

Brede High Woods

Educational Resources

See-saw margery daw

Unit in brief

Session aims:

To explore and understand the different types of: tree species, their appearance, age, growth, properties and uses; and woodland management and evidence of past work in the woodland. To consider the lives of the people working and living near the woodlands, and the context in which the language we use today derives from such peoples.

Curriculum Links

English Key Stage 2 –

Listen and identify features of the language used for specific purposes. Use drama and role-play techniques to explore themes.

English Key Stage 3 –

Making fresh connections between words, drawing on rich experience of language. Understanding how spoken language evolves and represents changes in society. Using dramatic approaches to understand themes.

Maths Key Stage 2 –

Handling data and recording and communicating results from tables to graphs. Understanding and applying units of measurement.

Maths Key Stage 3 –

Communicating mathematics effectively including use of ICT. Using mathematics to interpret situations.

Science Key Stage 3 –

Obtain and record data. Understand variation, classification and interdependence of species. Human activity can lead to changes in the environment,

ICT Key Stage 2 –

Finding things out using the internet.

ICT Key Stage 3 –

Use and refine search methods.

History Key Stage 2 –

Local history study. Historical enquiry using archaeological remains. Recognition that the past is represented in different ways. Why Britain was invaded in Roman, Anglo-Saxon and Viking times.

History Key Stage 3 –

Looking at archaeological evidence and discussing the preservation of sites and peoples' attitudes towards them. Interpretation of history through different media.

Geography Key Stage 2 –

Collect and record evidence using fieldwork techniques. Increase knowledge and understanding of environmental change and sustainable development – how people can improve or damage the environment, and why and how people manage the environment sustainably. Develop map-reading skills.



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Geography Key Stage 3 –

Collect and record evidence using fieldwork techniques. Understanding physical and human influences on the environment, interactions and sustainable development. Develop map-reading skills.

Art and Design Key Stage 2 –

Record information and processes through drawing and sketching.

Art and Design Key Stage 3 –




Drawing and sketching to communicate ideas.

Physical Education Key Stage 2 –

Outdoors adventurous activities – working in teams to meet challenges.

Physical Education Key Stage 3 –

Overcome challenges of an adventurous nature.






Structure	Activity title	QCA Curriculum links	Teacher notes	Student worksheets
Introduction	Unit in brief			None
Pre-visit activities	Tree Identification	KS2: Sc2, 4.a.b.c Ge1.b, 2.b Ma2, 1.f, 2.a Ma4, 1.f, 2.b.c.d.f ICT1.a.b PE11.a.c KS3: Sc2.2.a, 3.3.d Ge2.1.b.d, 2.2.a Ma1.1.b.c, 2.4.a.b, 3.3.a.b ICT2.1.b.c, 2.3.a PE3.e		Tree ID sheet
	How old is a tree?	KS2: Sc1, 1.a.b Sc2, 1.b, 3.a.c Ma3, 4.a.b		Follow web link



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Structure	Activity title	QCA Curriculum links	Teacher notes	Student worksheets
	Ancient Tree Hunt	KS2: Sc1, 1.a.b, Sc2, 1.b, 3.a.c Ma3, 4.a.b		Follow web link
	Working woodland	KS3: various links depending on activities chosen	 	None
On-visit activities	Woodland explorers	KS2: Ge1.b, 2.b.c Sc2, 4.a.b.c Hi4.a, 7 PE11.a.c KS3: Ge1.5.a, 1.6.a.b, 2.1.b.d, 2.2.a, 2.3.a Sc2.2.a, 3.3.d Hi4.c PE3.e		Tree ID sheet Site map
	By hook or by crook	KS2: Hi3 En1, 2.d.e, 4.a.b.c, 6.a Sc2, 5.a.b.c PE11.a.b.c KS3: Hi1.6.b En1.2.a, 1.3.c, 2.1.k Sc3.3.d PE3.e		



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Structure	Activity title	QCA Curriculum links	Teacher notes	Student worksheets
	Wood cutter game	KS2: Ge5.a.b Sc2, 3.a.b.c, 5.a.b PE1.1.a.c KS3: Ge1.5.a, 1.6.a.b Sc3, 4.c PE3.e		None
Post-visit activities	Whistle while you work	KS2: Hi3 En1, 2.d.e, 6.a ICT1.a.b KS3: Hi1.6.b En1.2.a, 1.3.c ICT2.1.b.c		None
	History board game	KS2: Ma2, 2.a Hi2.a.c, 7, 10 KS3: Hi1.3, 1.4		Follow web link
	What's good about wood?	KS2: Hi9 Ge5.b		Follow web link
	Find out more about trees	KS2: Sc2, 5.a.b.c KS3: Sc3.3.d		Follow web link
	Measuring the properties of trees	KS2: Ma3, 4.a.b.e KS3: Ma1.4.a, 3.2.h		Follow web link



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▶ Pre-visit activity
On-site activity
Post-visit activity

TREE IDENTIFICATION

TEACHER'S NOTES

Session aims:

To teach about the variety of tree species present within a given area and the different characteristics of each.

