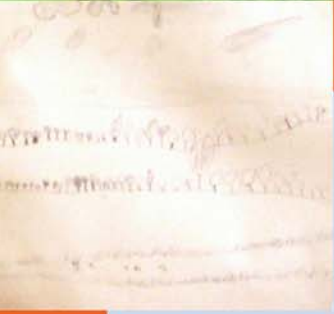




Teacher's Pack

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Hills & Viewpoints



INTRODUCTION:

Out of classroom work is sometimes seen as a time-consuming optional extra. However, even when time is at a premium, a carefully planned field trip can enrich, stimulate and give focus to work across the curriculum.

Crowcombe CEVA First School is a small village school on the Quantock Hills. Its teachers endeavour to use the local environment as much as possible, and all their pupils regularly get out onto the hills. The school integrates its subject planning with imaginatively customised Schemes of Work, combining different curriculum areas.

In this case, children undertook sketching and photography in the landscape and gathered material for painting, and completed three geography exercises. The field trip was integrated into work on Contrasting Localities (KS 2 Geography), comparing the Quantock Hills with the seaside town of Minehead, and an Art Unit on 'Viewpoints'. It would also combine well with a KS2 History Local Study, or Science (Habitat, Adaptation)

Crowcombe School's field trip included Key Stage One children, who carried out a nature walk following a map and picking different colours along their route.

The field trip lasted 2-3 hours (excluding travel to the site). Similar activities could be carried out in many Quantock (or other) locations.

This unit of work was first devised by teacher Penny Philips for a combined Year 3/4 class and carried out in 2003.

Developed by Penny Philips and Rachel Shaw for the Quantock Hills AONB Service, 2006.

Except where otherwise indicated, the material in this pack can be copied for school use only.

