

Puzzlewood

A Magical Woodland in the Forest of Dean

The Environment

KEY STAGE 2

Puzzlewood is a unique environment for the study of scowles, and the relationship between nature and humans.

Puzzlewood is an accessible location for the study of mining in the Forest of Dean.

It is ideal for a day of fieldwork skills development within an enclosed environment.

We strongly recommend that you visit the site before your visit, as there are so many varied opportunities for creative curriculum development.



National Curriculum Programs of Study:

GEOGRAPHY

Locational knowledge

- name and locate geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time

Human and physical geography

Describe and understand key aspects of:

- physical geography - woodland
- human geography, including land use, economic activity including trade links, and natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

ART

- To use experiences, other subjects across the curriculum and ideas as inspiration for art work.
- To develop and share ideas in a sketchbook
- To learn about great artists

HISTORY

- Changes in Britain from the Stone Age to the Iron Age
- Local study – mining in the Forest of Dean: prehistoric to present day

LANGUAGE

- Persuasive writing
- Explanations
- Non-chronological reports
- Report writing in a journalistic style e.g. newspaper, magazine article
- Formal letter writing
- Poetry
- Script writing for presenting information in video form (This would require 2 visits – one for information gathering, one for recording)

Suggested Learning Activities:

<p><u>Prior to the visit</u></p> <p>Locate Forest of Dean within the UK and Puzzlewood within the Forest of Dean</p> <p>Study OS map of area – notice key features, 4 figure grid references, symbols (particularly mines) and keys</p> <p>Plan route from school to Puzzlewood, using map scale to work out distances</p> <p>Look at work of land artists e.g. Andy Goldsworthy, Chris Drury, Richard Long</p> <p>Walk round / view Sculpture Trail at Beechenhurst</p> <p>Some research on scowles and mining</p> <p>Write a list of questions to be answered / observations to be made</p> <p><u>On Site:</u></p> <p>You are requested to stay on the marked paths in order to preserve this important site</p>	<p><u>Resources:</u></p> <p>Variety of maps with different scales and marked features</p> <p>Map of UK</p> <p>OS map</p> <p>Road map</p> <p>Andy Goldsworthy video about his work</p> <p>http://www.bbc.co.uk/education/clips/zh4wmp3</p> <p>http://www.forestofdean-sculpture.org.uk/</p> <p>http://www.oakraven.org/wp-content/uploads/2013/11/Scowles-fact-sheet.pdf</p>
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Geography / History focus: what is a scowle?

Identify scowles beside trail using prior knowledge

Make and record detailed observations in a variety of ways (size, geological evidence, flora and fauna – as these are very important ecological wildlife habitats)

Compare and contrast with other rock formations.

Look at scowles from an historical perspective:

Look at scowles from geological perspective

Invite a local expert to speak – historical/archaeological or someone who has worked / works within the forest e.g. miner or charcoal maker

Explore the relationship between humans and this unusual geological feature (e.g. 3000 Roman coins from 3rd century A.D. have been found onsite, mining through the centuries)

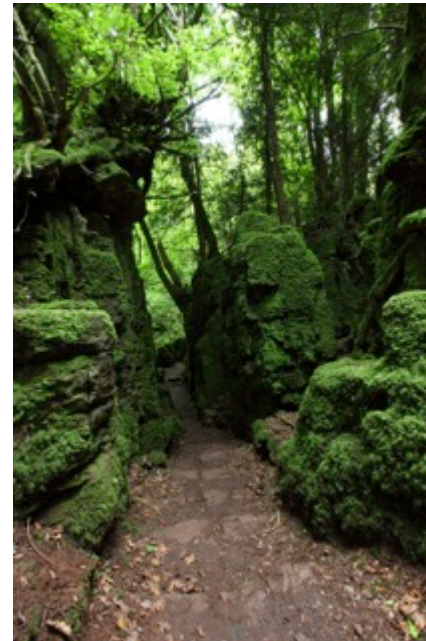
Reflect upon whether the scowles are a natural or man-made feature, looking for evidence to support your views. Discuss erosion and pollution.

Creative focus

Writing:

Sit beside a scowle – imagine all that the scowle has witnessed throughout history. Use senses to describe their feelings and thoughts about the area around the scowle now. Leading to a poem about how humans interact with nature.

On site information gathering for a video either about scowles and what they are, the impact of humans on nature, or Puzzlewood as an important historical site for visitors.



https://www.fdean.gov.uk/media/Assets/Cinderford-Regeneration/documents/Archaeological_Assessment_-_Oct_09.pdf

https://www.english-heritage.org.uk/publications/forest-of-dean-mapping-project-nmp/FoD_Final_Doc_web.pdf

Sketchbooks

iPads / cameras

Art:

Look at how environmental art can enhance the landscape.

