

# ROUNDHILL ACTIVITY PLAN FOR SCHOOLS



*A wildflower-rich hilltop with 360 degree views across Bath and the surrounding countryside, Twerton Roundhill is an iconic part of the Bath skyline. It is one of a series of natural roundhills, formed from harder rock than the land around it. It was used in Saxon times as a meeting and ceremonial site. Roundhill is a fantastic place to spark children's fascination with their local historical environment, and their place within it.*

**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

There are lots of routes to the top of Roundhill, and it is hard to get lost! The paths to the top are quite steep, and can be slippery and muddy in winter or very bad weather. It is popular with dog walkers and so there may be dog poo and dogs off leads.

There is a sample risk assessment at the end of this pack.

## Learning opportunities

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

**Science:** Habitats, species identification, classification, adaptation

**Maths:** Estimation of distance and area

**English:** Creative writing, persuasive writing

**History:** Local history, land use change through time

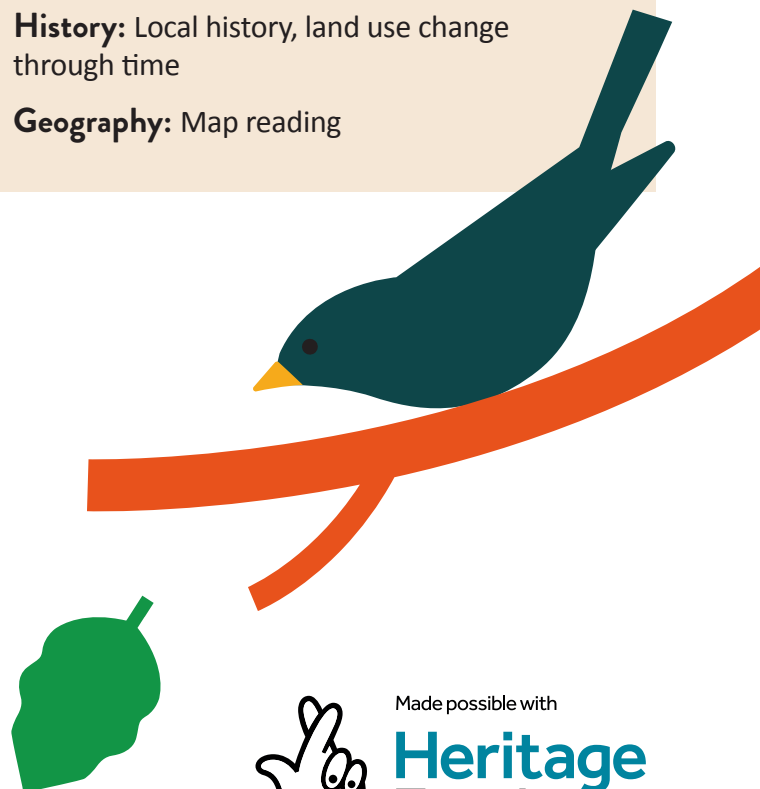
**Geography:** Map reading

**Postcode:** BA2 1LG

(vehicle access point on Mount Road, where there is also street parking)

**OS grid ref:** ST724633

**What 3 Words:** drives.ships.meal



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# PREPARING FOR THE VISIT



## Pre-visit activity ideas

**Virtual tour:** The University of Bath have created a web-based tour of the Roundhill. The tour is a 360 view of Roundhill. The VR is a 360 degree view from the top of Roundhill, with imbedded audio/visual factfiles. This can be used on a web browser, at this link. <https://www.thinglink.com/mediacard/1426538513863540739>

**History:** Show students old maps of Twerton, using Google Earth or the Know Your Place website [kypwest.org.uk](http://kypwest.org.uk). How has this area changed? How have things changed for humans and for wildlife since then? Teach or refresh Anglo-Saxon curriculum content.

**Geography/maths:** Can you find Roundhill on a map? Can you estimate the area of Roundhill? Can you estimate the length of the walk we will be taking? If it takes us 5 minutes to walk 100 metres, estimate how long the walk will take. What if we stop for 30 minutes half way around?

