

Branstone



Teacher Information Pack

Branstone Farm
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Introduction

Branstone is a 23 acre site run by Island Futures, which is part of the Isle of Wight Council. We are located on the A3056 in the heart of the beautiful Isle of Wight countryside between Sandown and Arreton.

Established in 1973 with the vision to provide young people the chance to learn about the outdoors, Branstone now provides a fun and immersive learning experience in an exciting and safe outdoor environment.

Our range of cross-curricular workshops and self-led activities allow you to tailor your visit to meet the needs of your pupils and bring their learning to life.



Prices and Booking

Entry and Workshop Prices

Entry and one 1-hour long workshop £5.50 per child

Additional workshops £45 per hour.

Group Size

Workshops are available for a minimum of 20 pupils and a maximum of 35 pupils. We are able to accommodate larger groups for self-led activities, so please contact us to discuss your options if you would like to bring a larger group.

Booking

To book a visit or to make an enquiry please visit our website at www.iwight.com/branstone and fill in our Booking Enquiry form, contact us by phone on 01983 865540 or email us at branstone@iow.gov.uk.

Workshop: Three Little Pigs

Time: 1 Hour

Age: EYFS and Key Stage One

Key Focus: Literacy and Science (Materials)

Learning Objective:

To experiment with, and understand the properties of different materials using the story of The Three Little Pigs.

Success Criteria:

- I can understand and retell the story of The Three Little Pigs.
- I can communicate and work in a team to create shelters using different materials.
- I can explain the properties of different materials and explain the benefits and downfalls of using each to build a shelter.

Content:

Children will take part in an interactive retelling of the Three Little Pigs story. Afterwards, we will focus on materials and their properties by building mini shelters out of three different materials; straw, sticks and clay before trying to huff and puff them down!



Suggested Activity Before Visit:

Introduce the subject of materials and their uses, explaining that different materials have different properties.

Suggested Follow Up Activity:

Explore the materials that have been used to build the school. Look to see if the materials in the Three Little Pigs story have been used in the children's school or classroom.

Workshop: Owl Babies

Time: 1 Hour

Age: EYFS and Key Stage One

Key Focus: Literacy and Science (Habitats)

Learning Objective:

To explore and understand the habitats of different animals using the Owl Babies story.

Success Criteria:

- I can understand and answer questions about the story of The Owl Babies.
- I can explain the habitat that owls live in and how they have adapted to meet the needs of their environment.
- I can design and create my own owl using a combination craft and natural materials.

Content:

Children will listen to an interactive re-telling of the Owl Babies story and discuss the habitat of tawny owls. They will then be asked to hunt for mice on the grounds before thinking about how owls have adapted to make hunting at night easier. The workshop will end with children designing and creating their own owls using information learnt from the session.

Suggested Activity Before Visit:

Introduce the subject of adaptation and look at how different animals have adapted to their environment.

Suggested Follow Up Activity:

Compare owls to other nocturnal animals such as bats and look at the different ways animals have adapted to hunt in the dark.

Workshop: Earth Walks

Time: 1 Hour

Age: Key Stages One and Two

Key Focus: Environment

Learning Objective:

To use our senses to experience the awe and wonder of the world around us.

Success Criteria:

- I can name our five senses
- I can use my senses to explore the environment around me
- I can discuss how these different perspectives make me feel.



Content:

In this workshop children will use their senses to explore the natural environment at Branstone. They will be asked to 'explore a leaf', mix smelly cocktails out of plants and create a collage out of the rainbow of colours that can be found in nature.

Suggested Activity Before Visit:

What do children enjoy/find exciting about the world around them?

Write a poem to describe nature using as many senses as possible.

Suggested Follow Up Activity:

Use palettes to make a display back at school.

Write up ingredients list for smelly cocktails with cocktail name and picture.

Some of the activities could be repeated back at school for comparison.

Workshop: Historic Farm (Iron Age, Saxon or Viking)

Time: 2 Hours

Age: Key Stages One and Two

Key Focus: History

Learning Objective:

To use real historical techniques used for survival and to experience life for a child on an Iron Age, Anglo-Saxon or Viking farm.

Success Criteria:

- I can describe what life was like for an Iron Age, Anglo-Saxon or Viking farmer.
- I can use historical techniques to create items needed for survival.
- I can explain how different materials can be processed to create new items.

Content:

In this immersive workshop children will experience life on a historic farm by trying some of the following activities:

- Spinning and weaving wool.
- Grinding corn on a quern stone.
- Making butter.
- Making a wattle fence.
- Playing games.
- Making ink and writing in runes.
- Selecting their own Iron Age, Anglo-Saxon or Celtic name.



