



KS2 Discovery Trail

AIM

To learn about and respect a wide range of wildlife.

To encourage a positive attitude towards the environment in which we live.

OBJECTIVES

To be able to identify a range of wildlife

To use senses to explore a range of habitats

To understand that the local environment is home to many creatures and plants

To develop a respect of the natural environment

CURRICULUM LINKS

Art and Design 1. Exploring and developing ideas

Citizenship 5a To take responsibility

English EN1 Speaking and Listening

EN3 Writing

Geography 2. Enquiry and skills.

5. Environmental change and Sustainable Development.

Science 2 Life Processes and Living things

ESDGC. Natural Environment.

EQUIPMENT

Colour cards

Blindfolds

A range of identification keys

Collecting pot

Binoculars

SAFETY POINTS

Make sure the group is calm before they start. Point out the hazards of running, vegetation, rabbit holes, ponds etc.



PRELIMINARY ACTIVITIES

Give your children a brief history of the site that you are going to be looking at.

- School grounds - when was it developed? What was there before? How is it maintained?
- Nature reserves and other areas - what is the history? What is it used for now?

Get the children to predict what they think they might see when they are out. Explain that observation is key and they must remember to look around them at all times. Check their observational skills place a number of small objects (for example small plastic spiders) around the room and see how many they can count from where they are sitting.

MAIN ACTIVITY

The discovery trail includes a number of activities that can be done in any order depending on the site that you are using.

1. Sit in a quiet area and teach the children to use the binoculars. Take some time to look at the environment around you. Is it industrial? What can they see? Shops, factories, landfill sites etc or is it the countryside where they can see trees, ponds, grass etc? Spend 10 minutes sitting quietly, observing the bird life. How many species can you see? What are they doing? Nest building, finding a mate, defending their territory.
2. Nest Building. Get groups to work in pairs, acting as birds and make themselves a nest. Remember birds do not have beaks and therefore the children must only use their thumb and index finger. They also cannot speak and must only squawk. When they have finished, the teacher can award points for the best nest. Points can be awarded for most comfortable, tidiest, most lifelike etc
3. Meet a tree. Working in pairs, 1 person wears a blindfold and their partner very carefully leads them to a tree. The blindfolded person needs to really get to know their tree by hugging, smelling and feeling it. Their partner will then lead them back to the start. Once they have taken off their blindfold they need to see if they can find their tree again.



4. Sounds. Everybody closes their eyes for 1 minute (or 30 seconds depending on the group). This time is spent in complete silence, counting how many different sounds we can hear. How many of these sounds are natural and how many are man made?
5. Colours. Using the colour card, find as many colours as you can in the natural environment.

FOLLOW UP ACTIVITIES

Collect together a range of natural objects including:

- Skulls
- Conkers, buds, leaves etc
- Bird nests
- Pictures of birds
- Wild animal droppings

In small groups, spend time looking at the artefacts and work out what each item is and where it has come from.