This activity can be done in conjunction with the 'How old is a tree?' activity.

Using the tree identification sheet provided, go to your school grounds or a suitable local area. Use tally marks to count the different tree species you find. Pupils can also repeat the activity as a homework exercise in their garden or local park or along a public right of way.

Use the results to create graphs to show which species were most and least common in each of the locations.

Extension activity

Ask each pupil to choose one of the tree species they found and find out the following information using books and the internet.

- Is it a broadleaved tree?
- Does it lose its leaves in autumn?
- Draw and label the leaf.
- Draw and label the fruit and seed.
- How is the seed of the tree dispersed?
- Name one human use of the tree – either in the past or the present.

You may find this website useful – www.british-trees.com



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▶ Pre-visit activity
On-site activity
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HOW OLD IS A TREE?

TEACHER'S NOTES

Session aims:

Maths and numeracy activity to discover the approximate age and height of a tree.

Follow the link for this activity

www.treeforall.org.uk/JoinIn/AsASchool/english.htm

The image shows two overlapping worksheets. The top worksheet is titled 'KS2 Maths/Numeracy PUPIL WORKSHEET PRE-VISIT ACTIVITY: HOW OLD IS A TREE?'. It features a table with tree species and their growth rates, and a list of five questions for students to answer. The bottom worksheet is identical but includes a 'Tip' bubble: 'Tip: Every 2.5cm of girth represents about one year's growth. Hence a tree with a girth of 40cm will be approx. sixteen years old.' Both worksheets have the 'treeforall' logo and Woodland Trust branding.

Species of tree	Growth of girth per year (cm)
oak	2.5
beech	1.88
spruce	3.13
holme	2.75

KS2 Maths/Numeracy PUPIL WORKSHEET PRE-VISIT ACTIVITY: HOW OLD IS A TREE?

Use this worksheet to discover the approximate age and height of a tree. Choose a tree to study. Choose the oldest looking one that you can find.

- Why do you think that this tree is older than the trees nearby?
- Measure around the truck of the tree using a tape measure at approximately a child's head height. This is the circumference. The circumference of my tree iscm
- To estimate the age of a living tree divide the circumference by 2.5cm. The approximate age of my tree is
- If we know the species of the tree, we can make a more accurate estimate of its age. This is because different kinds of tree grow at different speeds. If you know the species of tree, divide the circumference by the figure in the table below. The more accurate estimation of my tree's age is
- Is there much difference between your answers in 3 and 4 above?

Tip: Every 2.5cm of girth represents about one year's growth. Hence a tree with a girth of 40cm will be approx. sixteen years old.

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Educational Resources

- ▶ Pre-visit activity
- ▶ On-site activity
- ▶ Post-visit activity

ANCIENT TREE HUNT

KS3 TEACHER'S NOTES

Session aims:

To teach about the importance of ancient trees to both people and wildlife.

Go to the teacher resources page on www.ancient-tree-hunt.org.uk/ to download various activities about ancient trees across a range of subjects, including science, geography, English, art and history.

The collage features four main resource pages:

- KS3 History: THE USES OF TREES IN THE MEDIEVAL PERIOD**
 - Task 1: TEACHERS NOTES** - Looking for evidence from the Bayeux Tapestry – an investigative exercise.
 - Key Concepts:** 1.1 Chronological Understanding, 1.6 Interpretation, 2.2 Using evidence, 2.3 Communicating about the past.
 - Reference:** Links to Victorian copy from the Reading Museum and other Bayeux Tapestry resources.
- KS3 Geography: SPACE**
 - Key Concepts:** 1.1 Space, 1.2 Understanding the interactions between places and the networks created by flows of information, people and goods.
 - Main Activity:** Students to take the role of an arboriculturist to write a report.
 - Assessment:** You could use peer assessment for the arboriculturist report.
- KS3 English: Literature/Reading/ Speaking/Listening/ THE POETRY OF TREES**
 - Activity 2: TEACHERS SHEET**
 - Session aims:** To engage students with poems by three well-known poets from our English literary heritage.
 - Key Concepts:** 1.1 Competence, 1.2 Creativity, 1.3 Cultural understanding, 1.4 Critical understanding.
 - Equipment needed:** Copies of three poems: 'Winter Trees' by William Carlos Williams, 'Throwing a Tree' by Thomas Hardy, 'Trees in the Garden' by D.H. Lawrence.
- KS3 Art and Design: Art and Design Unit 4 - Design ANCIENT TREES**
 - Key Concepts:** 1.1 Engaging with ideas, images and artefacts, and identifying how values and meanings are conveyed.
 - General resources:** Rulers, Pencils of varying hardness HB-9B, Pencil sharpener, Rubber, Conte or charcoal, Hand cleaning cloths, Magnifying glass, Drawing books A4 or A3, Notepads, grid paper and clipboards, Water pots and painting materials.