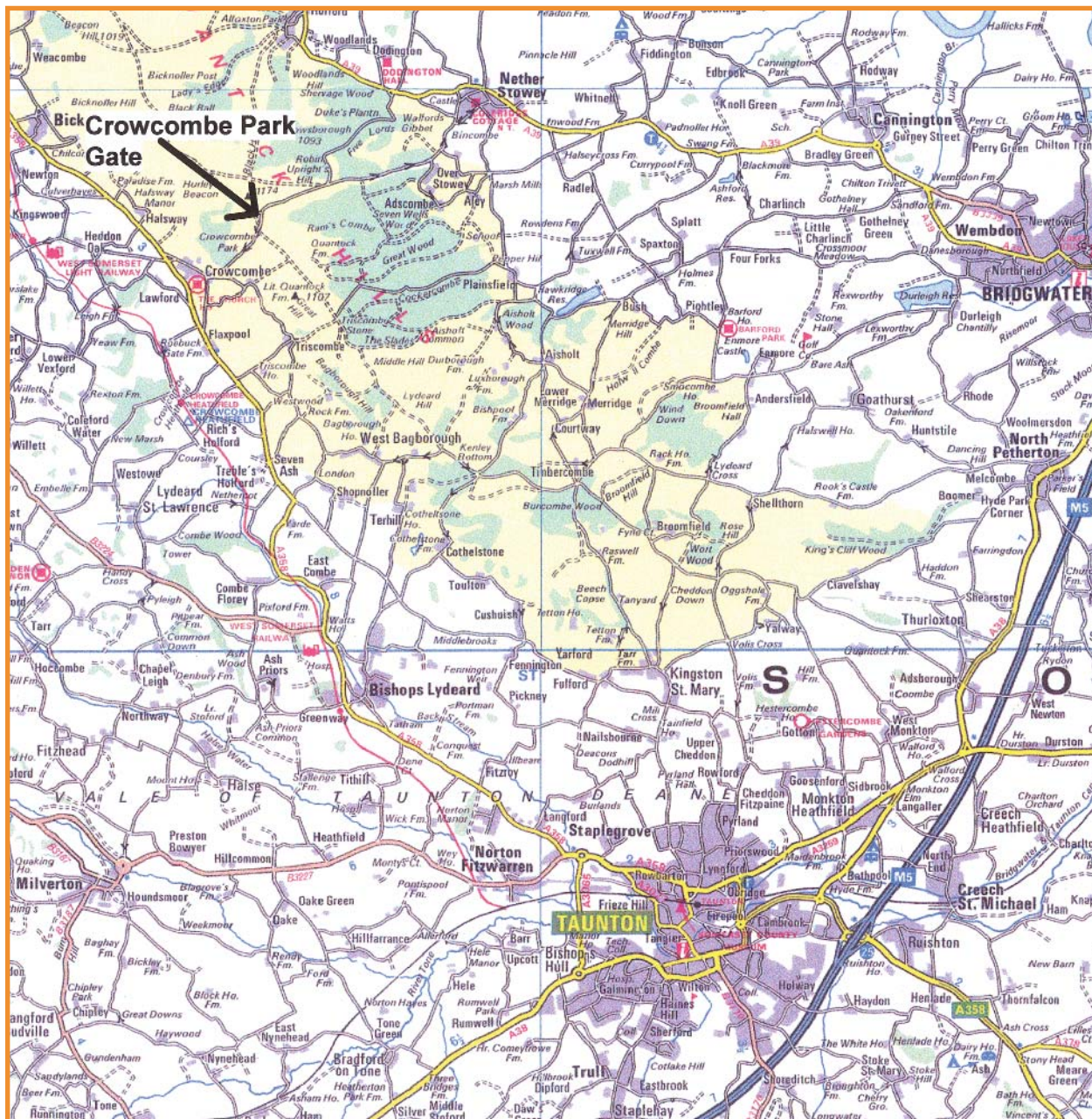
CONTENTS

INTRODUCTION	1
CONTENTS	2
VISITING QUANTOCK COMMON?	3
Location map and directions	3
Health and Safety Review	4
Site plan, showing viewpoints	5
PLANNING THE ACTIVITIES	6-9
Unit of work	6
Activity plan	7-9
RESOURCES	10-11
Source Sheet 1, Air photo of Study area: 2000	10
Source Sheet 2, O.S. map of study area	11
PUPIL SHEETS	12-17
1. Quantock Features (outline map)	12
2. Viewfinder	13
3. NSEW sheet	14-15
4. Sound Sketch	16
5. Traffic Survey	17
EXAMPLES FROM CROWCOMBE FIRST SCHOOL	
Art work	18
Completed worksheets	19

VISITING QUANTOCK COMMON

Quantock Common, an area of open heathland is an ideal location for walking, riding, wildlife such as the Red Deer.

There are only a few places that you can easily access Quantock Common as there is only one road that crosses it. There are a number of car parks along this road, such as Withyman's pool, Dead Woman's Ditch and Sandy Beds. Crowcombe Park Gate is an informal car park, where the landowner currently allows parking. These car parks allow people the opportunity to get into the heart of the hills easily, which provides opportunities for them, while increasing issues for the AONB.



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SITE HEALTH & SAFETY REVIEW

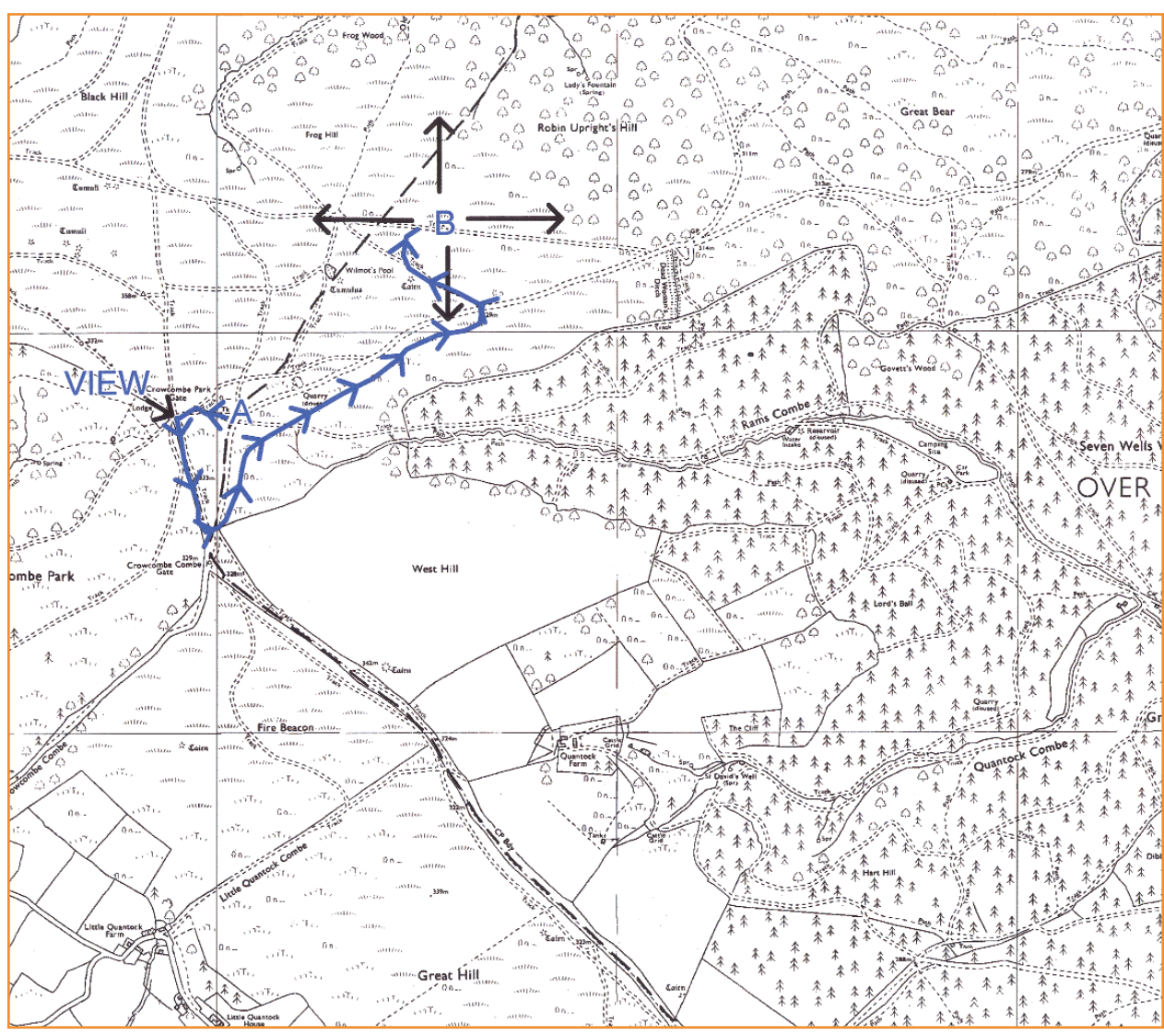
Leaders Name:	
Activity:	Crowcombe Park Gate Visit
Date & Time:	

