

## Forest Map Adventure

Plot and follow a route right through the middle of Epping Forest for an adventure which includes paddling in a stream and exploring a fallen tree.

### Learning objectives

- to understand similarities and differences between two places near where they live
- use simple compass directions (North, South, East and West) and locational and directional language, to describe the location of features and routes on a map
- to recognise physical and human features within the forest, e.g. river, vegetation, hill, house, from symbols on a map using a key
- describe the type of weather associated with each season



### Some suggestions for visit preparation

1. Look at a map (e.g. Google Earth) to find out where Suntrap is in relation to children's school/home.
2. Ask children to predict what they think it will be like/ what they will see in Epping Forest.
3. Look at the different features found on a simple map.

### Follow on suggestions

1. Compare children's predictions of Epping Forest with their experiences.
2. Write and draw a postcard from Epping Forest to describe the environment.
3. Draw a simple map of the school playground and write instructions to get from one place to another using directional language.

### National curriculum links

#### Geography

##### Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom

##### Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom

Use basic geographical vocabulary to refer to:

- key physical features, including: forest, hill, river, soil, valley, vegetation, season and weather
- key human features, including: farm and house

##### Geographical skills and fieldwork

- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

#### Science

##### Y1 Everyday materials

- identify and name a variety of everyday materials, including wood, water and rock

##### Y1 Seasonal changes

- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies





# EVENT SPECIFIC RISK ASSESSMENT



Visit details: Forest Map Adventure

Carried out by: Suntrap

Date: November 2018

Issue	How to manage it
Understanding/behaviour	Class teacher to advise Suntrap staff of any children who may need extra support out in the forest to help them to follow instructions. School to ensure that there are appropriate adult: children ratios as required.
Medical conditions	It is school's staff responsibility to ensure they bring and administer medication needed for any particular children. Suntrap staff to check that school staff brings medication out into the forest. All adults to be made aware of any medical conditions. Suntrap staff will carry a first aid kit.
Getting lost	Keep within sight of teacher/adult & observe boundaries as directed by the staff.
Choking/Poisoning	No eating outside unless directly instructed by Suntrap staff.
Falling branches	During extreme weather conditions, Suntrap staff will make an assessment to ensure it is safe to enter the forest.
Injury from horses/dogs or bikes	Group to be instructed to stand to the side, be quiet and still when horses, dogs or bikes are near.
Accident when crossing the road	Group to be instructed on follow safe procedures for crossing roads ( <b>Suntrap Line</b> ). No one to walk across the cattle grid.
Injury through falling & throwing	Climbing of trees and throwing sticks/stones prohibited.
Getting wet/cold	Clothing should be appropriate for weather conditions. i.e hat, coat and gloves. Wellies should be worn when walking through stream.
Soil borne disease	Children instructed not to put fingers in mouth during/after activities which include handling plants, soil and sticks. Hands should be washed with warm soapy water before eating lunch/snack.