

Holt Hall Course Planning Guide

Key Stage 2

Holt Hall
Environmental & Outdoor Learning Centre



www.norfolk.gov.uk/holthall

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 **Norfolk** County Council
at your service

PLANNING YOUR COURSE PROGRAMME

This booklet contains background information and guidance about the course and programme planning procedures. We know that you need detailed information to plan a safe and high quality course. You will also want to see the Centre, meet the staff, discuss arrangements for your course and plan to meet your learners' needs. We have provided space in the booklet for you to jot down ideas and questions to raise with us at the course planning meeting.



THE COURSE PLANNING MEETING

A member of Centre staff will contact you to arrange a planning meeting twelve weeks in advance of your course. If you would like to meet before this, please contact us. The meeting will usually take place at Holt Hall where we begin to get to know each other, discuss domestic arrangements and prepare a course programme based on your individual requirements. The planning meeting allows us to tailor a programme specific to your schools needs so please feel free to suggest ways we may be able to achieve this. The planning meeting should enable you to complete your approval on Evolve. As we are a Norfolk County Council Centre and have the 'Learning Outside the Classroom' Quality Badge, the paperwork will be minimal.

WHAT IS THE EXTENT OF CENTRE STAFF INVOLVEMENT WITH OUR COURSE?

A member of Centre teaching staff will be available to work with you throughout your course from 9.00 a.m until 5.00 p.m daily. The extent of our teaching commitment to your course will be negotiated at the planning meeting. Usually visiting staff like us to introduce and lead activities, whilst they support us by working with a group of children and attending to pupils' personal and domestic matters. The more involved school staff are with supporting the Centre's teacher, the more the children will gain from the sessions. Depending upon the time available Centre staff may introduce follow up work to consolidate the learning, or include evaluation techniques that support you to demonstrate impact.

Visiting staff generally devise and lead evening activities. Centre staff can give help with ideas as required and may be able to lead activities by arrangement, subject to availability. (small supplement may apply). Bat walks and the anagram trail are always popular.

HOW MUCH CAN WE ACHIEVE?

Generally each session lasts for a morning or afternoon, so over a 2 ½ day residential a school will choose 4 sessions.

Many factors will determine what you can realistically hope to achieve during your stay. As there is always an understandable tendency to try to pack in as much as possible, some compromise of initial aspirations may be required! It is worth remembering that children, as well as their teachers, get very tired on residential visits. It can be counter-productive to overload children with too many new ideas that cannot be consolidated immediately. It is also worthwhile taking time to consider how you and the students can reflect on and evaluate the learning experiences provided by a residential field trip. Remember to plan in sufficient free time for play, games, downtime and social activities – this can be discussed at the planning meeting, especially if you would like to plan in specific break times during morning and afternoon sessions (or to finish sessions early to leave time for playing outside before it gets dark during winter months).

A successful course depends upon the strength of partnership between you and us as well as a careful matching of the programme to pupil needs and school priorities.

We will consider the following eight 'ingredients' when we meet to plan your course.



<p>Your staff resources</p> <ul style="list-style-type: none"> • How many teaching staff will you have? • Are you undertaking a joint visit? • How many other 'helpers' will you have by day/night? • What are the strengths, enthusiasms or limitations of the staff. • What experience of fieldwork/residential visits do they have? • What role do you wish other teachers, parents, and helpers to have? • What First Aiders /Minibus drivers do you have? 	<p>Our staff resources</p> <ul style="list-style-type: none"> • Centre staff are qualified and experienced with: specialist knowledge, skills and enthusiasm. • Experience of working with many groups of students and teachers out of doors and in the residential context. • Knowledge of safety matters and established health and safety routines. • A caring and flexible approach.
<p>Your knowledge of the children</p> <ul style="list-style-type: none"> • How well do you know the group of children that you will be bringing? • How well do the children know each other, how well do they co-operate with each other? • How are different ages/levels to be catered for? • Are there children with medical/physical/emotional or behavioural difficulties requiring special consideration when planning the programme? • What prior experience of learning out of doors or residential experience have the children had? 	<p>Our facilities/resources</p> <p>We have:</p> <ul style="list-style-type: none"> • A range of successful course options supported by recording sheets and booklets, maps, identification keys, laptops and multimedia resources. • Fully equipped laboratories containing a wide range of field and classroom support equipment including stereo microscopes, compasses, binoculars, etc.
<p>Your course aims and objectives</p> <ul style="list-style-type: none"> • How will the visit support the children's programmes of work in school? • How will their stay contribute to their personal and social development? • How much completed work do you want the children to take away from their visit? • How could you evaluate their work during the stay, how will this fit in with school record keeping policy? 	<p>Our environment/contacts</p> <p>We have:</p> <ul style="list-style-type: none"> • Specialist knowledge of Holt and the surrounding area. • Contacts with local people. • Special access arrangements with local landowners. <p>Other factors</p> <ul style="list-style-type: none"> • What financial targets are you working to in respect of transport, Centre fees, admission costs? • Are there any resource implications in respect of equipment, transport, materials not provided by the Centre? • Are all the pupils in the prospective group able to join the visit? If not, why not? (We may be able to help). • Are you planning to bring any school specific hand-held devices (for learning).