Suggested Activity Before Visit:

Introduce the subject of the Iron Age, Anglo-Saxons or Vikings by looking at timelines and discussing migration.

Suggested Follow Up Activity:

Look at stories from the Iron Age, Anglo-Saxon or Viking Age and ask the children to write and perform a story incorporating knowledge learnt during the workshop.

Workshop: Natural Art: Andy Goldsworthy

Time: 1 Hour

Age: Key Stage Two

Key Focus: Art Sculptures

Learning Objective:

To understand Andy Goldsworthy's style and use the environment around us to create Andy Goldsworthy inspired sculptures .

Success Criteria:

- I can explain what makes Andy Goldsworthy's sculptures special.
- I can create my own Andy Goldsworthy style sculpture.
- I can 'critique' my own and others sculptures, suggesting how well they fit the style.

Content:

Children will see examples of Andy Goldsworthy's natural sculptures and will work alone or in small groups to create their own piece of natural art using the landscape and natural objects found in our woodland area. At the end of the workshop there will be the chance for children to discuss their work and to take photographs for display at school.



Suggested Activity Before Visit:

Introduce the children to some examples of Andy Goldsworthy's work.

Suggested Follow Up Activity:

Create Andy Goldsworthy inspired sculptures at school. What materials can they find there?

Workshop: Orientation

Time: 1 Hour

Age: Lower Key Stage Two

Key Focus: Mapping Skills

Learning Objective:

To use photographic landscape cues to recognise and find a place.

Success Criteria:

- I can look carefully at clues in a photo.
- I can match a photo to a landscape.
- I can safely travel to an area.

Content:

Boris the Branstone Badger has gone missing, but he has left a photo trail of where he has been for the children to find!

Children will be asked to work in pairs to find locations at Branstone using visual clues in photographs to guide them. The fastest pair to find all locations will find a message left by Boris guiding them to a prize.



Suggested Activity Before Visit:

Interpreting pictures and photographs.

Suggested Follow Up Activity:

Children can make their own photo trail of the school or playground.

Workshop: Mapping

Time: 1 Hour

Age: Key Stage Two

Key Focus: Way Finding: Mapping

Learning Objective:

To use a map to find identified signs.

Success Criteria:

- I can use a key to recognise landscape features.
- I can orientate a map.
- I can use landscape features to identify where I am.
- I can use my map to help me travel to a point.

Content:

In this exciting workshop children will work in pairs to find specific locations marked on their map. They will learn how to use a key, orientate their map and travel to the location. They will have to move fast, though, as they will be racing their classmates to win a prize!

Suggested Activity Before Visit:

Simple map work and how to use a key.

Suggested Follow Up Activity:

Children can create a similar activity for a known area, such as their school or playing field.. This could involve drawing a map and/or marking the location of tags on a map.



Workshop: Shelter Building

Time: 1 Hour

Age: Key Stage Two

Key Focus: Teamwork: Problem Solving
Science: Habitats

Learning Objective:

To solve a problem systematically and apply knowledge to a practical setting.

Success Criteria:

- We shared and decided on a plan.
- We tried our plan out.
- We reviewed and adapted our plan.
- We communicated effectively.
- We used our knowledge of habitats and environments to design a shelter fit for purpose.



Content:

Your class has been stranded on a deserted island and will need to work in groups to create shelters to protect them from the sun, wind, rain, snow and wild animals. The children will be encouraged to think about important elements needed for a shelter, while developing key team-working skills. At the end of the workshop you will be able to test the effectiveness of each shelter by spraying it with water while the children are inside.

The content of this workshop can also be adapted to fit in with habitat and history themes. Please indicate when booking if you would like to do this.

Suggested Activity Before Visit:

Introduce the idea of teamwork and collaborative working on other projects.

Introduce the 'plan, do, review' way of working when working on craft projects.

Suggested Follow Up Activity:

Ask the children to apply the teamwork and problem solving skills to other situations in their lives.

Workshop: Minibeasts

Time: 1 Hour

Age: Key Stage One and Two

Key Focus: Environment

Learning Objective:

To use knowledge of habitats to locate minibeasts and use a key to identify them.

Success Criteria:

- I can identify places where minibeasts can be found
- I can explain what is meant by the term minibeast
- I can safely locate minibeasts and transfer a minibeast to a pot.
- I can look closely to identify features and answer questions to use a key



Content:

We're going on a bug hunt! Search through grass, under leaves and in trees to hunt for mini beasts. Children will be asked to predict where they will find the most insects, use a key to identify the creatures they have caught and discover which insects live in which environment.