**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:

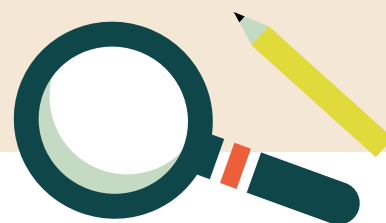
Clipboards, pencils, activity sheets and ID guides, bug pots, magnifying glasses

### 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. There is not much shelter from sun, wind or rain so please dress children appropriately.



## 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 Roundhill? How could we make more homes for nature? Refer to Wild Schools Advice Pack.
- Nature challenge – can you create something which helps nature in your school, garden, local park.
- What route would an animal take to get from your school field to Roundhill? Can you create mini habitats for an animal along its route to Roundhill?

### History:

- Ask a relative about their memories of Twerton Roundhill 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.
- Super bug! Create an imaginary invertebrate which is perfectly adapted to live in a certain habitat.

### English:

- Persuasive writing – why should people visit Roundhill?

### Art:

- Saxon Art & culture – create art and dye fabrics using natural dyes.



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# FACT FILE: ROUNDHILL



## Nature in Roundhill

### Roundhill is wonderful for wildlife!

Interesting plants grow here because the rock underneath is limestone, changing the soil pH. Look out for cowslip, orchids, knapweed, rock-rose, scabious and many others.

In summer the grassland buzzes with butterflies such as the common blue, meadow brown & marbled white, as well as bees, grasshoppers and many other invertebrates.

From the top of Roundhill you can see patches of woodland. These are remnants of a huge wood that used to cover this whole area.



## History

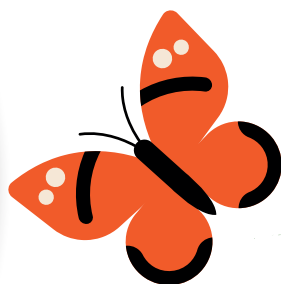
Twerton Roundhill has a long history as a meeting and ceremonial site. It is an obvious landmark, and a number of prehistoric routes meet on the Roundhill. It was used in Saxon times as a gathering place for Hundred Meetings, where matters of administration and justice were decided.

Near Roundhill is the West Wansdyke linear earthwork, the 'lost' medieval village of Barrow, Culverhay Norman Castle, and the village of Englishcombe, which is mentioned in the Domesday Book and has a church dating back to the 11th century.

In the Domesday Book Twerton was known as Twyvertone. In 1086, the village was one of the larger settlements noted in Domesday, with 32 households! The village was known as a centre for agriculture, and in particular wool production (there were a number of mills, making woollen cloth). This died out in the 16th and 17th century.

## Geology

The conical shape of Twerton Roundhill was formed as the soft clays that once surrounded it eroded away, leaving a peak of Great oolite rock or Bath stone, which is a type of limestone.



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# MAP: ROUNDHILL



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## **Activity:** *Super charge your senses - page 6*

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

## **Activity:** *Walking challenges - page 7*

Fun challenges to keep students focused and engaged whilst walking to and around the site.



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### **Activity:** *Alien Explainer - page 8*

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A fresh take on the classic scavenger hunt, focusing on tiny, beautiful natural items. You will need match boxes or other small boxes or bags for this activity (the smaller the better).

### **Activity:** *Poetry - page 9*

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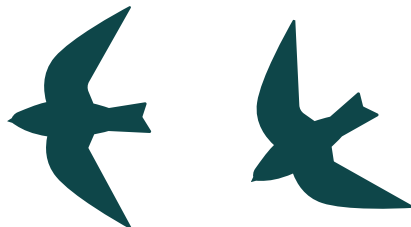
When the Saxons arrived in Bath, the city was in ruins following the collapse of the Roman Empire. This extract is from an Anglo-Saxon poem from the 8th century called 'The Ruin' and is widely believed to be referring to the city of Bath. The Saxon manuscript of The Ruin was damaged, and so some parts of the poem are missing.