KS3 Geography - page 1

The Ancient Tree Hunt

TEACHERS NOTES

Aims:

- To enable pupils to understand that there are many reasons why we find trees in different places in the landscape.
- To ask pupils to write a report for a certain audience (a possible literary target). They will take the role of an arboriculturist.
- This lesson follows on from the PLACE activity.

Starter

Use the PowerPoint of trees to generate pupil ideas about tree uses. The photos show:

- An orchard – olive grove in Mediterranean
- A forestry plantation
- Trees in a park- recreation
- Christmas tree with lights
- A field boundary/crop shelter
- Edge of reservoir to reduce soil creep/wash into reservoir
- Sculpture from a tree
- Trees on golf course – hazards/look nice
- Shade for a road in France
- Home to a squirrel
- An ancient tree

Key Concepts

1.1 Space

1.2 Understanding the interactions between places and the networks created by flows of information, people and goods

1.3 Knowing where the places and landscapes are located, why they are there, the patterns and distributions they create, how and why these are changing and the implications for people.

Main Activity: Students to take the role of an arboriculturist to write a report. This activity is designed to get pupils to appreciate the various reasons why we find trees in the landscape. There will be a number of reasons particular to the locality used for the field work in the PLACE activity.

Assessment: You could use peer assessment for the arboriculturist report. The criteria you ask pupils to use could be:

- The quality of labels on the map from the PLACE fieldwork map
- At least three reasons that are well explained
- One good reason each for listing and detailing the trees.

The peer assessor can write a target for the assessed work and then discuss/agree it with the pupil who wrote the piece.

Plenary: Pick one other like and dislike you have heard in the class and write about them in text style to a friend.

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KS3 Art and Design Unit 4 - Design ANCIENT TREES

Key Concepts

1.1 Engaging with ideas, images and artefacts, and identifying how values and meanings are conveyed.

1.2 Developing their own views and expressing reasoned judgements.

1.3 Analysing and reflecting on work from diverse contexts.

General resources:

- Rulers
- Pencils of varying hardness HB-9B
- Pencil sharpener
- Rubber
- Conte or charcoal
- Hand cleaning cloths
- Magnifying glass
- Drawing books A4 or A3
- Notepads, grid paper and clipboards
- Water pots and painting materials

Have available photographic prints, notes and drawings from the earlier session (Part 1).

This project can be designed to integrate with other subjects such as English, History and Drama if desired. Each part is also designed as a separate lesson if you prefer to omit the other parts.

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KS3 English

The Ancient Tree Hunt

Literature/Reading/ Speaking/Listening/ THE POETRY OF TREES

ACTIVITY 2: TEACHERS SHEET

Session aims: This activity aims to engage students with poems by three well-known poets from our English literary heritage; to practise speaking and listening for a formal, prepared presentation as well as in informal groups or pair discussions; to highlight the importance of trees within our cultural heritage.

ACTIVITY: Starter

Display the titles of the three poems to be discussed. Students interpret the titles by drawing a picture or writing a sentence about the images they evoke.

Main

Teacher (or carefully chosen student) reads each of the poems to the class. After each poem is read one or more of the following questions are asked or discussed firstly as a whole class, then in pairs, and finally in groups of four (these questions are repeated on the Activity 4 Student sheet).

- Does this poem remind you of anything at all that you have ever seen or has ever happened to you?
- Does the poem remind you of anything you have read before?
- Is there anything about this poem that puzzles you or you find curious or odd?
- Is there anything you like about this poem as a whole? Are there any words or phrases which you find particularly meaningful, emotive or effective?
- Is there anything you dislike about this poem?
- If you could display this poem somewhere, where would you like it to be for best effect?
- If you could talk to the poet, what would you ask him?
- When you read the poem, what kind of scene do you visualise in your mind? Where do you think the poet is, within that scene?
- If this poem was part of a story, what kind of story would it be?
- If you were to choose how someone should read this poem, what kind of voice would be best? If you were to choose music to play in the background, what kind of music would you use?

Equipment needed: Copies of the three poems: 'Winter Trees' by William Carlos Williams; 'Throwing a Tree' by Thomas Hardy; 'Trees in the Garden' by D.H. Lawrence. Materials for making collage, or access to computers with a program for manipulating or creating images (e.g. Clip Art could be used with Microsoft Word). Peer or Self evaluation student sheet.

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▶ Pre-visit activity
On-site activity
Post-visit activity

WORKING WOODLAND

TEACHER'S NOTES

Session aims:

To teach about the traditional and ancient form of woodland management known as coppicing, to discover the benefits of such sustainable management for people and wildlife.

What is Coppicing?

Coppicing is a traditional method of woodland management in which young tree stems are repeatedly cut down to near ground level. In later growth years, many new shoots will grow, and, after a number of years the coppiced tree, or stool, is ready to be harvested, and the cycle begins again. The cycle length depends upon the species cut, the local custom, and the use to which the product is put. Birch can be coppiced for faggots on a three- or four-year cycle, whereas oak can be coppiced over a fifty-year cycle for poles or firewood.

