

Outdoor Learning Programme KS3/4/FE



We offer at your site with suitable habitats, local wildlife site or an Essex Wildlife Trust site.

- **Data sampling** for a range of ecosystems
- Specific day visit programmes
- **Controlled assessments** fieldwork
- **Common entry** fieldwork
- **Practical conservation** and **habitat creation**
- Increased understanding of the geographical and scientific features that Essex has to offer

Please see below for details:

Habitat creation /conservation See here for details	Freshwater ecology: rivers See here for details
Forest School See here for details	Freshwater ecology: ponds See here for details
Living willow structures See here for details	Coasts and coastal management See here for details
Orchards and apple days See here for details	Ecosystems meadow/woodland/ hedgerow See here for details
Bush craft See here for details	Farming See here for details

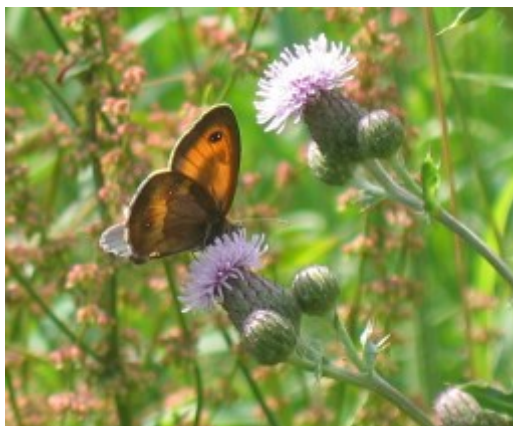
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If you are interested or need further information contact:

Outdoor Learning Manager: learnoutdoors@essexwt.org.uk 01621862992



Habitat creation/conservation



Skills	IT, mapping & keys, art & sculpture, safe use of tools, DT, identification & classification, habitats, ecosystems, wildlife, life cycles, collaboration, plants and growing, food chains and food webs, biodiversity and conservation.
Session outlines	Choose from the following series of projects:
Planning (half day)	Improve your site for biodiversity and fieldwork opportunities; designed and constructed with pupils: <ul style="list-style-type: none"> • Work with students to identify existing species and ecosystems • Make a site plan of existing areas and draw up a management plan for the site
Biodiversity survey (1.5hrs)	Carry out a biodiversity index in the grounds to identify wildlife present and plan management of the site to improve it for wildlife.
Conservation management (half a day/day)	At your site/local wildlife site/Essex Wildlife Trust site: Carry out a range of practical conservation management and/or horticultural techniques using hand tools safely to manage a site for the benefits of wildlife such as scrub clearance, coppicing, pruning and grafting.

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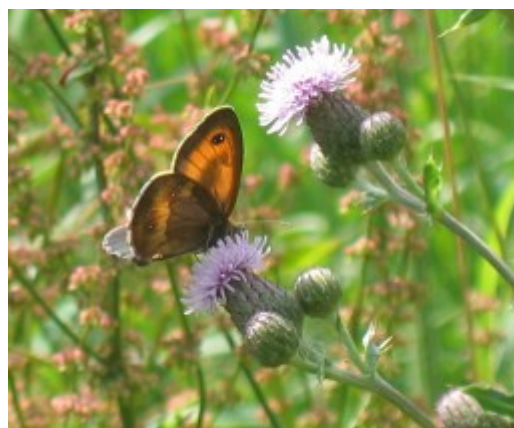
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Habitat creation/conservation

Continued...

Session outlines	Choose from the following series of projects:
Creating wildlife habitats (half a day/day)	Use hand tools to put the plan into practice and create new wildlife habitats e.g. living willow structures, orchards, pond, invertebrate habitats, hedgerow, wildflower meadow, sensory garden, wildlife borders.
Bug hotel (half a day)	Using pallets and a variety of materials such as canes, broken pots, straw, clay, sticks, create a sculptural layered invertebrate ecosystem.
Habitat logs (half a day)	Lay logs for rolling and make log piles to increase the valuable dead wood habitat at your site for a multitude of bugs and create a learning resource too.
Stag beetle pyramid (half a day)	Insert a variety of long stag beetle friendly logs to create a nursery for stag beetle larvae.
Nectar border (half a day)	Plant a variety of specific flowering plants to provide a rich nectar source for insects from early spring to late autumn.



