

# 360° Education + Adventure Reports



# Oughterside Foundation School

**Dates:** 17 - 19<sup>th</sup> September 2014 (2 nights)

**Group:** Oughterside School, Cumbria. 12 pupils from Years 3 to 6.

**Theme:** Team-work and orientation in an unfamiliar environment: working together as one group to explore the geography and history of the surrounding area.

**Grant:** £300 from Cumberland Building Society Charitable Foundation

**People:** Activities delivered by DIH Education Officer (Katy Moore), with input from Annabel Lewis and Natalie Williamson (C-Art artists). Ghyll scrambling delivered by Glaramara Activity Centre.

**Links:** [http://oughtersideschool.co.uk/?page\\_id=1822](http://oughtersideschool.co.uk/?page_id=1822)





The pupils arrived at the hostel on foot, walking from Keswick along the lake-shore and Lower Falcon Crag. This helped them to get their bearings and make their stay a personal adventure from the very start.





On the first evening we did a walk in the grounds of the hostel, taking it in turns to be Joseph Pocklington (the original owner of Barrow House). Then we stopped near the top of the waterfall and sat down in a circle, with a piece of cardboard in the middle. Together we made an acrostic poem of Derwent Water, decorated with natural materials from the grounds. The pupils were full of enthusiasm and ideas.

We were able to look at Derwent Island from the hostel terrace, and learn about the follies that Pocklington built there in the late 18<sup>th</sup> century. Then the pupils designed their own follies, both on paper and with writing icing on Georgian-style gingerbread!



Painting a scene of Derwent Island on our giant easel.

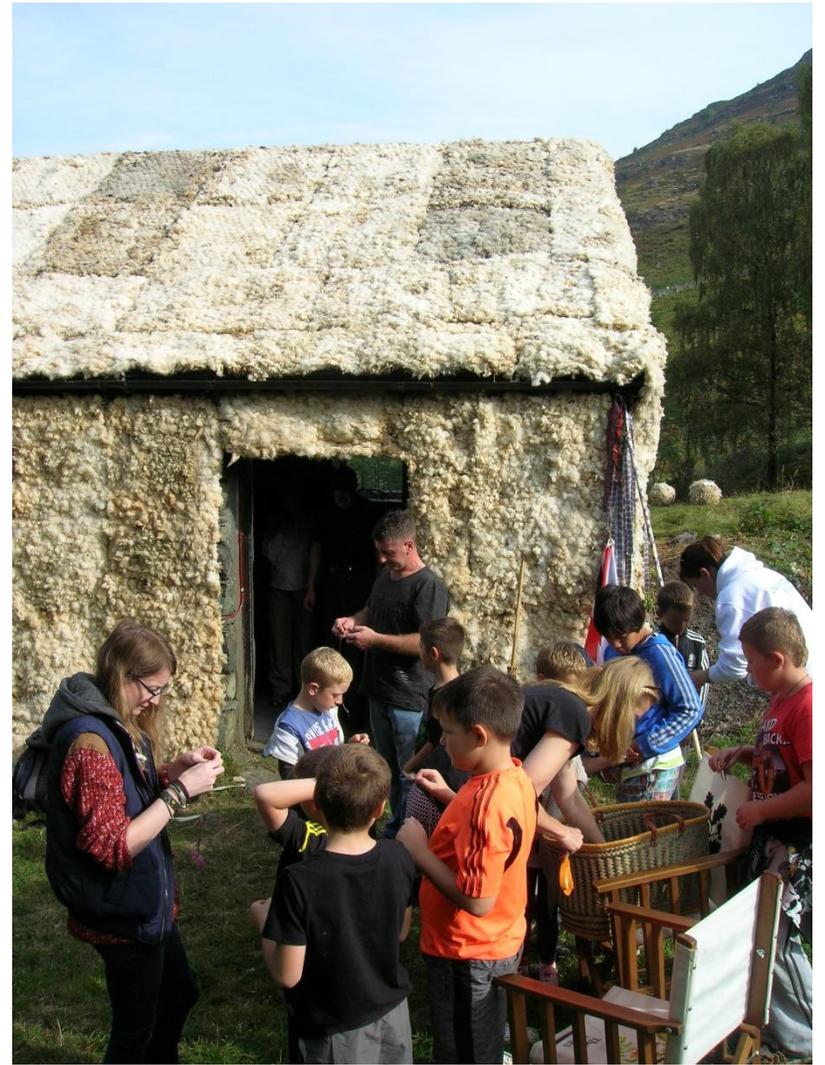




On the second day we walked up our waterfall path to Ashness Bridge. Around the Ashness area there were lots of sheep wool balls, installed by Cumbrian artist Annabel Lewis for the C-Art Art in Extraordinary Places programme. Annabel explained the processes behind her art installation and allowed the children to move the balls around. Then she invited us to Bark Barn, also covered in wool for the installation! Here, Cumbrian artist Natalie Williamson showed the children lots of bones and skulls, collected on her rambles, and cleaned in her studio. The children asked lots of questions, and we all had a go at making necklaces with feathers, shells, and other natural materials.

