

CARR'S WOOD ACTIVITY PLAN FOR SCHOOLS



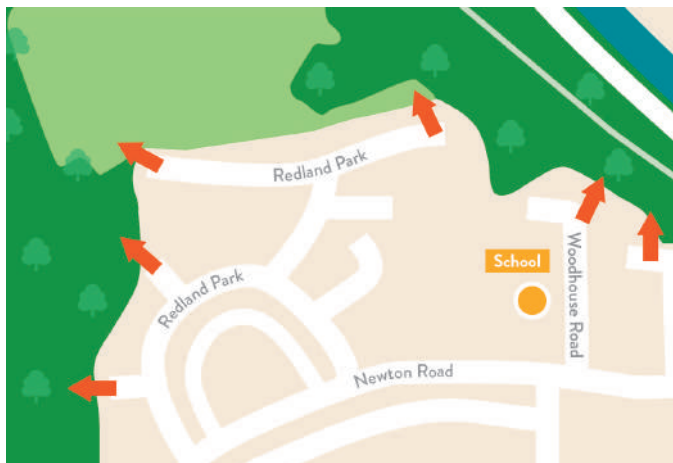
Carr's Wood is a small local nature reserve of woods and fields close to the railway line and skirting the western edge of the city. It provides a peaceful woodland walk, a glimpse into Twerton's history, and a species-rich grassland with views out into the countryside. Carr's Wood is a fantastic place to spark children's fascination with their local natural and historical environment.

This activity plan is for a 1.5 – 2hr visit with KS2 groups, and can be easily adapted for younger children.

Getting there, accessibility and health and safety

Carr's Wood is accessible by foot from various parts of Twerton. This activity plan assumes you will enter and exit the woods from Woodhouse Road. The route is approximately 1.7km. There are some steps, muddy paths & steep slopes.

A sample risk assessment is included at the end of this pack. There is plenty of parking available on nearby streets.



Learning opportunities

PSHE: Communication, trust, resilience, confidence, risk awareness, wellbeing in nature

Science: Habitats, species identification, classification, adaptation

Maths: Estimation of distance & area

English: Creative writing, persuasive writing

History: Local history, land use change through time

Geography: Map reading



Postcode: BA2 1SS

OS grid ref: ST722649

What 3 Words: calls.song.lately

PREPARING FOR THE VISIT



Pre-visit activity ideas

History: Show students old maps of Twerton, using Google Earth or the Know Your Place website – kypwest.org.uk. How has this area changed? How have things changed for humans and for wildlife since then? The fact file in this pack is good background reading.

Geography/maths: Can you find Carr's Wood on a map? Can you estimate the area of Carr's Wood? Can you estimate the length of the walk we will be taking?

Citizenship: Watch and discuss this Countryside Code video <https://www.youtube.com/watch?v=ZHBVMNROsSI>.

Science: Teach or refresh nature-related topics and vocabulary, e.g. species identification & classification, habitats, adaptation, evolution and inheritance.

KIT LIST

Essential kit:

Clipboards, pencils, activity sheets and ID guides, bug pots, magnifying glasses

Optional kit:

Sit mats, white sheets, sweep nets, ID book

Advice to parents:

The site can be muddy so wellies or old trainers are recommended

Activity ideas to continue the learning

Take action for nature!

- Anti-litter campaign – pupils could organise a litter pick, speak in assembly, make posters, or write for the school newsletter.
- Do a survey to see what habitats your school grounds have. How does it compare to Carr's Wood? How could we make more homes for nature? Refer to Wilder Schools Advice Pack activities.
- Nature challenge – can you create something which helps nature in your school, garden or local park? Provide links to designs for bird/bat/hedgehog boxes, bird feeders etc.
- What route would an animal take to get from your school field to Carr's Wood? Can you create mini habitats for this animal along it's route?

History:

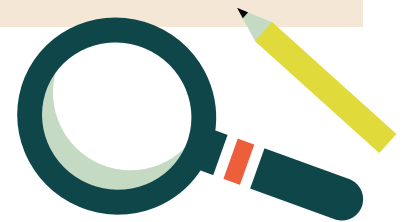
- Ask a relative about their memories of Carr's Wood and local nature. Did they play there as a child? What games did they play? What wildlife did they see there?

Science:

- Make a species fact file, species top trumps, or create a food web from species found on visit.
- Watch this video about how trees communicate with each other underneath the soil - www.youtube.com/watch?v=yWOqeyPIVRo. Discuss why woods are so important.
- Super bug! Create an imaginary invertebrate which is perfectly adapted to live in a certain habitat.