### **Activity:** *Nature Walk - page 10*

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Split into groups and ask students to walk down the hill in different directions - see map. (Each group with an adult). Take wildlife spotter sheets, bug pots, magnifying glasses, and the 'we saw, we felt...' sheets. Encourage learners to use their 'supercharged senses' and look closely under logs, in piles of leaves and so on in order to find interesting minibeasts. You can also place a large white sheet underneath a bush and shake the branches to see what wildlife falls onto the sheet.

Each group records what nature they see, hear and touch, as well as how they are feeling. When the group gathers back together discuss the similarities and differences and why these might be.



# SUPERCARGE YOUR SENSES!



*Find a quiet spot in the 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!*

## 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 tiny miniscule plants, animals, fungi & bacteria!
- **Your nose is now supercharged!**

## 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!**

## 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!**



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# WALKING CHALLENGES



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 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 Roundhill?**



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# ALIEN EXPLAINER

- *Imagine you are a visitor from Mars, a cold icy, rocky, dusty place. You are **AMAZED** by the nature on planet Earth, but it is too strange and beautiful to put into words (especially in Martian – you can try...even a love poem sounds ugly in Martian).*
- *But you have a small box so you can take some samples back home, hidden in your space socks, to share the wonders of Planet Earth with the great Martian scientists, artists and historians.*
- *You only have space for the most tiny, beautiful and strange items.*
- *Check with a (human) adult before you pick anything (in case it is poisonous or rare).*





# THE RUIN

Wondrous is this foundation – the fates have broken  
and shattered this city; the work of giants crumbles.

The roofs are ruined, the towers toppled,  
frost in the mortar has broken the gate,  
torn and worn and shorn by the storm,  
eaten through with age. The earth's grasp  
holds the builders, rotten, forgotten,  
the hard grip of the ground, until a hundred  
generations of men are gone. This wall, rust-stained  
and moss-covered, has endured one kingdom after another,  
stood in the storm, steep and tall, then tumbled.  
The foundation remains, felled by the weather,  
it fell.....

grimly ground up ....

.....cleverly created....

..... a crust of mud surrounded ...

..... put together a swift

and subtle system of rings; one of great wisdom  
wondrously bound the braces together with wires.

Bright were the buildings, with many bath-houses,  
noble gables and a great noise of armies,  
many a meadhall filled with men's joys,  
until mighty fate made an end to all that.

The slain fell on all sides, plague-days came,  
and death destroyed all the brave swordsmen;  
the seats of their idols became empty wasteland,  
the city crumbled, its re-builders collapsed  
beside their shrines. So now these courts are empty,  
and the rich vaults of the vermilion roofs  
shed their tiles. The ruins toppled to the ground,  
broken into rubble, where once many a man  
glad-minded, gold-bright, bedecked in splendor,  
proud, full of wine, shone in his war-gear,  
gazed on treasure, on silver, on sparking gems,  
on wealth, on possessions, on the precious stone,  
on the bright capital of a broad kingdom.

Stone buildings stood, the wide-flowing stream  
threw off its heat; a wall held it all  
in its bright bosom where the baths were,  
hot in its core, a great convenience.

They let them gush forth .....

the hot streams over the great stones,  
under...

until the circular pool .... hot...

.....where the baths were.

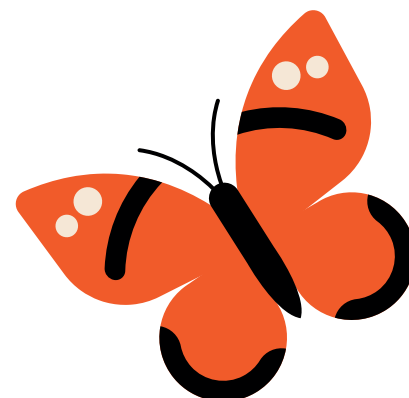
Then....

..... that is a noble thing,

how .... the city ....