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Living willow structures



Winter activity

These provide shade, sculpture, boundary lines and an endless supply of willow rods for use in Forest School and Outdoor learning sessions to make wreaths, crowns, cooking sticks or more willow structures...

Skills	Safe use of tools, art & sculpture, weaving, maths, DT, soils & rocks, propagation, growing, collaboration, problem solving. NB extra cost for willow.
Session outlines	Choose from the following series of projects:
Willow tunnel (half day/ day)	We work with students in groups of 12 for a minimum of 1hr each group to plant and weave and tie a living willow tunnel. (half a day- a day depending on length of tunnel and £30 per m for willow and ties and weed suppressant)
Willow dome (one day)	We work with students in groups of 12 for a minimum of 1hr each group to plant and weave and tie a living willow dome approx. 3.5m diameter. (a day, 30 students max and extra £130 for willow and ties and weed suppressant)
Willow 'fedge' (half a day/day)	We work with students in groups of 12 for a minimum of 1hr each group to plant and weave and tie a living willow hedge or fence into a lattice. (half a day- a day depending on length of fedge and £20 per meter for willow and ties and weed suppressant)
Maintaining an existing willow structure (half a day/day)	We work alone or with students in groups of 12 for a minimum of 1hr each group to prune and weave your willow structure to bring it back. We can also take away lots of the cuttings. (half a day- a day depending on the state of the structure)

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Orchards and apple days



Autumn/winter activities.

An orchard is a wildlife rich habitat that is traditional to Essex.

Skills	Safe use of tools, art & sculpture, weaving, maths, DT, soils & rocks, propagation & growing, collaboration, problem solving, local history and traditions & customs.
Session outlines	Choose from the following series of projects:
Planting (half day/ one day)	We work with students to plant trees. Five apple trees make an orchard. (half a day- a day depending on the number of trees planted).
Apple pressing (1.5 hours)	Apple day is traditionally y in late October. If you have a glut of apples we can bring our apple press to make apple juice with students.
Apple tree dressing (1-1.5 hours)	Use natural materials to make bird food and other decorations for a tree. Explore old British traditions and help feed the birds.
Wassailing (1 hour)	Celebrate the ancient art of wassailing to ‘help the orchard grow’ and explore what trees really need to produce fruit.
Orchard trail (1 hour)	To discover the history of apples and orchards in this country through a trail round your site.
Apple tasting (1 hour)	Sample a variety of old English apple varieties and judge them.

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Freshwater ecology and ponds



At a suitable pond on your site, a local site or Abbots Hall Farm

Skills	Data sampling, ecosystems, safe use of a range of scientific equipment, investigation of the abundance and distribution of freshwater invertebrates in freshwater ponds, light levels in a pond, pond creation and maintenance.
Session outlines	Choose from the following series of projects:
Fieldwork investigation: Freshwater ecology (one day)	<p>To guide students through the processes of a full investigation setting out clear aims, exploring secondary information, hypothesis, methodology, risk assessment, equipment, data collection, analysis and evaluation.</p> <p>Course content:</p> <ul style="list-style-type: none"> • Introduction to the site and the ponds • Risk assessments • Hypotheses/predictions <p>Data sampling:</p> <ul style="list-style-type: none"> • Collation and analysis of data collected • Evaluation • Plenary
Pond data sampling (1.5 hours)	<ul style="list-style-type: none"> • Species diversity • Abundance • Distribution • Ecological factors – oxygen levels, pH, light level • Pollution level

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Freshwater ecology and ponds

Continued...