Coppicing provides a rich variety of habitats, as the woodland always has a range of different-aged coppice trees growing in it, which is good for wildlife. Some areas of the woodland will be more open, allowing sunlight to reach the woodland floor so the flowering ground plants will increase, attracting butterflies, bees and other wildlife. In the areas where the coppice is more mature the tree canopy will shade the woodland floor and different species will thrive, here including mosses and liverworts and damp loving invertebrates.

Coppicing has the effect of maintaining trees at a young growth stage, and a regularly coppiced tree will never die of old age – some coppice stools can reach immense ages. The age of a stool may be estimated from its diameter, and some are so large (perhaps as much as 9 m or 30 ft across) that they are thought to have been continuously coppiced for many centuries.



WTPL/Archie Milest



WTPL/Helen Parr



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WORKING WOODLAND

TEACHER'S NOTES

Why coppicing?

Coppicing continues the existence of a woodland and a supply of wood for human uses. It is beneficial for the wildlife, as rather than cutting down all the trees, which would leave no habitat, trees are cut in sections and on a cycle, so there is always somewhere for the wildlife to live and feed. The coppicing allows the woodland manager to supply wood of different sizes for different end uses.

Coppiced trees may also have large uncut standard trees in between them; these trees are left and allowed to grow much larger, which means the woodland is more flexible and useful for people. King Henry VIII introduced laws to prevent the cutting of oak trees so that they could mature to become suitable timber for ship building. The law required coppiced woodlands to be enclosed to prevent deer from browsing the new shoots and 12 uncut trees were left to mature in each acre of woodland. So not only does the woodland provide the small material from the coppice but also a range of larger forms of timber for jobs like house building, ship building and cart making. The small coppiced poles were useful for producing charcoal, fencing, furniture, wattle weaving, hop poles and with other timbers in the production of buildings, ships and carts.

Using the photographs of coppiced woodland, ask the pupils to produce a step-by-step illustration of the process of coppicing. Encourage them to annotate their pictures with facts about coppicing, either from the information provided, or their own research and include the following aspects:

- Growth stages of the trees
- Standard trees
- Wildlife
- Wood products



WTPL/Ray Hallett



WTPL/Uta Reed



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Educational Resources

Pre-visit activity

On-site activity

Post-visit activity

WOODLAND EXPLORERS

TEACHER'S NOTES

Session aims:

To reinforce pre-visit activities on tree species and coppicing.
To teach about other forms of woodland management and the historical evidence that can be seen within the woodland today.

As you walk through the woodland use the tree ID sheets to help you to identify the different tree species.

Tree species you are most likely to see on your walk include:

Deciduous – oak, beech, sycamore, sweet chestnut, field maple, hornbeam, hazel, silver birch, ash and larch.

Coniferous – Scots pine, Corsican pine, Sitka spruce, Douglas fir, and western hemlock.

This list is not definitive so it may be useful to take a guidebook with you.

Using the map, plan a route that includes one or more of the sawpits, and using the information and images provided explain to the class how and why sawpits were used. If the sawpits are dry in the bottom, ask a pair to act out the work of the wood sawyers as you explain it.

Key Stage 3 – discuss the implications behind the preservation of such archaeological evidence which allows them to be enjoyed by future generations. What are peoples' attitudes to these kinds of remains from the past management of the woodland? Can we learn about the past to help us be more sustainable in the future?

A bit about Sawpits

The use of a saw to cut wood became common in the 13th century and, at first, the logs were rested on wooden trestles to be sawn. Before the saw was used, wood sawyers would have used axes to cut and shape logs. By the 15th century, the use of sawpits had become more common and these were used for the next 400 years.

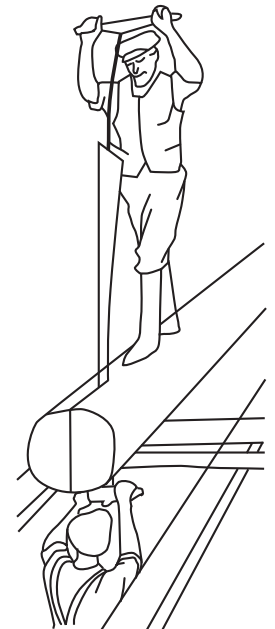
The sawpit was dug in the woodland near to where the trees were being felled and usually downhill from the main felling

area. This made it easier to move and roll the large tree trunks over the pit.

Once the tree was felled, the bark and branches would be cut off. These could be used for other purposes, such as for making furniture, while the bark of oaks was used to dye leather for clothes. The larger logs were cut using the sawpit, and these timbers would be used for beams in buildings or for bridges or ships.