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# REFLECT ON THE VISIT

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**We saw...**



**We felt...**



**We heard...**



**We touched...**



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## Risk Assessment form

<b>Activity</b>	School visit to Roundhill		
<b>Location</b>	Roundhill		
<b>Date of activity</b>	Ongoing		
<b>Date of assessment</b>	June 2021	<b>Assessors</b>	Avon Wildlife Trust

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

	- Poisonous and irritant plants (inc umbelliferae such as giant hogweed) - Bacteria from thorny plants						- 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		
<b>Weather</b> Hypo - cold conditions Hyper - hot conditions	<i>Hypo:</i> - Hypothermia & frost bite <i>Hyper:</i> - Heat stroke, heat exhaustion, sun burn <i>Rain:</i> - Slippery, mud <i>Wind:</i> - Falling branches, wind-borne objects	Children, staff, volunteers	2	4	<b>8</b>		- 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	<b>4</b>
<b>Sharp objects and whiplash of branches</b>	- Cuts - Injuries to eyes, face and body	Children, staff, volunteers	2	3	<b>6</b>		- Take care - Use help where necessary - Awareness of others - Hand branches to person behind you	2	<b>3</b>
<b>Manual handling</b>	- Injury to self & others	Children, staff, volunteers	3	3	<b>9</b>		- Transport items in small loads - Carrying routes to be planned	1	<b>3</b>
<b>Equipment</b>	- Injury to self or others	Children, staff, volunteers	2	5	<b>10</b>		- 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	<b>5</b>
<b>Strangers</b>	- Abduction - Abuse - Injury	Children, staff, volunteers	2	5	<b>10</b>		- 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	<b>5</b>
<b>Getting lost</b>	- Abduction - Abuse - Injury	Children, staff, volunteers	2	5	<b>10</b>		- 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	<b>5</b>

<b>Poisonous animals - adders</b>	- Bites - Infection	Children, staff, volunteers	2	4	<b>8</b>	- Never handle snakes - Wear appropriate clothing and footwear (no open toed footwear if walking through long grass)	1	4	<b>4</b>
<b>Dogs</b>	- Attack - Bite - Faeces	Children, staff, volunteers	2	4	<b>8</b>	- 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	<b>4</b>
<b>Rubbish/glass/needs</b>	-Cuts -Wounds	Children, staff, volunteers	2	3	<b>6</b>	- 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	<b>3</b>
<b>Travel</b>	-Road traffic accident -Minor injury -Major injury -Death	Children, staff, volunteers	2	5	<b>10</b>	- 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	<b>5</b>
<b>Challenging behaviour</b>	- Verbal or physical aggression - Inappropriate or offensive language - Antisocial behaviour - Not following instructions	Children, staff, volunteers, public	3	3	<b>9</b>	- 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	<b>6</b>
<b>Safeguarding children &amp; vulnerable adults</b>	- Inadequate adult supervision for the group - Abuse - Accusation	Children, staff, volunteers, public	2	4	<b>8</b>	- Adhere to school safeguarding policies	1	4	<b>4</b>
<b>Emergency Response</b>	- Time taken and process followed in response to an emergency	Children, staff, volunteers	2	5	<b>10</b>	- 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	<b>5</b>



<b>Food safety/hygiene</b>	-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	- 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
<b>Environmental Impact</b>	- Spread of disease - Disturbing wildlife - Erosion	Children, staff, volunteers, wildlife	3	3	9	- 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

<b>Reviewed and approved by</b>	
<b>Date approved</b>	
<b>Planned Review</b>	
<b>Shared With</b>	

<b>Likelihood of occurrence</b> 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	<b>Severity of outcome</b> 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	<b>Response to risk assessment</b> <b>0-6 Low risk</b> - Monitor and reduce risks where possible <b>7-10 Medium risk</b> - Look to reduce the risk with control measures, change the venue or activity or restrict the people participating in the activity at that venue. <b>&gt;10 High risk</b> – Stop activity. Introduce additional / alternative control measure to reduce risk
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