The children were fascinated by these different types of environmental art, and the ways of using different parts of the animal body: wool, skulls, feathers etc. It revealed that our relationship with animals and the landscape can be quite diverse.









After our activities at the barn, we walked up to Falcon Crag, spotting more wool balls along the way. Everyone had lots of energy, even though some children found the walk quite challenging. We were rewarded with fantastic views of Derwent Water, looking down on Derwent Island and the route the pupils had walked on the previous day. They really seemed to understand the geography of the valley.



Before and after our walk, we looked at Ordnance Survey maps of the area, and the children plotted our walking route on A4 map extracts. Then we played map symbol Pictionary, becoming more familiar with the map legend.



In the afternoon the group went ghyll scrambling with Glaramara Activity Centre. Some of the pupils were quite nervous, but everyone came back very animated and excited with their achievements.



In the evening, after supper, the pupils wrote postcards about their stay. Then we played Buffy Gruffy, a Georgian party game.

Overall, the residential went really well. The pupils worked well together, and everyone seemed full of energy and enthusiasm. There were lots of good ideas and questions.

Thank you to the Cumberland Building Society Charitable Foundation for making this residential possible.

# Richmond Hill Primary School

**Dates:** 13<sup>th</sup> – 14<sup>th</sup> November 2014 (1 night)

**Group:** Richmond Hill Primary School, Cumbria. 20 pupils from Year 3.

**Theme:** Volcanoes and Vikings! The formation of Borrowdale by geological and early human forces (Volcanism, Ice, Viking settlers). The evidence and legacy of these physical and human forces (soil type, flora and fauna, place names, culture).

**Grant:** £600 (£240 from Cumberland Building Society Charitable Foundation and £360 from Quarry Hill Grassroots Grant Fund)

**People:** Activities delivered by DIH Education Officer (Katy Moore), Plattyplus (John and Sarah Platt), and Glaramara Activity Centre (climbing).

**Links:** [www.plattyplus.co.uk](http://www.plattyplus.co.uk) and [www.glaramara.co.uk](http://www.glaramara.co.uk)





The pupils arrived at about 11.30 am and, after settling into their dormitories, we went straight out to the terrace.

We talked about the history of the view, from 500 million years ago to the present day. Together we acted out this history, with improvised movements and sounds: the lapetus Ocean, ocean sediments accumulating, the ocean gradually closing, uplift of ocean sediments, mountain-building, volcanic activity, ejection of lava and ash, the difference between the sedimentary rocks and the rocks formed from ejected volcanic material, glaciation (numerous glacial and interglacial periods), present-day erosion and weathering, early settlers and farming, forestry and mining, and the architecture of Joseph Pocklington.



The pupils were really enthusiastic, asking lots of questions about Joseph Pocklington and the history of the area.

We then walked up the waterfall path and stopped at various places to discuss the changes that have occurred in the grounds. Someone spotted a red squirrel – we were all entranced! We talked about the local Red Squirrel conservation projects.

The pupils then had packed lunches in the dining room.



After lunch we focused on the human history of Borrowdale, looking at Viking settlements.

We took the pupils out to the terrace, where they received a surprise greeting from John and Sarah Platt (local Viking experts) in their Viking costumes!

John and Sarah really brought the Viking topic to life for the pupils, with lots of homemade props and resources. We divided into three groups, moving around three activities which each lasted about 1 hour.

John led a wide-ranging activity about travel, invasion, settlement, costume, language, legacy and defence. Sarah led a session about the home and daily life which included wheat-grinding and hair-plaiting activities, and Katy led a session about Viking shields, with chalk-board replica shields for the pupils to draw their own designs on.



Meeting and greeting the pupils!



Here are some of the props: animal skins, a small stone mill, and chalk-board replica shields.

The pupils were really engaged in the activities, with lots of questions.



The Viking shield activity worked really well. The pupils looked at some designs and a full-scale replica shield, and we discussed the reasons for various design and decorative features. We also acted out a 'shield wall'.

Then the pupils used templates and their own designs to decorate the chalk-board shields.

The one pictured here is inspired by the Vikings rather than a faithful replica!



After the activities with Plattyplus we sat in the dining room for a follow-up session. We looked at the Viking alphabet and Viking names. Each pupil picked a Viking name from a hat and we discussed the meaning of each one in turn. Then the pupils made necklaces with their name tags.

With a copy of the Viking alphabet, the pupils wrote down their own names in Viking characters (runes). We also looked at the legacy of the Viking language in our local place names and other words.

We did not have time for our Viking saga session and so the teachers were able to take this activity idea back to school.

The following morning the pupils went climbing with Glaramara Activity Centre. Everyone seemed to really enjoy the residential, and the teachers thought it had been successful.