The two-handed saw itself was five- or six-foot long and required two men to work it. First, a straight line was marked at the top and the bottom of the log using a string and chalk or lamp-black. Then, the log was laid over the sawpit and held in place using iron dogs. On the saw itself, the bottom handle was called the box, and it could be removed quickly so that the saw could be pulled through the cut and moved to another cut. The sawyers used wedges to hold the cut wood slightly apart near the saw blade to stop it sticking, and they tied the log at the cut end with cords to help keep the planks together and straight. The wood sawyers had their own saw and they moved around the countryside looking for work. The wood sawyer working at the top was responsible for making sure the cut was straight.

All the processing of timber was done in the woodland so that it was easier to transport by horse and cart out of the woods. The planks and beams were easier to transport once they were cut square, and this meant they were also lighter for the horses to pull along too. Today, we only cut off the branches and then use a crane to lift the tree trunks onto a lorry which transports them to an external processing facility.



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Educational Resources

Pre-visit activity

On-site activity

Post-visit activity

BY HOOK OR BY CROOK

TEACHER'S NOTES

Session aims:

To teach about the origins of common English phrases and sayings and how they are connected with historical countryside and rural culture. To use drama, role-play and outdoor adventurous activities to reinforce knowledge and make relevant to the modern day.

In the English language we have many sayings that have been used for hundreds of years although most people today do not even know the origins of such sayings as those below. Ask the class if they know the modern meanings of the sayings.

“Beat around the bush” – game birds are scared out from their hiding places behind bushes before they are killed for food.

“Strike while the iron is hot” - blacksmiths heat up the iron before hammering it into shape. They have to work quickly before the iron cools otherwise it becomes brittle and cannot be shaped.

“Getting the short end of the stick” – rush lights were a poor man's candle, as they did not burn for very long, so visitors would often leave before the light went out. If a person didn't want a visitor to stay for too long, they would deliberately chose a part burned short rush light so that the person would have to leave sooner.

“Sleep tight” – beds used to be made out of a wooden frame with ropes strung between and straw mattresses on the top. Every so often the ropes would need to be tightened.

“The under dog” – origins actually refer to the wood sawyers working in the sawpits. The under dog referred to the man working in the actual sawpit itself. He had the harder, less pleasant task of sawing upwards above him and the saw dust would frequently fall on his head.

“The top dog” – is the exact opposite, and refers to the man working above the tree trunk or branch. He had the easier job of cutting downwards, but had to make sure the cut was straight. This job took more concentration and intelligence than the under dog's job.

“By hook or by crook” – refers to the Norman woodland laws for peasants regarding collecting wood for their fires. They were allowed to collect only dead wood from the ground or any dead twigs which they could reach from standing on the ground and using a hooked stick or crook.

Divide the class into pairs. Tell them to imagine that they are local peasants that need to collect firewood. They must follow the laws of the woodland and can only collect dead wood that they can reach and that they can carry easily. The rules for the class are that they can only pick up wood that is as long as their leg and no wider (this is for safety reasons). They can tell if the wood is alive if it is green when they scrape back the bark with their fingernail. If it is brown, then it is dead and they can collect it. Once they have collected the wood they are magically transported to modern times and the wood is now to be used for wildlife to make habitat hotels (log piles) for invertebrates. They can make habitat hotels in their pairs or in groups.

Once the class have made their habitat hotels, discuss how the peasants would have found life then compared to the modern world. Discuss the wildlife implications of removing dead wood from the ecosystem in large quantities. What animals and plants rely on the dead wood and might move into the hotels they have made. Which food chains are supported by dead wood, and what would the world be like without decomposers?

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WOOD CUTTER GAME

TEACHER'S NOTES

Session aims:

To reinforce, in an active and alternative way, the processes involved in woodland management and how sustainable they are.

Based on the game wink murder.

Stand in a circle. Select a woodland detective, and they must move away out of sight and earshot. Everyone in the circle closes his or her eyes. The teacher then walks around the outside of the circle and selects one person to be the wood sawyer by tapping them on the shoulder. This person must not tell anyone that they are the wood sawyer. Ask the class to open their eyes, now explain that everyone, except the wood sawyer, is a tree in woodland that is managed by coppicing. The wood sawyer's job is to cut down the trees; they must do this by secretly winking or blinking at the trees. The 'trees' once they have been 'cut' will fall down to the ground, but remind them that they can re-grow with multiple stems each time they are cut. The 'trees' can use their arms, hands and fingers to represent this. Remind the 'trees' that once they know who is the wood sawyer they must also try to keep the secret, and that there is no talking in this game. Now call back the woodland detective, explain that their job is to detect two things: one what type of woodland management is happening, and two who is the wood sawyer.

Once the woodland detective has guessed correctly, you can discuss with the class about the types of trees that they were pretending to be. Now you can play the game again with a new detective and wood sawyer, but this time the management of the woodland is different. The 'trees' will not be able to grow back once they are cut. Once the wood sawyer has been identified, or there are no 'trees' left standing, discuss this type of woodland management – which is clear fell or thinning. Explain that this is common in faster growing plantations of conifer trees.

If you have time you can play the game again and mix it up so that the 'trees' can choose to be a mature standard or a coppice, they cannot change their tree management once the game has started, see what happens with this more random management.



