at the front of the pack). Get them to study the features of the map before their visit.



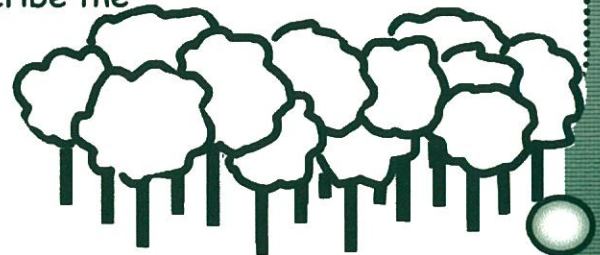
## At the Walk



Divide the class into groups. Each group should have a map of the Parkland Walk and each individual should be given a worksheet. As a class refresh your memory of the map of the Park. As a class you must then follow the Parkland Walk looking out for the waypoints along the path. Using the grid reference on the post they must mark the waypoint and its corresponding number on their map. In their groups, they must decide on a symbol for that point. This would most likely be represented by the most prominent feature of that area. This might be an interesting looking tree, a building or another man made feature. They must also describe the area at each point.



## After the Visit



Get the children to make a map of their own playground. This will enable them to use some of the mapping skills that they have learnt. To extend these skills, compasses can be used, and children asked to identify one feature that they can see to the N, E, S and W of where they are standing in the playground. This is called sign post mapping. How far away do they think each feature is? They can record their ideas on relative distance arrows. How could they find the true distance? To help them answer this question, use a map extract of the view. For a limited view a large scale map, such as a 1:10 000, would be suitable; for a wider and more distant view Ordnance Survey Pathfinder maps, at 1:25 000 scale, are very useful. Ask the children to look at the map and find the school site and then the features that they have identified. Use the key to see how the features are represented...

# Mapping Parkland Walk

# Mapping Worksheet



In your group follow the trail along the Parkland Walk looking out for the posts along the way. Use the grid references on the posts to mark them on your map

What is the number of the post?  
.....

Mark the post on our map

What is its grid reference?  
.....



Look around you. Draw a picture of one of the most striking things that you can see that could be used as a key on your map



In one sentence, describe this area .....

Look around you. Draw a picture of one of the most striking things that you can see that could be used as a key on your map



What is the number of the post?  
.....

Mark the post on our map

What is its grid reference?  
.....



In one sentence, describe this area .....



What is the number of the post?  
.....

Mark the post on our map

What is its grid reference?  
.....

Look around you. Draw a picture of one of the most striking things that you can see that could be used as a key on your map



In one sentence, describe this area .....

# Mapping Parkland Walk