Session outlines	Choose from the following series of projects:
Freshwater ecosystems food webs (1 hour)	A game to explore the links between pond creatures and what happens if it becomes unbalanced (30mins per class).
Biotic index (30 mins)	Sample the pond and use the species found to indicate how clean the water is.
Pond creation (half day first stage)	Plant a range of aquatic plants to create a healthy balance pond.
Pond planting (1.5 hours/ half a day)	Plan the position, siting and size of the pond with students and once the pond is dug out, line and edging and filling the pond in stages.
Pond clearing (up to one day)	Students/adults/ sometimes two Outdoor Learning Officers required to clear out weed from overgrown ponds and clear foliage and branches overhanging the pond to let the light back in and keep leaves out. (up to one day, depending on state of pond and number and strength of helpers). Autumn/ winter activity



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Freshwater ecology rivers



Locations: A suitable local river with access or please see below for suitable locations.

Skills	Data sampling, ecosystems, safe use of a range of scientific equipment, investigating river processes and form: changes in river channel characteristics of the river catchment in upper, middle and lower reaches.
Session outlines	Choose from the following series of projects:
Fieldwork investigation: River (one day) GCSE	<p>To guide students through the processes of a full investigation setting out clear aims, exploring secondary information, hypothesis, methodology, risk assessment, equipment, data collection, analysis and evaluation.</p> <p>Course content:</p> <ul style="list-style-type: none"> • Introduction to the river using OS maps, geology maps and satellite photos • Hydrological cycle/river system • Risk assessments • Hypotheses/predictions <p>Data sampling the formation of fluvial landforms at 3 sites on the river to investigate:</p> <ul style="list-style-type: none"> • Collation and analysis of data collected • Evaluation • Plenary

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Freshwater ecology rivers

Continued...

Session outlines	Choose from the following series of projects:
Data sampling the formation of fluvial landforms at 3 sites on a river (1.5 hours per site)	<ul style="list-style-type: none"> • Cross section measurement • Velocity • Processes of erosion • Processes of transportation/deposition • Natural river processes and landforms from upstream channel to downstream meander • Land use
Freshwater ecosystems food webs (1 hours)	A game to explore the links between pond creatures and what happens if it becomes unbalanced (30mins per class).
Biotic index (30 mins)	Sample the pond and use the species found to indicate how clean the water is.

**Locations: a nearby river with access
or**

Roman River - Colchester

Site 1/2: Essex Wildlife Trust Roman River Valley Reserve Map ref: TL 975 211
 Site 3: Friday Woods, Bounstead Road, Colchester Map ref: TL 986 211

Facilities available: Coach drop off point at Essex Wildlife Trust Roman River Reserve; coach parking at Friday woods; coach parking, toilets, meeting room for lunch and hand washing facilities 4 miles away at Abbots Hall Farm CO5 7RZ Map ref: TL963146

Roding River - Loughton/Chigwell

Site 1/2: David Lloyd Centre, Chigwell, IG7 6BH Map ref: TQ427942
 Site 3: Marlescroft Way, Loughton, IG10 3LZ Map ref: TQ436956

Facilities available: Coach drop off point at both sites.

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Coasts and coastal management



Location: Abbots Hall Farm Abbots Hall Farm, Great Wigborough, CO5 7RZ
Map Ref : TL 966 142

Skills	Data sampling, ecosystems, safe use of a range of scientific equipment, land use, first hand experience of a managed retreat, investigation of low lying area coastal management comparing coastal defences: managed realignment and sea wall.
Session outlines	Choose from the following series of projects:
Data sampling of saltmarsh (1/ 1.5 hours)	<ul style="list-style-type: none"> • Environment characteristics, habitat, species and reasons for its establishment. • Saltmarsh Transect to record vegetation density and species • Sea Wall Transect to record saltmarsh establishment and zonation behind the defence
Coastal defence investigation (1 hour)	<ul style="list-style-type: none"> • Human and physical reasons for coastal defence • The importance of coastal management • The management strategies - hard and soft • Advantages and disadvantages • Sustainable and non-sustainable schemes and costs
Managed retreat orienteering trail (1.5 hours)	<ul style="list-style-type: none"> • Explore the issues whilst following a trail to the breach • Scaled maps and compasses to be utilised

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Coasts and coastal management

Continued...

