

Navigate the grounds of Kearsney Abbey and Russell Gardens, setting up orienteering challenges for each other that develop skills in using maps, compass reading and giving route instructions.

Suitable for KS2



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### **Curriculum areas covered:**







## **KEARSNEY PARKS EDUCATION - TEACHERS**



#### Before your visit:

• Knowing they are going on a trip, pupils use class computers, running a search on Google Maps to find their destination, and to plan the route.

#### https://www.google.co.uk/maps

Use the following addresses to set the route finder: **Start point** – School address.

**Finish point** – Kearsney Abbey and Russell Gardens, Alkham Road, Temple Ewell, CT16 3DZ.

- Write down the Route Finder journey results, based on the class's planned mode of transport – road, public transport, or foot. Pupils also print out their route map.
- Record the estimated journey time, with everyone also guessing what the actual journey time will be.
- The information gathered is used to inform/track the actual journey while en route.
- Extension exercise pupils look at the Google Satellite image to gain knowledge of the type of terrain they will encounter on the journey, this information can also be added into their written route descriptions.

### Where to go:

 Collect the PUPILS' GREY and RED, and TEACHER'S BLACK RESOURCE RUCKSACKS. Use the old billiard room as 'Base Camp' to start the parkland exploration activities from.



### During the visit:

- Warm Up Activity Compass Directions.
  - Find an open area to stand in as a group, with everyone at arms length distance apart.
  - Using the compasses in the resource rucksack as a start guide, all pupils become human compasses, using one of their arms as a direction pointer and aligning themselves to North.
  - The teacher calls out a sequence of compass bearings, and pupils attempt to align themselves as they are called out e.g. east, west, north-east, south-south-west. The speed can be increased as an additional challenge.
  - A new sequence of directions is called out for pupils to align to, but this time with their eyes closed! See at the end of the instructions whether everyone is pointing in the same direction!
- The class splits into at least two groups. Using the **Kearsney parks sketch map resource sheet** each group sets off in a different direction, taking in a meandering exploration of the park. Each group plots their route as they go, finishing back at 'Base Camp' within an agreed time (note the walk durations for possible extension activities).
- While walking, each group records their journey as a list of written instructions – in the form of a series of measured walked distances, linked by directional turning points, and passing parkland features or landmarks. Each group is equipped with writing materials, map, compasses, 'distance measuring wheels' and pedometers to aid the recording process.

TIP. The process is most successful when creating routes based on walking in approximately STRAIGHT lines between turning points, with obvious landmarks acting as corrective checkpoints!

- On return to 'Base Camp' groups exchange their 'walk records/logs', and take on their new routes by following the prescribed instructions. Each group plots its route on a new blank **Kearsney parks** sketch map as they go, including any accidental detours!
- On the second return to 'Base Camp', groups compare their last mapped route with the initial group's map to see how successfully they have followed the original walk.





### **KEARSNEY PARKS EDUCATION - TEACHERS**



### After the visit:

The class discusses and lists any inaccuracies or errors that affected the success of their navigations and consider how these may be countered/accommodated if the walk exercise was repeated.

- The class creates a common format for all route information to become a tabulated list of instructions.
- Extension exercise Use the tabulated information to work out the total distance covered and the average walking speed for each journey (using the formula: speed = distance/time).

# Resources during visit:

- Use on-site PUPILS' GREY & RED RESOURCE RUCKSACKS for clipboards, compasses, distance measuring wheels, pedometers and waterproof mats in case of rain.
- You will also need the **TEACHER'S BLACK RESOURCE RUCKSACK** for same items, and laminated **Kearsney parks sketch map.**
- School to supply: writing materials (pens / pencils and paper) and A3 printouts of the Kearsney parks sketch map.

# **Curriculum links:**



### Geography:

• Develop contextual knowledge of the location of globally significant places, including their defining physical and human characteristics.

• Are competent in the geographical skills needed to:

o Collect, analyse and communicate

with a range of data gathered through

experiences of fieldwork that deepen their understanding of geographical processes.

- o Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photos and Geographical Information Systems (GIS).
- o Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.



# Mathematics:

• Become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.

- Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.
- Can solve problems by applying their mathematics to a variety of routine and non- routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

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### Science:

• Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.

# Design & Technology:

• Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate in an increasingly technological world.

# Physical Education:

- Are physically active for sustained periods of time.
- Lead healthy, active lives.