KEY STAGE 2 OPTIONS

Holt Hall support the pledges made in the Learning Outside the Classroom Manifesto and play an integral part when planning the programmes.

"We believe that every young person should experience the world beyond the classroom as an essential part of learning and personal development, whatever their age, ability or circumstances."



At Holt Hall, our teaching and learning is aligned to the new curriculum (2014) and aims to develop pupils' knowledge, skills and confidence. We focus on ensuring pupils have time and space to apply their learning first hand and by immersing them in engaging activities we allow room for creativity, reflection and higher order thinking. If you have a particular objective in mind we will try and accommodate and fulfil it.

Organisation of the programme and option choice is flexible. A 'themed' programme, with individual activities complementing and building on each other, can be a valuable way of creating a more holistic and cross-curricular approach. Possible themes include habitats, coasts and adaptations. Living sustainably could also be an overarching theme with opportunities for teambuilding; energy and maths; food and low water gardening.

A range of growing activities and farm visits are now available. Activities are based in the Holt Hall walled garden and Victorian greenhouses and also at a local chicken farm.

The season is an important consideration for some activities. Weather and tide times will influence programme organisation. Please be aware that offsite options require transport arrangements which are subject to availability. The cost of any entrance fees are additional to the course fee.

Community Tasks

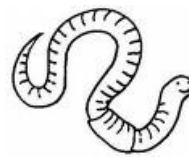
We encourage schools to take the opportunity of carrying out seasonal community tasks in both the Hall and the garden during their stay. These typically take place after breakfast and lunch on the second day of your visit and can range from polishing brass to digging up potatoes for tea. It enables pupils to play a part in maintaining and caring for THEIR Holt Hall.

Onsite Sessions

Life Under the Leaves

Exploring what woodland minibeasts eat and how they are adapted to woodland life. We will focus on food chains and adaptation of woodland invertebrates. What clues to minibeasts give us about their habitats and food? We use microscopes to discover the secrets of a life under leaves.

Curriculum links: science and maths



Minibeast Magic

Developing questions about woodland minibeasts and investigating the answers. We will focus on scientific enquiry and investigation. Is a beetle faster than a centipede? What does a woodlouse like to hide in? How would we be able to answer these questions?

Curriculum links: science and maths

The Power of Plants

An enquiry into how plants survive. We will focus on a plant's requirements, its life cycle and naming parts of a plant through a plant walk and dissection. We need plants to survive but what do plants need to survive?

Curriculum links: science

Plant Trail

Discover, identify and research information on plants. Students will focus on finding information about one plant. What hidden secrets does your plant hold? Add you page to the Holt Hall Nature Trail Booklet that can be used with other visitors.

Science links: science and literacy

Darwin's Walk

Discover plants the way Charles Darwin did. How can looking at plants help you find out about evolution? We explore nature and ask questions whilst walking around the woods, just like Charles Darwin did as a boy.

Curriculum links: science



Underwater life

Exploring the invertebrate life in Holt Hall lake. We will collect invertebrates, use ID keys and microscopes and explore food chains and/or adaptation. What secrets lie beneath the calm surface of the Holt Hall lake? How are invertebrates linked to water quality? What clues can the freshwater invertebrates give us about their habitats and food chains?

Curriculum links: science and maths

Water, Water Everywhere

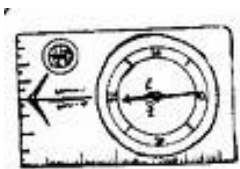
Using the walled garden to explore how we can grow food using less water. We will focus on water transportation in plants: How are sustainable gardening techniques, such as dry gardening, relevant to us today? We will look at two designs that you could replicate in your school and consider just how much water is needed to grow some plants.

Curriculum links: science and maths

Tremendous Trees

Enquiry based session in the ancient woodland. We will help provide information for the grounds keepers through an investigation into the age and size of trees around Holt Hall. How can maths help you find out about nature? How many ways can you measure a tree without climbing it?

Curriculum links: maths and science



Orienteering

An exciting introduction to maps, compass points and orienteering. Can you use a compass to navigate your way around the Holt Hall woods without getting lost? We will use progressively challenging activities to learn basic map reading skills.

Curriculum links: maths, geography, PE

Growing for the Future project

Organic gardening, composting with worms and wildlife gardening are just some of the activities that make up this exciting new project. All take place in and around the walled garden and Victorian greenhouses. These activities work well on their own or as part of other related sessions.