Suggested Activity Before Visit:

Research minibeasts and ask the children to make predictions about what they will find where.

Suggested Follow Up Activity:

Create a graph showing the results of their findings.
Survey of school grounds and compare with their results from Branstone.

Workshop: Pond Dipping

Time: 1 Hour

Age: Key Stage Two

Key Focus: Environment

Learning Objective:

To identify species using a key and explain how they are adapted to their habitat.

Success Criteria:

- I can suggest what I might expect to find in the ponds.
- I can safely use equipment to dip in different pond locations and observe the creatures closely.
- I can identify features of a creature to follow a branching key.
- I can identify ways in which pond creatures are adapted to their habitat.



Content:

Explore the insects living in Branstone pond, learn about the life cycle of a frog and arrange food chains for different aquatic creatures in this hands-on workshop. Children will have the opportunity to catch their own insects, use a key to identify them and record what they have found. They will also be asked to identify aspects of each insect that has allowed them to adapt to life in water.

Suggested Activity Before Visit:

Using keys.

Suggested Follow Up Activity:

Use the information gathered during the activity in data handling.

If possible, have a dip in the school pond and compare the results or survey and compare adaptations of creatures found to those found in the pond.

Workshop: Tracks and Signs

Time: 1 Hour

Age: Key Stage One and Two

Key Focus: Environment

Learning Objective:

To find and record evidence of mammals in a woodland habitat and use this to identify different species.

Success Criteria:

- I can explain what a mammal is
- I can predict what evidence I might find and where I could find it
- I can use an information sheet to identify what type of mammal left the evidence I found.

Content:

Your class is on a mission to save Branstone from being turned into a car park by looking for clues to prove that the site is an important habitat for different mammals. During the workshop we will discuss what a mammal is, as well as the signs they might leave. Children will then work in pairs to find and identify evidence of animal life, recording their findings as they go.

Suggested Activity Before Visit:

Discuss what a mammal is.

Practice using keys for identification.

Suggested Follow Up Activity:

Take a copy of our identification sheets back to school to find out if there is any evidence of mammals living in the grounds.

Make a plaster cast of an animal print.



Workshop: Beak Adaptations

Time: 1 Hour

Age: Key Stage Two

Key Focus: Environment

Learning Objective:

To recognise how animals adapt to suit their habitat and diet.

Success Criteria:

- I can suggest what I might expect to find in the ponds.
- I can safely use equipment to dip in different pond locations and observe the creatures closely.
- I can identify features of a creature to follow a branching key.
- I can identify ways in which pond creatures are adapted to their habitat.



Content:

Children will role-play as different birds to discover how different beaks have adapted to meet the needs of different species' environment and diet. After recording their findings, the children will have the opportunity to get creative by designing their own bird based on features suited for different environments.

Suggested Activity Before Visit:

Link to science topic on adaptation and habitats.

Suggested Follow Up Activity:

Design a bird could be taken back to school in many ways e.g. as a stand alone activity, to influence an art project.

Apply knowledge to other creatures, e.g. minibeasts.

Managing Your Visit

Parking

Coach parking is available at the entrance to Branstone. Please park by the blue 'Branstone' sign and walk through the gate to reception, where you will be met by a member of staff.

Timings

School visits to Branstone generally run Wednesdays and Thursdays 09:30 to 14:30. This allows time for up to three hours of workshops or self-led activities, breaks and lunch. A timetable of your day will be sent to you before your visit. If these times do not fit in with your day, please let us know as we are able to be flexible to meet your needs.

Lunch

There will be time during your visit for your class to have lunch and you are welcome to eat either outside on the grass or at the tables in our outdoor or indoor classrooms, depending on the weather.

We do not have any catering facilities on site, so please make sure your pupils bring a packed lunch and drinks for their visit. Lunches will be stored in our indoor classroom, so please make sure they are labelled to avoid confusion.

Clothing

The majority of our workshops take place outside. Please ensure that your pupils are dressed appropriately for the weather. This usually involves sunhats in the summer and waterproofs in the winter. Long sleeved tops and trousers are advised in all weather.

Children are asked to wear closed-toe footwear throughout the seasons that are appropriate for walking outdoors (trainers or wellies). Children will be asked not to take part in activities if their footwear is unsafe.

Health and Safety

All of our activities are risk assessed and a health and safety talk will be given to your pupils upon arrival to Branstone.