WTPL/Robert MacLeod



WTPL

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Pre-visit activity

On-site activity

▶ Post-visit activity

WHISTLE WHILE YOU WORK

TEACHER'S NOTES

Session aims:

To teach about the origins of common English songs, and rhymes, and how they are connected with the countryside and the culture of the rural and working class people in the past. Use drama, role-play, presentation skills and music to reinforce knowledge and make relevant to the modern day.

People often sing, hum or whistle while they are working, especially when they are doing practical tasks such as gardening or cleaning. These tunes can be anything from popular songs to made-up ditties. People have been singing songs as they work for many centuries, and some of these songs that were sung hundreds of years ago are still well known today, often as children's nursery rhymes. Songs were often a form of celebrating or remembering political or significant events that have passed. For poor people, who may have lived in the remote countryside, new songs may have been the bringer of news from other parts of the country. These people did not read or write and so word of mouth was an important way of finding things out.

Although it is difficult to find out exactly where the songs were first sung and who sung them or wrote them, we can make some assumptions if we look closely at the words in the song. Some people think that the wood sawyers sang See Saw Margery Daw as they cut the logs; singing whilst they worked helped them to keep time and took their minds off how difficult or back-breaking the work was. Other people think it is a child's teasing song that would be sang whilst they played on a seesaw, teasing another child that they are only fit to work as slave labour at the workhouse.

In pairs ask the pupils to sing and act out the See Saw Song keeping time together.

See Saw Margery Daw

Johnny shall have a new master

He shall earn but a penny a day

Because he can't work any faster

Using the internet, ask the pupils in pairs to research one of the following nursery rhymes and collect information to present it to the class.

- Ring around the rosie
- Mary Mary quite contrary
- Sing a song of sixpence
- There was a crooked man
- Little boy blue
- Old mother hubbard

Choose one pair to present each rhyme and the class can add any other information they have found.

Working in pairs again, ask them to think of a modern task that they or their parents do at home or work, ie gardening, fixing the car, hanging out the washing etc. Now they must work together to make up a modern working rhyme to help the work go by faster. Remind them to think about key words and rhymes, and a tune that is easy to remember.

Brede High Woods

Educational Resources

Pre-visit activity

On-site activity

▶ Post-visit activity

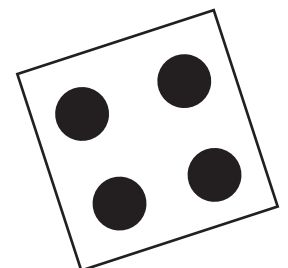
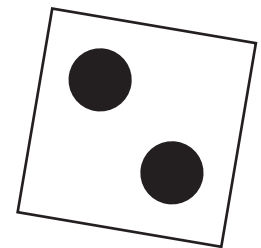
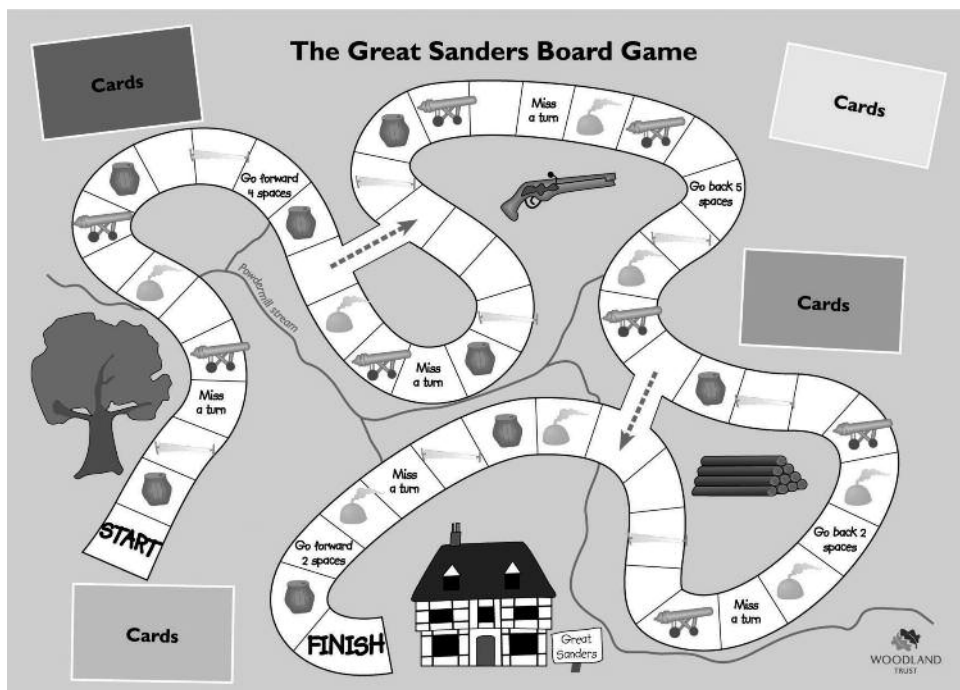
THE GREAT SANDERS BOARD GAME

TEACHER'S NOTES

Session aims:

To reflect on the knowledge of the history of Great Sanders in a fun and educational board game.