First Aid Provision:		
Lone Working Procedures:		
Emergency Procedures:	Report back to vehicle at car park.	
Incident reporting Procedures:		
Identified Hazards	Who is at risk?	Risks from hazards (high, medium, low) (Include how they will be managed)
Other vehicles in car park	Students & Leaders	Low. Supervise students when on main car park. Do not allow students to cross to roadside.
Route surface	Students & Leaders	Low. Routes are on rights of way and should be surveyed. Any problems found with route to be reported at the earliest possible time to AONB Service.
Weather	Students & Leaders	Low. Leaders to be aware of weather (check night before trip and morning of trip) as site can be exposed).

Conditions:

1. This form is for visits that fall outside the CDM Regulations.
2. The leader is aware and agrees to comply with all Health & Safety Legislation.
3. The contractor shall keep the site tidy and clear of rubbish at all times and comply with the relevant waste management regulations. At the completion of the contract the site should be left clean and clear of rubbish.
4. All accidents should be reported to the event leader with 24 hours.

SITE PLAN, WITH VIEWPOINTS



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Signed and agreed as an accurate statement of Health & Safety matters

Signed on behalf of

(School)

Dated

UNIT OF WORK - HILLS AND VIEWPOINTS

Geography/Art
Key Stage 2

ABOUT THE UNIT

This scheme was developed for a years 3/4 combined class at Crowcombe CEVA First School, Somerset, by their teacher Penny Philips. It took place in Summer 2003.

The Fieldwork modules have been extracted from two schemes work for geography and art for years 3 and 4.

The emphasis in both schemes of work was to improve their skills in the subjects and then use these when looking at the Quantock hills. The geography scheme was part of a contrasting locality study with Minehead and combined well with Key Stage One who were studying the Seaside.

The modules could be incorporated into an existing Scheme of work eg local study. Alternatively the fieldwork could be used as a discrete unit to expand on fieldwork skills.

HOW DID THE FIELD VISIT MODULE FIT IN WITH CROWCOMBE SCHOOL'S EXISTING SCHEMES OF WORK?.

GEOGRAPHY	ART
Part of a 8 lesson (14 hour) unit on Hills and Seaside (Crowcombe School used the Quantock Hills and Minehead)	Part of an 7-lesson (9 hour) unit on Viewpoints. (Crowcombe school also invited in a local artist)
ABOUT THE FIELDWORK MODULE Children learn to recognise the characteristics of a particular environment (which can then be compared with a contrasting locality). They build n their geographical skills, particularly mapwork and field sketches.	Children using the local environment as a stimulus, children use drawing and photography to capture a viewpoint of their choosing. They examine the work of other landscape artists, and develop their own painting skills.
VOCABULARY <ul style="list-style-type: none"> ● hamlet, village, homes, roads, services, transport, land use ● north, south, east, west ● route, scale, distance, direction, key, symbol ● environment, repair, damage, pollution ● slopes, valley, stream, soil ● words specifically associated with the Quantocks eg. swaling 	<ul style="list-style-type: none"> ● tone and lighting ● viewpoints and angles ● form, texture, shape ● harmonizing, complementary
KEY SKILLS AND THINKING SKILLS enquiry skills	Creativity
KEY OUTCOMES. Children able to: <ul style="list-style-type: none"> ● ask questions about landscape ● Collect and record evidence ● communicate findings ● draw detailed field sketches and maps. 	<ul style="list-style-type: none"> ● use the environment as a stimulus ● Select and have an opinion of a view. Describe it. ● Analyse qualities of form, shape line and texture ● Develop their own drawing and painting technique
RESOURCES <ul style="list-style-type: none"> ● globe ● local OS maps scale 1:10,000 or 1: 25,000 ● Aerial and ground photos ● outline plan of settlement based on oblique aerial view 	<ul style="list-style-type: none"> ● sketchbooks ● drawing materials eg pencils, markers ● digital camera or video camera with playback facility ● paintings by local artists