English:

- Persuasive writing – why should people visit Carr's Wood?



FACT FILE: CARR'S WOOD



Avon
Wildlife Trust



Nature in Carr's Wood

Carr's Wood is wonderful for wildlife

The woodland is a mix of many tree species, including beech, sycamore, oak & horse chestnut. Each type of tree provides shelter & food for different species. For example, oak trees support over 2,300 different species, including 38 birds, 1,178 invertebrates, nearly a thousand types of lichen & fungi, and 31 mammals. The ivy climbing up the trees adds more places for birds to nest and insects to hide from predators.

Dead wood, such as the large fallen tree which is our base for minibeast hunting, provides shelter and food for many species, including the lesser stag beetle and even the seldom seen rhinoceros beetle. Other fungi you may see is 'artist' fungus (a huge bracket fungus which is white underneath) and King Alfred Cake. This is a black round fungus with a great folk story behind it. The legend goes that when King Alfred was hiding from Danes, he took refuge in the marshes near Glastonbury. An old lady said he could stay with her so long as he kept an eye on the cake she was cooking. King Alfred neglected his responsibilities and the cakes burnt!

In early spring the woodland floor is full of snowdrops, later by bluebells, wild garlic and wood anemone. In June and July a rare plant called Bath Asparagus comes into flower.

Look out for birds – in the woods you may hear a woodpecker drilling into a dead tree, the melodic song of robins, wrens and song thrushes, or the rustle of a blackbird pecking through the leaf litter to find worms. Out in the meadow look for buzzards soaring overhead, swallows swooping low hunting for insects, and wood pigeons jostling for position in trees.

Out in the meadow there are many bee species, as well as others who mimic stinging insects to scare off predators – including hoverflies which mimic the stripy pattern of wasps, and the bee-fly, which is a fly that

looks like a small bumblebee! Look out for butterflies in the meadow and the woods: you may see the silver-washed fritillary, meadow brown, comma, red admiral, tortoiseshell, peacock and brimstone. If you listen carefully you may hear bush crickets, grasshoppers, and spot a range of insects, including ladybirds (24 spot, 14 spot, 7 spot), and many species of spiders and beetles.

History

In the 1840s Isambard Kingdom Brunel brought his famous railway to the West Country through a spectacular gothic tunnel beneath the wood. You can take students to see this tunnel (it is marked on the map), but it is a bit overgrown and steep. The trainline closed in 1917 to save money during the 1st World War. More people were travelling into Bath from the electric tram line which went from the city centre to Twerton.

Where we enter the woods there used to be a grand manor house called Wood House. This was owned by the Carrs, a prominent local family, who opened their grounds for a popular flower show each year. The house was demolished in the 1960s to make way for houses, but you can still see some remains – a ghostly set of broad stone steps on the left as we enter the woods.

Problems in Carr's Wood

Carr's Wood has some issues with fly tipping, littering and fire lighting. This doesn't ruin the beauty of the site, but it is a good opportunity to start discussions about our role in protecting the environment.



Made possible with

Heritage
Fund

MAP: CARR'S WOOD



Avon
Wildlife Trust



- 1 Entrance – between rows of houses on Woodhouse Road
- 2 Supercharge your senses
- 3 Fallen log
- 4 Meadow areas
- 5 Carr's Estate Steps

2 On entering the woods: *Supercharge your senses*

This is a 'mini-mindfulness' moment where children will focus on different senses one at a time (sight, sound, smell).

Walk using supercharged senses (owl eyes, rabbit ears, badger nose)



Made possible with

**Heritage
Fund**



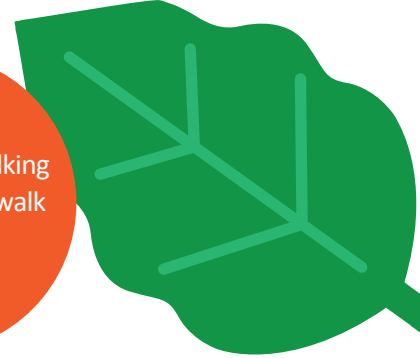
Avon
Wildlife Trust



3 Activity: *Fallen log (5-10 min walk)*

- Discuss what makes a woodland a woodland (lots of trees and shrubs close together)
- Use bug pots and ID guides to explore what invertebrates we can find. You could record on the 'reflect on your visit' worksheet on **page 8**.
- Discuss minibeast adaptations (how they move, what they eat, how they avoid getting eaten).
- Discuss why minibeasts are important (they are decomposers, they are food for other animals, they deserve to live just as much as humans do).
- For extra ideas, see 'trees' activity plan.