Using map provided by Puzzlewood, follow trail and identify interesting features, deciding which are man-made and which are natural. Consider and discuss e.g. How have the secret chairs enhanced the space? What is its purpose? Is there anything they might change about it?

Identify a space or a feature within Puzzlewood which they would like to enhance with a piece of their own environmental art. Using sketchbooks, describe the space and make several sketches of possible sculptures which would add meaning to that space and make other people think more about it. **Look for naturally occurring sculptural shapes.**

In the area surrounding the hut, make 3D drawings / sculptures using found materials and items, which can be photographed for inclusion in their sketchbook and then dismantled.

Back in school, small sculptures could be made from their sketches, using different materials. A site for their sculptures within school grounds could be found and then the effect of weather over time could be recorded.

Another activity for which Puzzlewood lends itself:

Den building working in teams – look at Chris Drury's work on shelters and baskets if you want an artistic bias

Puzzlewood Maps – please request in advance

Sketchbooks



Den building is allowed in a specific area only and please request this activity in advance of your visit.

N.B. some old farming and mining artefacts on display in small museum

After the visit:

Different forms of writing:

Sustainability – how can we protect the woodland – do we need to?

Humans v nature

Write to our M.P. e.g. about reinstating railways, ways to stop fly- tipping

Brochure encouraging people to visit Puzzlewood

Historical timeline after further research into mining in Forest of Dean,
plotting mining areas, waterways through forest, old railways, bridges

Research Iron Ore

Research Romans in the area – *‘the discovery of a hoard of over 3,000
3rd Century AD Roman coins which were found in the Scowles of
Puzzlewood’*

Risk Assessment for Educational Visits

It is assumed the trip leader and preferably at least one other accompanying staff member will have visited the site and be familiar with the facilities, the layout, the location of phones, toilets, first aid equipment etc. and that all adults accompanying the trip will be briefed before the visit. The party will include a qualified first aider, and carry at least one first aid kit during the visit.

Recommended staff/ pupil ratios: - early years/reception: 1 adult to 4 pupils, KS1: 1 adult to 5 pupils, KS2 : 1 adult to 6 pupils, KS3 1 adult to 8-10 pupils.

Hazard	Risk level	Action to reduce/prevent risk
Transportation to/from school	Low	<ul style="list-style-type: none"> • Use of reputable coach company. • Children to remain seated at <i>all</i> times • Seat belts to be worn at <i>all</i> times
Uneven paths – slippery when wet	High	<ul style="list-style-type: none"> • Appropriate footwear – trainers or shoes with good grip • Children to walk at all times • Danger of tripping
Steep drops	Moderate	<ul style="list-style-type: none"> • Reiterate the importance of walking (not running) • Keep to the designated paths
Unforeseen incident with children	Low	<ul style="list-style-type: none"> • Activities managed in accordance with abilities of staff and children • Medical conditions and behavioural details of children known to staff • SEND children and those with medical conditions assigned to individual staff. Staff member to keep and administer medication if needed as per parents' instructions
Major accident	Low	<ul style="list-style-type: none"> • Ensure mobile signal, or know location of nearest landline phone
Separation from group	Low	<ul style="list-style-type: none"> • Regular head counts. Establish procedure to follow if a child goes missing. • Children briefed on what to do if they become separated
Adverse weather conditions	High	<ul style="list-style-type: none"> • Children and adults all wear suitable protective clothing • Sun protection – hat and sunscreen, adequate drinking water in hot weather • In strong winds – beware of windfall (branches)
Child safety	Low	<ul style="list-style-type: none"> • Reminder of expected behaviour around unfamiliar adults and terrain • Regular headcounts in public places

General rules to minimize risks

Car Park	<ul style="list-style-type: none"> • Coaches to park on the gravelled area. • Beware of moving traffic in the car park area.
Wood	<ul style="list-style-type: none"> • Everyone MUST stay on the paths at ALL times. • No running. • Children must stay with adults and adults must ensure this. • Some steps and paths are uneven so care should be taken at all times. • Use hand rails on the steps (where available). Some of the steps are steep. Take care. • Some plants in the wood are prickly e.g. holly, or sting (nettles) • In wet weather the paths and steps can become slippery; take additional care. • Be aware of low branches. • Walk slowly over the bridges. Be aware that some people can be apprehensive about heights.
Wood Puzzle	<ul style="list-style-type: none"> • No running. • Look out for some uneven surfaces, low ceilings and steps. • Children under 7 years should be accompanied by an adult.
Animals	<ul style="list-style-type: none"> • Read all the signs about the animals. • Animals can bite. • Do not enter fields or pens. • Always wash hands after touching the animals. Washing facilities are available in the toilet block. • Some children may be allergic to animals/hay/straw etc.
Play Area	<ul style="list-style-type: none"> • The equipment can get slippery in wet weather. • Ensure adult supervision of children in your care. • Check the suitability of the equipment for the children in your specific group.