TEACHING PLAN

Teaching objectives	Possible learning activities	Resources
A. BEFORE THE FIELD TRIP		
ART 'VIEWPOINTS' LESSONS		
Develop awareness of line, form and colour Mix and match colour Observe and analyse the use of colour in an artist's work.	Various activities E.g. Experiment with shade, Make and use colour wheel. Create tone strips Look at and discuss work of an artist eg Cezanne	
GEOGRAPHY SESSION 1		
Use maps at a range of scales Use symbols to represent features Use a key	In groups, study several maps of different scales and identify main land use features of the Quantocks. Using blank map, complete and label significant features.	<ul style="list-style-type: none"> ● Maps from this pack ● Pupil Sheet: Quantock Features ● OS Explorer Sheet 140 ● OS key can be downloaded from: www.ordnancesurvey.co.uk
GEOGRAPHY SESSION 2		
Learn to recognise key geographical features that they are likely to see on their field trip	Look at photographs of the Quantock Hills. Identify specific physical and human features, eg stream, valley, woodland, open heathland, roads, footpaths etc. Match these to the OS base map	<ul style="list-style-type: none"> ● Source sheet: OS Base Map ● Quantock photographs eg from QEd website (Quantoxyclopedia).
GEOGRAPHY SESSION 3		
Interrogate secondary sources Draw a detailed map	Study the air photo. Draw a map of the area shown on the air photo. Compare the air photo with the OS map of the same area and check the accuracy of their own map.	<ul style="list-style-type: none"> ● Source Sheet: OS Base Map ● Source Sheet: Air Photo ● www.uk.multimap.com is a good site for air photos/map overlays
B. HILLS & VIEWPOINTS FIELD TRIP , starting from Crowcombe Park Gate Car Park		
ARTWALK (Takes about 1 hour)		
Make thoughtful observations about a starting point	Art walk. (Follow route shown stopping at key viewpoints. Take digital photographs at key points) WITH THE EYES OF AN ARTIST Discuss the views. What are the colours? How are they changing? Where is the light? How does the shape/ contour change?	<ul style="list-style-type: none"> ● Location Map showing route. ● Pupil sheet: VIEWFINDER [prepare by photocopying onto card and cutting out central portion] ● Digital cameras ● [drawing paper, boards, charcoal]
Collect visual information, using environment as a stimulus	SELECT VIEW Complete viewfinder sheet, by sketching view, as an aide memoir back in class. Take photos. Children to identify a view which they would like to focus on in the classroom. (variation if time created - children to sketch their chosen view using charcoal focusing on line and shape.)	
Make a choice about a view and describe it.		

TEACHING PLAN - CONTINUED

Teaching objectives	Possible learning activities	Resources
	<p>COLOUR COLLECTION Walk to point B on the map. Collect, in a plastic beaker, pieces of natural materials which have a range of colours to be used back in the classroom.</p>	<ul style="list-style-type: none"> ● Plastic Beakers
<p>GEOGRAPHY FIELDWORK (takes about 1.5 hours) Rotate in 3 groups for activities</p> <p>Develop an awareness of land use and human and physical features on the Quantocks</p> <p>Use compass</p>	<p>Discuss with children where they are. Split into 3 activity groups</p> <p>ACTIVITY ONE Using a compass all children find N, S, E, W Individually for each direction, draw, write what they can see eg bay, estuary, hills, heather, pasture land, ferns, cottages, Power station! Take photographs at each of the directions to be used as reference in the classroom</p> <p>ACTIVITY TWO Sound sketch Listen to the sounds and record individually</p> <p>ACTIVITY THREE Traffic survey Carry out a traffic survey</p>	<p>NOTE: Weather was an issue and transport may sometimes be a problem. As an alternative a range of digital photographs could be used in the classroom for children to make some of the same observations.</p> <ul style="list-style-type: none"> ● Compasses ● Digital cameras ● Pupil N.S.E.W. Sheet
<p>Collect and record evidence</p>		<ul style="list-style-type: none"> ● Pupil Sheet: SOUND SKETCH ● cassette recorder ● Pupil Sheet: TRAFFIC SURVEY
<p>NOTE: The fieldtrip could cover a whole day if you wish to spend more time doing sketching. We found pastel work was a useful activity at the end of the sessions. Looking towards Dowsborough fort the different colour greens are quite stunning.</p>		

TEACHING PLAN - CONTINUED

Teaching objectives	Possible learning activities	Resources
C. AFTER THE FIELD TRIP		
GEOGRAPHY Communicate results of fieldwork	Input traffic survey results onto handling data Record the sounds onto a tape recorder for final comparison of two areas in classroom N,S,E,W, display using their record sheets	
ART Use information gathered to develop and select ideas	Analyse photos of their visit. Sketch, enlarge and experiment with their image.	
Compare ideas, methods and approaches of others work and say what they think and feel about them	Local landscape artist invited to show her 'impressionistic' techniques, and her use of photos, sketches, paint and reproduction. Children had plenty of time for this, to give them confidence in their own work.	Example of the work of local artists may also be found in Crowcombe Village Stores.
Apply their experience of processes into their work. Develop control of tools and techniques.	Children paint own view using paint and pastel	Note: Working with the artists helped children to 'free up' their own style.