Session outlines	Choose from the following series of projects:
Fieldwork investigation: Coastal management at Abbots Hall Farm (one day)	<p>To guide students through the processes of a full investigation setting out clear aims, exploring secondary information, hypothesis, methodology, risk assessment, equipment, data collection, analysis and evaluation.</p> <p>Course content</p> <ul style="list-style-type: none"> • Introduction to Abbots Hall Farm • Coastal defence • Coastal realignment at Abbots Hall Farm • Risk assessments • Hypotheses/predictions • Data sampling of the saltmarsh and sea wall • Sketch map of main features of breach • Collation and analysis of data collected • Evaluation • Managed retreat orienteering trail • Breach debate. • Plenary
Breach debate (1.5 hours)	<ul style="list-style-type: none"> • Replicate the parties involved • Issues faced • Conflicts and gains • Requirements of planning application implementation

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Ecosystems: Woodland, hedgerow & meadows



Locations: A suitable ecosystem or please see below for suitable locations.

Skills	Data sampling, ecosystems, land use, safe use of a range of scientific equipment, investigating the physical features and processes of an ecosystem: Influence of climate and soil, how components interrelate and depend on one another and the effects of management and destruction of an ecosystem, habitat creation and conservation.
Session outlines	Choose from the following series of projects:
Fieldwork Investigation (one day)	<p>To guide students through the processes of a full investigation setting out clear aims, exploring secondary information, hypothesis, methodology, risk assessment, equipment, data collection, analysis and evaluation.</p> <p>Course content:</p> <ul style="list-style-type: none"> • Introduction to the ecosystem • Ecosystem processes • Risk assessments • Hypotheses/predictions <p>Data sampling:</p> <ul style="list-style-type: none"> • Collation and analysis of data collected • Evaluation • Plenary

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Ecosystems: Woodland, hedgerow & meadows Continued...

Session outlines	Choose from the following series of projects:
Data sampling for a chosen ecosystem (1.5 hours)	<ul style="list-style-type: none"> • Soil composition and local climate • Plant adaptations to soil and climate • Natural and manmade features survey • Land use survey • Woodland structure and species, function, management, recreation and revenue • Quadrat sampling - flora and fauna • Location dependent – comparison of managed and unmanaged woodland.
Habitat creation (half/ one day)	Plan and plant a woodland/hedgerow/meadow at your site.
Tree survey (1.5 hours)	Identify the tree/shrub species at your site. Option to make a tree identification guide for your site for others.

Location: local wildlife site or school grounds

Other Essex Wildlife Trust sites:

North West Essex		
Stansted	Aubrey Buxton	Map Ref: TL 521 264
Ashdon	Shadwell Wood	Map Ref: TL 573 412
Thaxted	West Wood	Map Ref: TL 624 332
South West Essex		
Cranham	Cranham Marshes	Map Ref: TQ 567 856
Coopersale	Gernon Bushes	Map Ref: TL 478 030
Bedfords Park	Havering Atte Bower	Map Ref: TQ 520 922
North East Essex		
Lexden	Lexden Gathering Grounds	Map Ref: TL 966 253
Kingsford Bridge	Roman River Valley Reserve	Map Ref: TL 975 211
Weeley	Weeley Hall Wood	Map Ref: TM 156 212
South East Essex		
Downham	Crowsheath Wood	Map Ref: TL 724 965.
Daws Heath	Pound Wood	Map Ref: TQ 816 888.

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Farming



Location: Abbots Hall Farm Abbots Hall Farm, Great Wigborough, CO5 7RZ
 Map Ref : TL 966 142

Skills	Data sampling, ecosystems, land use, safe use of a range of scientific equipment, investigating rural farming management and the need to be economically and environmentally sustainable.
Session outlines	Choose from the following series of projects:
Fieldwork investigation: Farms (one day)	<p>To introduce students to modern farming practices including their economics and diversification and wildlife. To participate in a decision making debate on organic practices and consumer spending.</p> <p>Course content:</p> <ul style="list-style-type: none"> • Introduction to Abbots Hall Farm • The economy of rural areas and the need to adapt to be more sustainable. • Introduction to farming and wildlife • Organic farming debate • Risk assessments • Tour of site • Evaluation • Food mile activity • Plenary
Food miles activity (1.5 hours)	<ul style="list-style-type: none"> • Take a shopping basket full of food and use maps with scale rulers to give the food miles of each food item • Discussing issues that include local sourcing, British produce and Fair Trade.