Survival and Campfire Cooking

How well could you survive in the wild? We look at how we can cater for humans beings basic needs; make a shelter; find out how to prepare and cook food and how to make water safe to drink. Can you suggest other skills you would want to learn if you were to survive on your own in the wilderness?

Curriculum links: PE



Prehistoric Food

An exciting new option - cooking food may have had a very significant impact on prehistoric man and some believe that cooking actually helped man develop the large brain that we have today. What did people eat in the Stone Age, Bronze Age and Iron Age? How did they cook? We investigate prehistoric food and prepare a Neolithic meal on camp fires.

Curriculum links: history

Den Building

We will work in teams to design and construct a shelter using only what you find in the woods. Will you build your shelter in time?! How can we make sure we treat the woods in a sustainable way?

Now Get Out of That

A series of motivating team building challenges. Can you work well as a team to complete a series of challenges? Decide what makes good teamwork and develop and demonstrate these skills through a selection of team challenges. There will be both time to develop skill and reflect/evaluate learning throughout this session.

Curriculum links: PE





Raft Building

Work as a team to create a raft and test it on the lake. We will discover how to turn planks of wood, some rope and some barrels into a fully functioning raft! Can you think of the best design to use? Will you remember the knots you have just been shown? What teamwork skills will you need for this challenge? Can all of your team stay dry? Children will design and build their raft and then evaluate both their raft and their teamwork.

Curriculum Links: PE

Art in the Environment

We use the environment around you to create a natural masterpiece. Focusing on colour and form in the natural world can you use natural materials to create a large sculpture or picture in the woods? We explore questions around how/if the wood inspires us and look at a number of other artists work.

Curriculum links: art

Making clay pots with an animal theme

We will explore the grounds of Holt Hall and find tracks from different animals living there. Children will collect natural materials and create a 'wild pot' inspired by one of the animals that live at Holt Hall. What tracks might we find? How will your pot reflect your animal? These pots could be planted in back at school to start a mini sustainable garden.

Curriculum links: art

Green Man

We will find out about the legend of the Green Man and create a Green Man face. Sustainable development is a key issue which can be explored through the Green Man art and drama. How does your Green Man feel about the natural world today? Children will collect natural materials to design and create their own Green Man face to take back to school.

Curriculum links: art

Archery - New for 2015 *(A small supplement may apply)*

This is a great opportunity for pupils to develop dexterity and coordination. Our target ranges are geared to each age group and students use bows and arrows to match their individual strength, size and age. This activity can be linked with a prehistoric theme.

Curriculum links: history and PE

Offsite sessions

On The Rocks

We visit West Runton, explore the rock pools and discuss adaptation. How do animals and plants survive the wind, salt, water, waves, sun, predators and erosion? What secrets do rocky shore organisms have that help them live in this ever changing environment?

Curriculum Links: science

Fossil Finders

Become a geologist to find out more about evolution! Students will become palaeontologists to discover evidence of prehistoric life on West Runton beach. What do fossils and geology tell us about our past? We work through a series of activities to help the children find out and visualise evolution.

Curriculum links: science and geography



Coast Defenders

We visit Overstrand Beach, look at the coastal defences and decide how best to protect our own Lego hotel. We look at the consequences of coastal erosion and management in North Norfolk. Why are some parts of Norfolk falling into the sea and how can we protect them? We will gain a true insight into the effects of coastal erosion in North Norfolk.

Curriculum links: geography

Beach Walk

Child led beach exploration! What interests you on the beach and how can we find out more about it? Binoculars, cameras and other equipment will be available for the children to find out and record things that have made them look, smile and think.

Holt Hall Town Study

We walk around Holt and in teams we record a geographical look at the town of Holt. What do you think about the town of Holt? Are there enough facilities? How could you find out what people who live here think? What would you change if you were in charge? What do you think the future holds for Holt town?

Curriculum links: geography

Farm Visit

We visit a chicken farm to discover what happens between egg and plate. Where does our food come from? This session may compliment one of the sessions in the walled garden.

Curriculum links: science and geography

Glaven Ports

We visit Wiverton and Blakeney to look for clues about their history as a port. This is a child-led investigation using the past to predict the future of North Norfolk's coastline. Can you gather evidence to find out what has changed with this environment over the last 500 years? This session is especially relevant after the very recent changes to the Norfolk coastline at the end of 2013. How will the recent changes affect people's lives? What do they think will happen over the next 500 years? Should taxpayer's money be spent trying to maintain the current environment?

Curriculum links: geography and history

River Explorers

Investigate the changes in the River Glaven from source to sea. We visit different locations along the river and collect data at each site. How does a river change from source to sea? How can we measure the changes and do we know what is causing them? Get your wellies on to find out!

Curriculum links: geography and maths



Notes