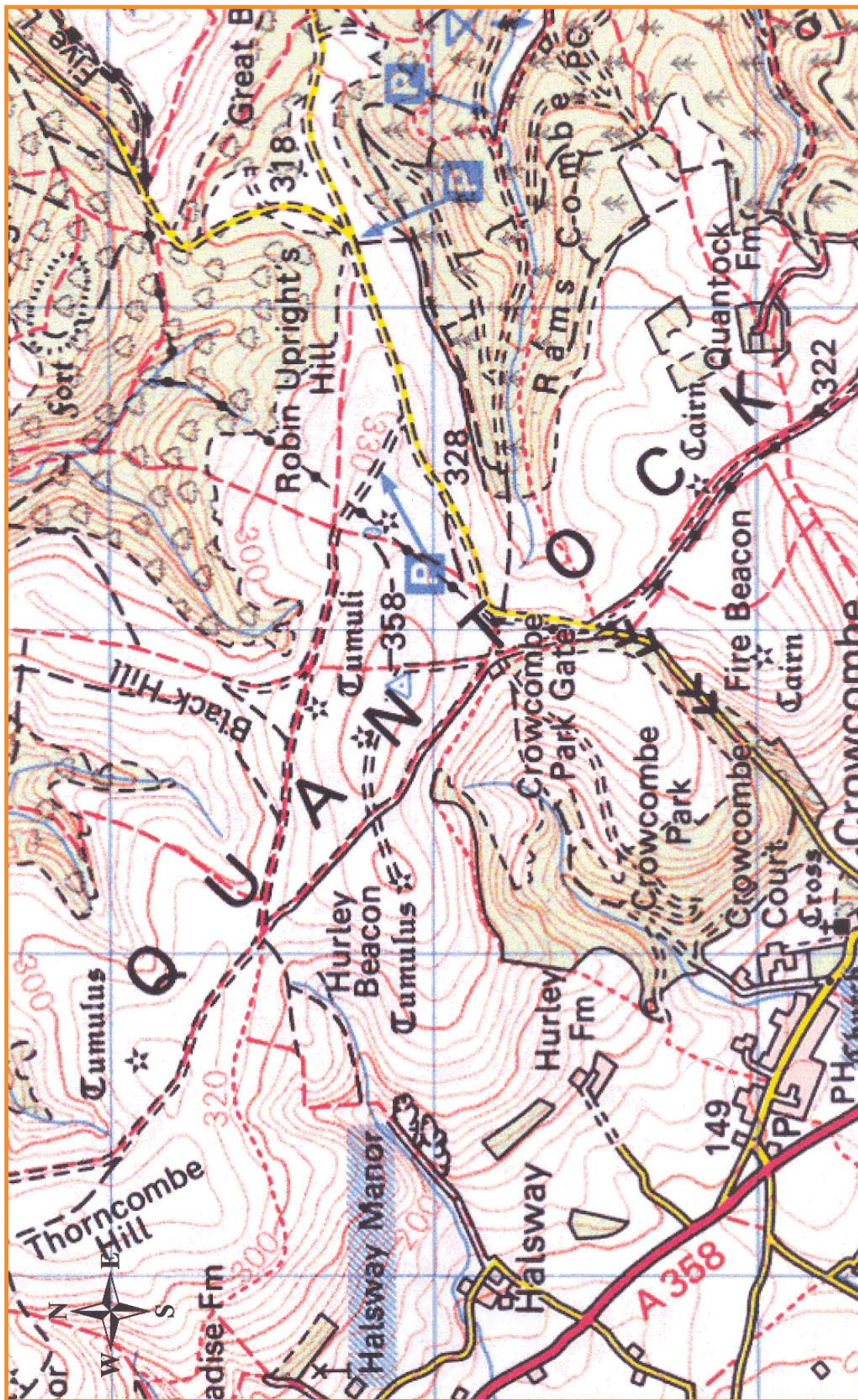
RESOURCES

Air photo of Study area: 2000



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RESOURCES OS Map of Study Area