Download the instructions and templates to play the game.



Brede High Woods

Educational Resources

Pre-visit activity

On-site activity

Post-visit activity

WHAT'S GOOD ABOUT WOOD?

TEACHER'S NOTES

Session aims:

To encourage pupils to think about the uses humans have made of woodland products. To show how the importance of some of these may have changed over time, but how even today wood is still a valuable resource.

Follow the link for this activity

www.treeforall.org.uk/JoinIn/AsASchool/english.htm

Woodland Trust treeforall

KS2 History/Geography TEACHER SHEET

POST-VISIT ACTIVITY: WHAT'S GOOD ABOUT WOOD?

Session aims:
To encourage pupils to think about the uses humans have made of woodland products. To show how the importance of some of these may have changed over time, but how even today wood is still a valuable resource.

Activity:
Pupils should start by investigating their classroom and school and/or home for as many items as possible that are made of wood. They could produce a list of wooden items, or design labels or signs that say 'Made of wood' which could then be attached to wooden objects around school.
Pupils should complete a table listing where the wood is found and what it does using worksheet one.
They should then consider how the uses of wood have changed over time; how some items that were made of wood in the past are now made from modern materials, but that some wooden items are still highly valued and fill in worksheet two.

Background activity:
The pre-visit activity focused on the changing land use in the countryside. Despite the fact that much of it has been cleared for other purposes, woodland has always remained a much-valued human resource.

Traditional uses of wood:
Wood products
Timber framed buildings
Furniture
Ships
Cart wheels
Gates and hurdles (eg for fencing sheep)
Barrels (eg for beer)
Tools (eg brushes, axe handles)
Other uses
Paper
Fuel (as raw wood or charcoal) heating, cooking, smelting and working iron
Tanning leather (oak bark)
Dyes (oak bark)
Medicines (eg aspirin from willow bark)

Other products from woodland
Game (wild pig, deer, woodcock, pheasant, rabbit – the latter two were introduced by man)
Roots (e.g. ginseng)
Leaves (e.g. hawthorn has edible leaves, elder leaves can be used as a dye and insecticide)
Berries (e.g. mountain ash berries used for jams, jellies and cider; elderberries and blackberries used to make wine)
Hides (acorns and beech mast as food for domestic pigs, hazel nuts for human consumption)
Mushrooms, truffles
Mistletoe (used in religious rituals)
Honey
Pine resin (used as a fuel or wood preservative)

Equipment:
Worksheets, pencils, information books, access to the internet, display materials.

QCA Curriculum links:
HISTORY This activity may give an opportunity to study historic periods such as the Roman, Anglo-Saxon and Viking ages.
Unit 6A (Year 6): Why have people invaded and settled in Britain in the past?
A Roman case
Unit 6B (Year 6): Why have people invaded and settled in Britain in the past?
An Anglo-Saxon study
Unit 6C (Year 6): Why have people invaded and settled in Britain in the past?
A Viking case study
GEOGRAPHY
Unit 8 (Year 4): Improving the environment
e.g. Section 2: What do we throw away in the classroom? Could it be reduced?

Woodland that were important in the past

Wild woodcock	Woods are still a source of game for shooting, but game is no longer a primary source of food. Wild pig is now extinct in Britain.
Berries, mushrooms	Many kinds of food are no longer collected from woodland. Food items that are still eaten regularly such as mushrooms tend to be commercially grown. However some people still enjoy collecting woodland food like blackberries and nuts.
Honey	Still used but commercially produced rather than collected from the wild.

KS2 History/Geography PUPIL WORKSHEET

POST-VISIT ACTIVITY: WHAT'S GOOD ABOUT WOOD?

used to be made of wood. Fill in what these items are made of using books or the internet to find out some of them.

Now made of... (You may have more than one answer)

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Educational Resources

Pre-visit activity

On-site activity

▶ Post-visit activity

FIND OUT MORE ABOUT TREES

TEACHER'S NOTES

Session aims:

To encourage pupils to think more closely about the types of trees they have seen and to find out additional information about them. This will also develop an understanding of a scientific approach to studying nature.

Follow the link for this activity

www.treeforall.org.uk/JoinIn/AsASchool/english.htm

Woodland Trust treeforall

KS2 Science TEACHERS SHEET POST-VISIT ACTIVITY: FIND OUT MORE ABOUT TREES

Session Aims: To encourage pupils to think more closely about the types of trees they have been involved in planting and to find out additional information about them. It also develops understanding of a scientific approach to studying nature.

Activity: Pupils select one of the tree species planted during their field visit to build up a tree profile. Using scientific vocabulary they should write a description of their chosen tree. They can use any notes or sketches made of the tree(s) they planted, but also research more information about the distinctive features of each species. If possible, it would be helpful if digital photographs could be taken during the field visit to record the appearance of representative examples of the planted trees. Use the pupil worksheet to focus ideas and begin your tree description.