Give children walking challenges, and walk slowly to...



4 Activity: *Meadow (5-10 min walk)*

- Cross the gate and walk diagonally up the meadow following a path. Stop where you have a good view! What can you see from up here?
- This is a great place to do a wellbeing activity like a 'sit spot'. 'Fistful of Sounds' is another option - children close their eyes and hold up their outstretched hand. Every time they hear a natural sound they put down one finger, until they have a 'fistful of sounds'. You can expand this by getting them to draw a sound map, drawing pictures of the things they have heard coming from different directions. See 'wellbeing' activity plan for more ideas.
- Discuss what makes a meadow a meadow. How is it different from the woods? Why might different animals live here? How it is different from our school field, and why?
- Using bug pots and ID guides, explore what invertebrates we can find, and record on worksheet on page 8. If you have a white sheet, place it under a bush and shake the branches to see what invertebrates fall onto the sheet.
- An alternative activity is finding colours in nature. You could give students a challenge to find all the colours in the rainbow!

A

Give children a different walking challenge, and walk back the way you came. There is an alternative route you can take towards the end of the route which comes down the old Carr's Estate steps. This is more uneven and children should go single file. They may need support coming down the rocky section, most will enjoy the challenge!

5 At the bottom of the steps: (10-15 min walk)

- Reflect on what they have learnt on the visit. You may want to use the worksheet on **page 8**.
- Ask children to think about how they can help nature in their gardens and at school. For example: bird boxes, bird feeders, flowers, long grass, patches of nettles and weeds growing from pavements are all helping wildlife live in our cities.



Made possible with

Heritage
Fund

SUPERCHARGE YOUR SENSES!



Avon
Wildlife Trust



Find a quiet spot in the woodland where the group can gather. Tell the group that to be the best nature explorers, we need to supercharge our senses so that we can hear, see and smell better. Animals in the wild need to use all their senses in order to hunt for prey, know when predators are coming, find food, and to communicate with each other. Most humans are rubbish at using our senses, but we can get better very quickly with these simple exercises!

Sight



- Look as far into the distance as you can. What can you see? Now look further... what about now?
- Now get your eyes as close to the ground as you can. What is the smallest thing you can see? Can you see anything moving?
- Now look up into the air. Can you see anything in the air? A bird, a floating seed, dust?
- **Your eyes are now supercharged!**

Smell



- Take a deep breath. Does it smell different here than at home or school?
- Pick up a handful of earth or a pile of leaves. Put your nostrils close, breathe deeply. You are smelling millions, trillions of miniscule plants, animals, fungi & bacteria!
- **Your nose is now supercharged!**

Sound



- We are all going to close our eyes and breathe slowly & quietly
- Ignore human sounds – traffic and people. Can you hear any birds? The wind?
- Without opening your eyes, try and work out where each sound is coming from –close or far away? behind or in front of you? above or below you?
- **Your ears are now supercharged!**



Made possible with

Heritage
Fund

WALKING CHALLENGES



Avon
Wildlife Trust



Print and cut these up to hand out during the visit – can be used individually, in small groups or as a whole class



-  **How many different shades of green can you see?**
-  **Can you walk without making any sound?**
-  **Can you see anything natural which starts with the same letter as your name?**
-  **Imagine you were here 100 years ago. What would be different?**
-  **How many different colours can you see?**
-  **Imagine you are an owl: what tree would you perch on and why?**
-  **Brush your hand through some leaves or grass. What does it feel like?**
-  **How many different shaped leaves can you collect from the woodland floor?**
-  **Imagine you have to sleep here for the night? Where would you make your den?**
-  **What could we do to make this place better for wildlife?**
-  **Can you invent a rhyme about Carr's Wood?**



Made possible with

**Heritage
Fund**

REFLECT ON THE VISIT



Avon
Wildlife Trust



We saw...



We felt...



We heard...



We touched...



Made possible with

**Heritage
Fund**



Activity	School visit to Carr's Wood
Location	Carr's Wood
Date of activity	Ongoing
Date of assessment	June 2021
Assessors	Avon Wildlife Trust