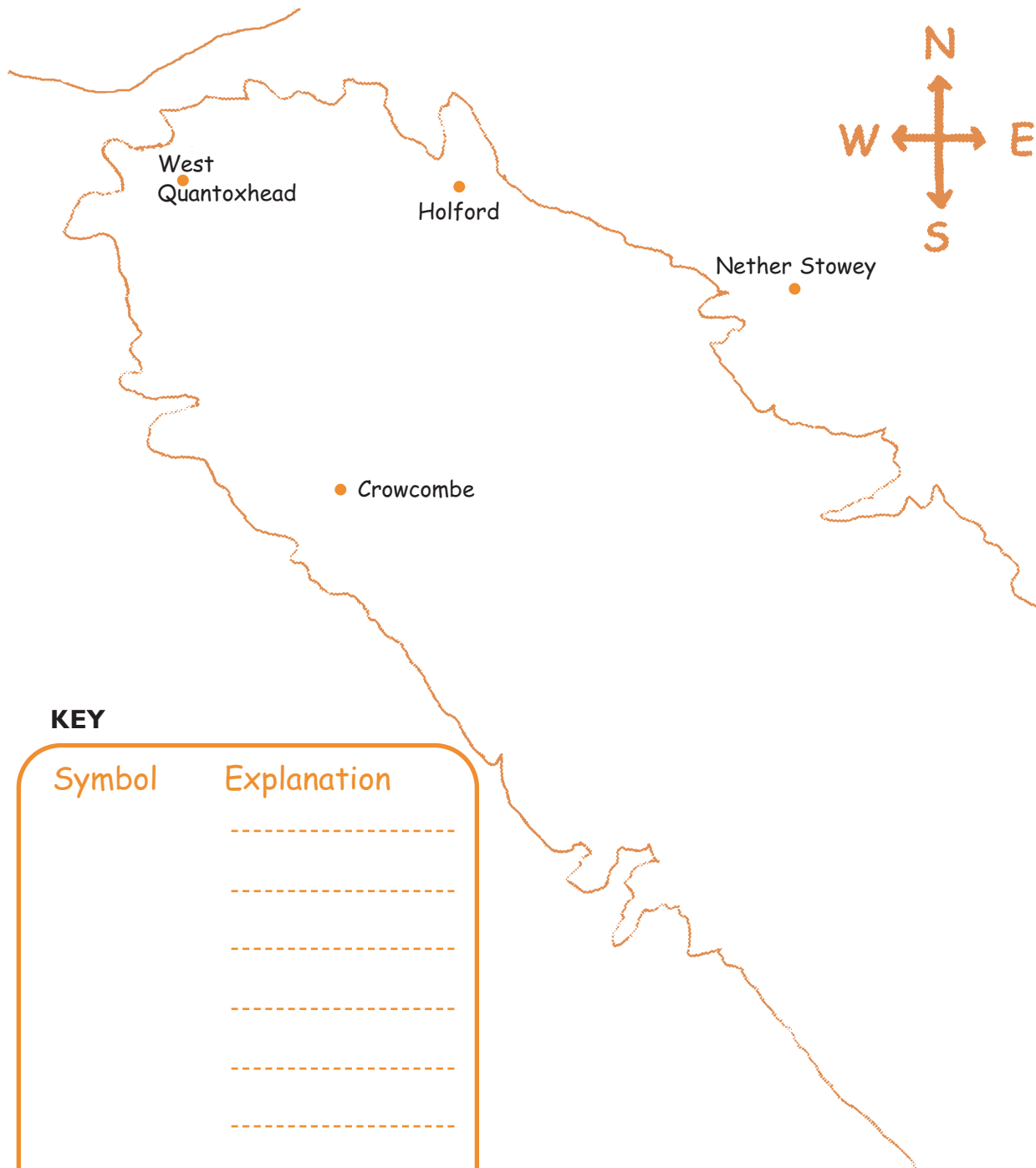


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QUANTOCK FEATURES

Name:

Complete 10 features on the map below.
Include a symbol in the key.



KEY

Symbol	Explanation

Name:

