

Session Outline

KS1 & 2:

This outline is a general guide for what to expect during your session with us. Activities and session structure may vary depending on weather conditions and other circumstances.

National Curriculum links: KS1 & 2 programmes of study – Geography, English, PE		
Learning Objectives	Session outline	Evaluation of Learners progress
<ul style="list-style-type: none"> • Be able to use and interpret maps. • Know that animals, including humans, move. • Know that there are different kinds of plants and animals in the immediate environment. • Know that food chains can be used to represent feeding relationships in a habitat. • Know that food chains begin with a plant (producer). 	<p>Introduction The class will have a brief welcome and introduction to the day.</p> <p>Activities During this session the children will carry out a series of challenges, which will require team work, cooperation and good communication skills in order to succeed.</p> <p>Depending on the age group, after each completed challenge the group can receive a 'number' which will help them to unlock the code of the treasure chest in the last activity. For older groups, maps and compasses may be provided in order to find to help them find the hidden challenges.</p> <p>Please note – this session requires one class to be split into two per session.</p>	<p>To include: Discussion with children before, during and after the visit</p> <p>To unlock the chest and reveal the hidden message and treasure.</p> <p>Photographs which you may take for post visit discussions, displays and activities.</p>
Pre Visit activities	Post Visit activities	Relevant activity risk assessments
<p>Take a look at a range of maps e.g. Atlases, OS maps and orienteering maps. Look at the similarities and differences. Point out key features of a map e.g. the scale, the key, the North line and blue for rivers. The group should be aware that all maps do not use the same symbols and therefore all maps should have a key.</p> <p>Introduce the compass points N, S, E, W and for y3-6, NE, NW, SE & SW</p> <p>Play “battle ships” style games to introduce the</p>	<p>Create a simple map of objects on a desk. Initially use a large piece of paper that has been divided into grid squares, under the objects. The pupils use this grid system to map objects onto graph paper.</p> <p>Using gym equipment e.g. hula hoops and mats, ask the children to place the objects in the positions on the map. Use this in the same way as the map activities carried out in the session outside.</p> <p>Older Groups:</p> <p>Extend the mapping task by mapping the objects onto graph paper but having removed the large square paper from under them. This can be done by using a</p>	<p>Guided walks for schools; Collecting natural materials for craft activities; Games</p>

idea of Grid References. (4fig. for y3&4, 6fig. for y5&6.)

pencil to represent a set length, equal to a square on the pupils' graph paper or by using a ruler to actually measure the distances. Pupils can use the latter method to create a map of objects within the classroom.

Set up an orienteering activity within the school grounds.