Risk Assessment form

Category of risk	Description of risks or hazards <i>(anything that may cause harm)</i>	Who is at risk	Risk rating before control			Control measures to reduce risk or harm <i>(add or delete as appropriate)</i>			Risk rating after control		
			Likelihood	Severity	Rating	Likelihood	Severity	Rating			
2	3	4	5	6	7	8	9	10	11		
Slips / trips	<ul style="list-style-type: none"> - Uneven ground - Roots/stones - Slippery/wet/icy surface - Steep slopes 	Children, staff, volunteers	3	3	9	<ul style="list-style-type: none"> - Appropriate clothing & footwear advised - Plan route in advance - Site explanation & pointing out hazards 	2	3	6		
Falls from / onto	<ul style="list-style-type: none"> - Unprotected drops - Loose branches - Trip hazards - Dead / diseased / fallen trees 	Children, staff, volunteers	3	4	12	<ul style="list-style-type: none"> - Appropriate clothing & footwear advised - Dynamic risk assessment, site explanation & pointing out of hazards - Do not conduct activities underneath diseased or dead trees 	1	4	4		
Disease / infection (Rabies, Weil's, Lyme's, etc)	<ul style="list-style-type: none"> - Weil's disease (rat borne) - Lyme's disease (tick borne) - Liver flukes (cattle troughs) - Bacteria and viruses - Animal faeces 	Children, staff, volunteers	2	4	8	<ul style="list-style-type: none"> - Staff and volunteers to wash hands before offering snacks. Provide mobile hand washing- bowls, water, hand-wash, or antibacterial gel if having snacks or foraging - Remind children to avoid hand-to-mouth contact during session - Appropriate clothing (long sleeves and trousers in environments likely to harbour ticks) - Be vigilant about animal excrement – tutor carry bags/gloves to pick up/move animal faeces - Ensure any potentially affected equipment is cleaned regularly (half termly) or sterilise/replace after it has been contaminated - If in area known to harbour ticks, advise parents on how to check for ticks and include tick removal tool in first aid kit 	1	4	4		
Insects and plants (stings, irritants, thorns)	<ul style="list-style-type: none"> - Horseflies - Hayfever - Bees & wasps 	Children, staff, volunteers	3	3	9	<ul style="list-style-type: none"> - Staff and volunteers to wash hands before offering snacks - Remind participants to avoid hand-to-mouth contact during session and not to eat anything without permission - Awareness of severe allergies 	2	3	6		

							<ul style="list-style-type: none"> - Provide mobile hand washing- bowls, water, hand-wash, or antibacterial gel before snack time - Pre-site assessment to identify any toxic or irritant plants and fungi, or risky areas for potential wasp nests - Water carried to rinse off hogweed sap if necessary 			
Weather Hypo - cold conditions Hyper - hot conditions	<ul style="list-style-type: none"> - Poisonous and irritant plants (inc umbelliferae such as giant hogweed) - Bacteria from thorny plants <p><i>Hypo:</i></p> <ul style="list-style-type: none"> - Hypothermia & frost bite <p><i>Hyper:</i></p> <ul style="list-style-type: none"> - Heat stroke, heat exhaustion, sun burn <p><i>Rain:</i></p> <ul style="list-style-type: none"> - Slippery, mud <p><i>Wind:</i></p> <ul style="list-style-type: none"> - Falling branches, wind-borne objects 	Children, staff, volunteers	2	4	8	<ul style="list-style-type: none"> - The weather forecast must be checked in advance. Plan B or cancel in case of severe weather - Avoid wooded areas in strong winds (25mph or GF6 and above) - Appropriate footwear & clothing - Survival pack with foil blanket - Shelter from cold/wet weather - Shade from hot/sunny weather - Carry plenty of water and sunscreen in hot weather - Children to wear hats and sun cream 	1	4	4	
Sharp objects and whiplash of branches	<ul style="list-style-type: none"> - Cuts - Injuries to eyes, face and body 	Children, staff, volunteers	2	3	6	<ul style="list-style-type: none"> - Take care - Use help where necessary - Awareness of others - Hand branches to person behind you 	2	3	6	
Manual handling	<ul style="list-style-type: none"> - Injury to self & others 	Children, staff, volunteers	3	3	9	<ul style="list-style-type: none"> - Transport items in small loads - Carrying routes to be planned 	1	3	3	
Equipment	<ul style="list-style-type: none"> - Injury to self or others 	Children, staff, volunteers	2	5	10	<ul style="list-style-type: none"> - Group leader to demonstrate equipment use and safe handling prior to children using all equipment - Appropriate footwear - No use of equipment without tutor or adult supervision - Safe storage of equipment 	1	5	5	
Strangers	<ul style="list-style-type: none"> - Abduction - Abuse - Injury 	Children, staff, volunteers	2	5	10	<ul style="list-style-type: none"> - Working groups of 2+ - Tutor and adults vigilant - Children reminded about 'Stranger Danger' and not talking to strangers who may be at the site - Children/whole group 'stay where you can see an adult' - Move group and call 999 if threatened by member of public 	1	5	5	
Getting lost	<ul style="list-style-type: none"> - Abduction - Abuse - Injury 	Children, staff, volunteers	2	5	10	<ul style="list-style-type: none"> - Map of site carried by group leaders - Group leader to complete head counts on arrival, departure and when moving between locations - Children/whole group 'stay where you can see an adult'- parent/carer or facilitator - Ratio of supervision must be based on school's policy for Learning Outside the Classroom - Groups reminded of behaviour and staying together 	1	5	5	