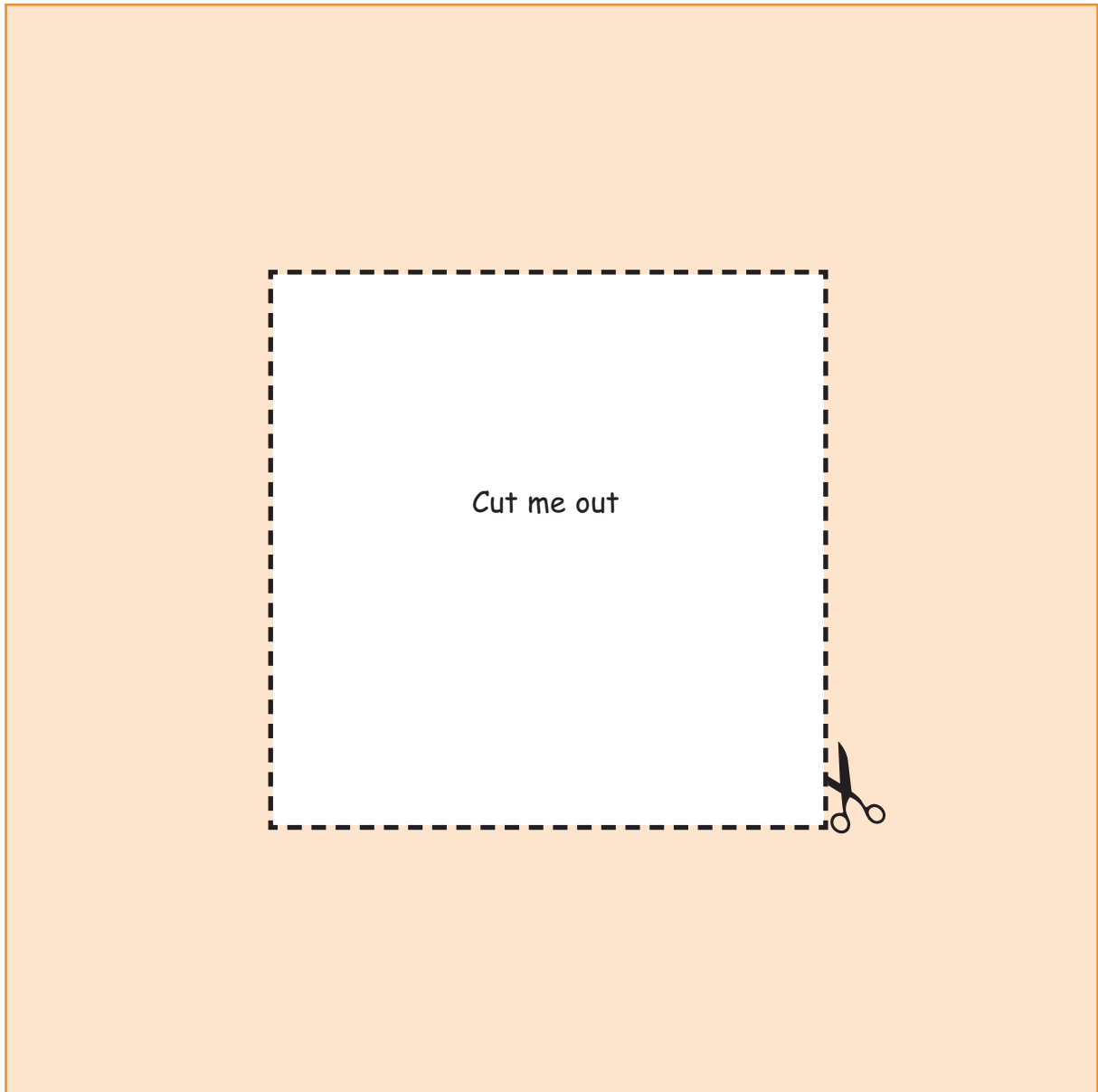
What COLOURS can you see? Are they changing?

What SHAPES are there?

Where is the LIGHT? Where is the DARK?

How are the SHAPES changing?

Can you see any strong LINES?