Background information:
Sources of information about tree species.
The Woodland Trust poster or similar may be a helpful starting point. Useful websites include:
www.british-trees.com
Has information on all British tree species – follow the 'native tree guide' link.

www.forestry.gov.uk
Forestry Commission website. Follow the links 'Learning', 'Forest factfile' to 'Tree species information'. Has information on five tree species (larch, Scots pine, sessile oak, silver birch and sika spruce).

www.saps.plantsci.cam.ac.uk/trees
Has a key for identifying trees and shrubs but it is also possible to look up information on individual species. Searches can be by common (as well as Latin) names.

Equipment:
Worksheets, pencils, information books, access to the internet, display materials. Examples of branches, leaves etc if possible.

QCA Curriculum links:
Unit 6A (Year 6): Interdependence and adaptation.
Section 9: Animals and plants in a different habitat

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KS2 Science TEACHERS SHEET POST-VISIT ACTIVITY: FIND OUT MORE ABOUT TREES

Activity:
Of characteristics shown, devise a 'compare and contrast' activity between two or three common tree species. This could be a suitable exercise for the Literacy Hour.

Worksheet:
Pupils to find out more interesting facts about their chosen tree species. What kinds of habitats are suitable for it?
Consider the following questions related to leaves: Why do some leaves change colour? Why do some trees lose their leaves? What are the benefits and disadvantages of losing leaves? What are the benefits and disadvantages of having leaves? Why are tree seeds often protected?

birch

field maple

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Educational Resources

Pre-visit activity

On-site activity

Post-visit activity

MEASURING THE PROPERTIES OF TREES

TEACHER'S NOTES

Session aims:

To use mathematical techniques to explore features of trees.

Follow the link for this activity

www.treeforall.org.uk/JoinIn/AsASchool/english.htm



KS2 Maths/Numeracy

TEACHERS SHEET

POST-VISIT ACTIVITY:

MEASURING THE PROPERTIES OF TREES

Background information:
If the activities described here are carried out soon after the tree planting experience (ie in the winter months) they will need to be adapted slightly. Evergreen trees or shrubs could be used for many of these exercises if broadleaved trees are bare. For the 'How many leaves?' exercise, counts of buds of broadleaf trees could be used instead of counts of leaves. It is easier to see the branch structure of a winter tree, so potentially this could provide a more accurate estimate.

Aims: To use mathematical techniques to explore features of trees.

Activities:

How old is a tree?
Ask pupils to visually assess a number of trees. Which do they think is the oldest? Why? Older trees will tend to be taller, larger and with wider trunks. They may also have more dead wood in the tree crown. If a log of wood is available, count the annual rings; remember it can be quite hard to see all the rings, particularly if they are very close together.
To estimate the age of a living tree, use a tape measure or piece of string to measure the distance around the trunk about one metre from the ground. Every 2.5cm of girth represents about one year's growth. Hence a tree with a girth of 40cm will be sixteen years old. Using this method, pupils can conduct a census of trees in the local area. Which is the oldest? Which is the youngest? The data can be presented in an imaginative way, for example a timeline showing how the ages of these trees compare to other ages of significance to the pupils (their ages, ages of parents or grandparents). Alternatively create a bar chart showing the frequency of occurrence of trees of particular ages.

Extension question: Why do you think some trees might grow faster than others? (Trees in the open grow faster than trees in woodland because there is less competition from other trees. Some species of tree grow faster than others).
Note: figures can be incorporated into the calculation above

to take these factors into account. For example an average woodland tree increases girth by approximately 1.25cm per year (rather than 2.5cm for a tree in the open). Differences between species can also be significant. On average, oak increases girth by 1.88cm, pine and spruce by 3.13cm and sycamore by 2.75cm.

How tall is a tree?
A simple method to estimate the height of a tree is to use a pencil. Hold this vertically at arm's length. Walk away from the tree until the top and bottom of the pencil are in line with the top and bottom of the tree. The distance between the observer and the base of the tree (plus one metre) is equivalent to the height of the tree. This can be measured using a long tape measure or by working out the length of the pupil's stride and 'pacing out' the distance. Tree height can also be measured more accurately using a clinometer (if available).

Extension question: Find two trees of the same species. Are they the same height? If not, what are the reasons why they might be of different height? (They could be of different ages or one could be growing in a less favourable environment than the other one).

How many leaves are there on a tree? (this can be done with an evergreen in winter)
Ask the pupils to think of methods for estimating the number of leaves on a tree. Choose a small specimen to make this exercise manageable.
The easiest method is to count the number of leaves on a typical twig, number of twigs on a small branch, number of small branches on a larger branch and number of large branches on the whole tree. Multiply all these figures together.

Extension question: What are the flaws with this method? Are there any ways that this method could be improved? (For example, what is a 'typical twig?')

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