Poisonous animals - adders	- Bites - Infection	Children, staff, volunteers	2	4	8	- Never handle snakes - Wear appropriate clothing and footwear (no open toed footwear if walking through long grass)	1	4	4
Dogs	- Attack - Bite - Faeces	Children, staff, volunteers	2	4	8	- Brief group not to approach, talk to or touch dogs. If approached stand still & cross arms - Move activity away from area with potentially aggressive dog - Clear dog or cat faeces using disposable gloves and poo bags - Anyone who may be pregnant must not handle faeces	1	4	4
Rubbish/glass/needles	-Cuts -Wounds	Children, staff, volunteers	2	3	6	- Thorough site inspection prior to activities. - Staff to wear gloves and use litter picker to collect innocuous forms of rubbish. - Move activity to different area if amount of litter is too great to clear / too hazardous - Do not touch sharps without appropriate training, PPE and hazardous waste disposal unit. Sharps must NOT be put into public waste bins.	1	3	3
Travel	-Road traffic accident -Minor injury -Major injury -Death	Children, staff, volunteers	2	5	10	- Plan route from school to site in advance -Site session away from roads and traffic. If vehicles come onto site unexpectedly move session to a safe distance	1	5	5
Challenging behaviour	- Verbal or physical aggression - Inappropriate or offensive language - Antisocial behaviour - Not following instructions	Children, staff, volunteers, public	3	3	9	- Complete health and safety briefing at the start of the session - Facilitator to model and encourage appropriate behaviour during session - Be aware of members of the public when delivering sessions in shared or public spaces. - Continuous dynamic risk assessment. If the safety of the group, staff, volunteers or public is under threat from aggressive behaviour, terminate the session and move the group to a safe place. - Call the police if necessary.	2	3	6
Safeguarding children & vulnerable adults	- Inadequate adult supervision for the group - Abuse - Accusation	Children, staff, volunteers, public	2	4	8	- Adhere to school safeguarding policies	1	4	4
Emergency Response	- Time taken and process followed in response to an emergency	Children, staff, volunteers	2	5	10	- First aider present with field first aid kit - Carry mobile phones - Carry details of nearest minor injuries unit and A&E - Carry grid reference details of key areas to be visited to enable information to be given to Emergency Services - All accidents and 'near misses' to be reported following school procedures	1	5	5

Food safety/hygiene	<ul style="list-style-type: none"> -Ingestion of non-food items (mud/stones/bark) - Uncooked food causing stomach discomfort or food poisoning - Allergy to snacks / foods 	Children, staff, volunteers	2	4	8	<ul style="list-style-type: none"> - Aware of allergies - Keep records of food purchased for outdoor consumption and its 'use by' date - Wash hands in water with soap if possible; if not, antibacterial gel to be available before handling and eating food - Ensure that equipment used for food preparation and storage is kept clean. - If food foraging group leader must be adequately trained and provide clear guidance and constant supervision - No eating of plants or berries without clearance from knowledgeable staff 	1	4	4
Environmental Impact	<ul style="list-style-type: none"> - Spread of disease - Disturbing wildlife - Erosion 	Children, staff, volunteers, wildlife	3	3	9	<ul style="list-style-type: none"> - Always have a bin bag and clear up after each session - Encourage environmental awareness among participants - Select route to minimise impact on wildlife and people - Don't allow children to pick wildflowers 	2	3	6

Reviewed and approved by	
Date approved	
Planned Review	
Shared With	

Likelihood of occurrence 1 = Highly unlikely to ever occur 2 = May occur but very rarely 3 = Does occur but rarely 4 = Occurs from time to time 5 = Likely to occur often	Severity of outcome 1= Slight inconvenience 2= Minor injury requiring first aid 3= Medical attention required 4= Major injury leading to hospitalisation 5= Fatality or serious injury leading to disability	Response to risk assessment 0-6 Low risk - Monitor and reduce risks where possible 7-10 Medium risk - Look to reduce the risk with control measures, change the venue or activity or restrict the people participating in the activity at that venue. >10 High risk – Stop activity. Introduce additional / alternative control measure to reduce risk
---	--	--