Copy this onto card and cut out the middle

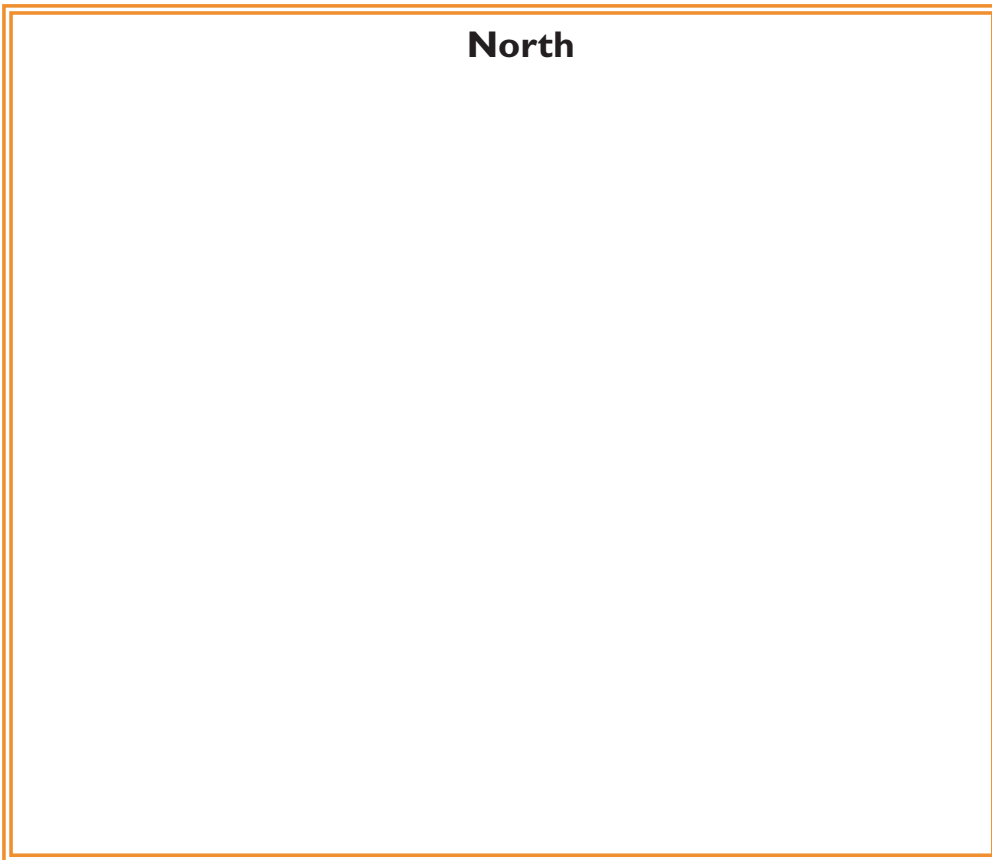
N.S. SHEET

Name:

Vocabulary

- Landscape
- Coast line
- Valley
- Slope
- Estuary
- Trees
- Inland
- Bay
- Woodland
- Forests
- Moorland

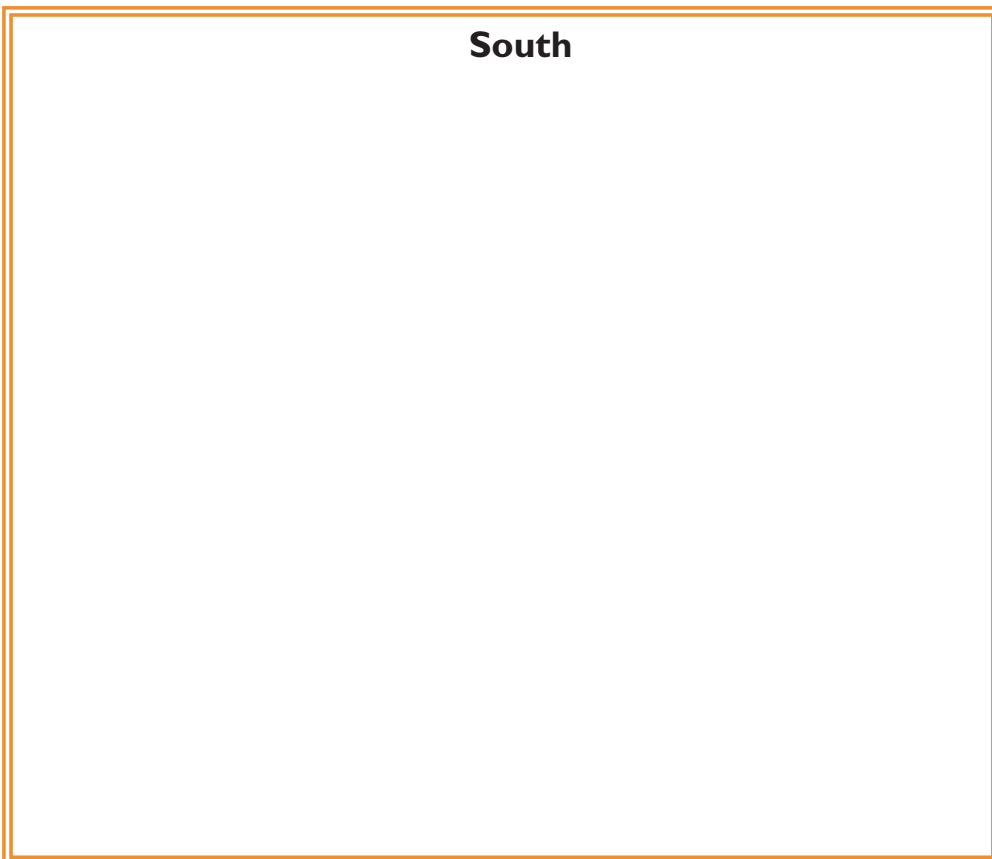
North



Descriptive words

- Rural
- Urban
- Pollution
- Quiet
- Noisy
- Exposed
- Hilly
- Flat
- Sheltered

South



Name:

Vocabulary

Landscape

Coast line

Valley

Slope

Estuary

Trees

Inland

Bay

Woodland

Forests

Moorland

East

Descriptive words

Rural

Urban

Pollution

Quiet

Noisy

Exposed

Hilly

Flat

Sheltered

West

SOUND SKETCH

Name:

What can you hear on the Quantocks?



1.
2.
3.
4.
5.

Name:

For a five minute period, tick in the box each time a vehicle passes.

Day: Time: Weather:

Bicycle	Car	Van	Lorry	Other
Total:				
Total of all vehicles:				



ARTWORK

Name: Eddie QUANTOCK VISIT

Vocabulary
Landscape

Coastline
Valley
Slope
Estuary
Trees
Inland
Bay
Woodland
Forests
Moorland

Descriptive words.

rural
urban
pollution
quiet
noisy
exposed
hilly
flat
sheltered