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Farming Continued...

Session outlines	Choose from the following series of projects:
Organic farming debate (1.5 hours)	<ul style="list-style-type: none"> • Replicate the parties involved • Issues they face • Conflicts and gains • Requirements of conservation grade crop management
Abbotts hall Farm tour (1.5 hours)	<ul style="list-style-type: none"> • This will include the main crops, habitats, the breach of the seawall and resulting saltmarsh • Organic farming versus 'wildlife friendly' farming. • Farming methods that affect wildlife • Various topics will be discussed such as crop selection, equipment, wildlife considerations and recreation and leisure possibilities • Development of a farm business and the impact of modern farming practices on the environment • Specialist crops • Organic farming trial • Higher level stewardship scheme • Recreation and leisure • Demands from industry • Competition within the global market
Flatbread making (1 hour)	<ul style="list-style-type: none"> • Grind corn to extract flour • Make flatbreads • Cook flatbreads on a fire/outdoor cooker • Make butter • Eat flatbreads

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Bush craft



Location: Own site, local wild space, Essex Wildlife Trust sites.

Skills	Shelter building, fire lighting, safe use of hand tools, green woodwork, knots and rope work, experimentation, risk management, physical mobility and agility, problem solving and collaboration, species identification, ecosystems, sustainability.
Session outlines	Choose from the following series of projects:
Shelter building (1/ 1.5 hours)	Team challenge working in groups to make shelters able to shelter the team from a rainstorm. Using natural materials and tarpaulins and ropes.
Green woodwork (1/ 1.5 hours)	Use tools such as knives, pruning and bowsaws, hand drills, gimlets, mallets, billhooks and potato peelers to make a variety of items such as musical instruments, bows and arrows, butter knives, peashooters, charcoal pencil, beads from a range of wood species.
Rope work (1/ 1.5 hours)	Work in teams to learn knots and use ropes for a range of activities: <ul style="list-style-type: none"> • Make a rope swing • Rope walk • Rope trust game • Zip wire

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Bush craft

Continued...

Session outlines	Choose from the following series of projects:
Fire Lighting (1/ 1.5 hours)	Understand the legal and safety issues when lighting fires outdoors and collect materials for tinder, kindling and firewood. Grade and sort materials for the fire and explore different methods of fire lighting. Learn to use flint and steels to make small fires in groups.
Cooking on a fire (1/ 1.5 hours)	Consider the food health and safety implications of preparing and cooking food outdoors. Choose food to cook – marshmallows, s'mores, drop scones or flatbreads. Prepare and cook selected food on the fire.
Arts and crafts (1/ 1.5 hours)	Use mud and natural materials such as clay, raffia and willow for a variety of projects: <ul style="list-style-type: none"> • Land art • Stick people • Little people furniture • Mobiles • Weaving • Willow platter • Tree faces • Charcoal pencils



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Outdoor Learning Programme KS3/4/FE



Your Day

We offer Outdoor Learning sessions across the year to enrich the curriculum and provide bespoke sessions for science weeks and eco schools.

Choose from whole days, half days and one off sessions.

When you book a workshop with us, we will tailor the event to meet your needs and provide the following:

- Risk Assessments
- Lesson Plans
- Links to the curriculum
- Resources/ equipment
- Expertise in the subject
- Links to wildlife and local natural spaces

Prices

Requested donations:

1 to 1.5 hour session	from £90 (one class)
Half day	from £140 (up to two classes)
One day	from £240 (up to three classes)
Abbotts Hall Farm KS3 £8.00/student, KS4 £10/student, FE £12 student	

The price includes one leader, travel expenses, equipment and materials .
Extra cost for willow/logs/plants etc. if we source them for wildlife areas.

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