

Foresters' Forest Natural Heritage Scheme of Works Key Stage 1 Science Curriculum

Plants

Learning “Hook” / Immersion Task at the beginning of the unit of work:

Visit: Walk in the local area or school grounds or in Forestry England woodland. Visit the wildflower meadows at Angus Buchanan Fields, Coleford, or Worcester Walk Community Project, Broadwell. Visit named ancient trees, near The Barracks (off Fancy Road). * See list of locations in Appendices.

Classroom Base: Classroom with variety of plants growing in pots – see through pots or glass jars to observe roots, provide variety of different seeds, leaves, bark etc.

Curriculum link	Venue	Activity	Season	Link to FF projects	Organisations to contact
YEAR 1					
Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.	School grounds, woodland surrounding school/local area, Worcester Walk Meadows, Angus Buchanan Fields, Pillowell Recreation Ground Forestry England woodland	Walk to search for different shapes / coloured flowers.	Spring/ summer	Deans Marvellous Meadows, Ancient & Notable Trees	Forestry England, Foresters' Forest for Ranger in a Bag (Fantastic Forests), Gloucestershire Wildlife Trust, Angus Buchanan Trust
Identify and describe the basic structure of a variety of common flowering plants, including trees.	School grounds, Visit an ancient named tree – Shaden Tuft, King Charles II oak, Forestry England woodland	Meet a tree – blindfolds, bark rubbing, tree measuring, collect seeds, leaf shapes. Dig to find tree roots.	Spring / summer	Ancient and Notable Trees	Forestry England, Foresters' Forest for Ranger in a Bag (Fantastic Forests), Gloucestershire Wildlife Trust, Plantlife
YEAR 2					
Observe and describe how seeds and bulbs grow into mature plants.	School grounds/garden	Collect and grow seeds from the woods.	Summer / autumn	N/A	Local garden centres
Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	School grounds, Forestry England woodland	Compare plants growing in the shade of trees with those growing in the open. Experiments with simple seeds in pots in different conditions.	Summer	N/A	Forestry England

Scheme of Works Key Stage 1 Science Curriculum

Seasonal Changes – Year 1 Only

Learning “Hook” / Immersion Task at the beginning of the unit of work:

Visit: Walk in the local area / school grounds to identify a mature deciduous tree within reach of school, to return to each season.

Classroom Base: Classroom display with variety of items from seedlings in pots, flowers, tree seeds, autumn leaves etc.

Curriculum link	Venue	Activity	Season	Link to FF projects	Organisations to contact
YEAR 1					
Observe changes across the four seasons.	School grounds, broadleaved woodland, individual trees, Forestry England woodland	Choose a tree within easy reach of school and draw it in each season, Create autumn leaf collage, Note spring green colour palettes.	All Year	N/A	Forestry England, Foresters’ Forest for Ranger in a Bag (Fantastic Forests)
Observe and describe weather associated with the seasons and how day length varies.	School grounds	Weather stations – temperature, rainfall collecting etc.	All Year	N/A	

Scheme of Works Key Stage 1 Science Curriculum

Animals including Humans

Learning “Hook” / Immersion Task at the beginning of the unit of work:

Visit: Investigate school grounds or school pond, visit a nature reserve for a range of species and pond dipping e.g. Woorgreens, Nagshead, Edgehills, Tidenham. Visit Forestry England Ruspidge Halt for butterflies and Forestry England Wenford for stream dipping.

Classroom Base:- Classroom with display of different wildlife images relevant to the Forest, (deer or bat, robin or mallard, common lizard or grass snake, frog or great crested newt, speckled wood butterfly or emperor dragonfly, stickleback or eel) etc.

Curriculum link	Venue	Activity	Season	Link to FF projects	Organisations to contact
YEAR 1					
Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.	School grounds/ponds, Nature Reserves: Woorgreens/Edgehills/Tidenham /Nagshead, Forestry England Ruspidge Halt, Forestry England Wenford	Pond dipping, Check under reptile sheets, Observe bird boxes, Tracks and signs of mammals, Butterfly walk/search	Spring/summer/ autumn	Batscapes, Birds, Butterflies, Waterways, ponds and mires, Reptiles, Conservation Grazing	Forestry England, Foresters’ Forest for Ranger in a Bag (Amazing Animals), Gloucestershire Wildlife Trust, RSPB, David Dewsbury
Identify and name common animals that are carnivores, herbivores and omnivores.	School grounds/ponds, Nature Reserves: Woorgreens/Edgehills/Tidenham/ Nagshead, Forestry England Ruspidge Halt/Beechenhurst /Mallards Pike/Wenford/Cannop Cycle Centre	Food chains – ‘Who eats what?’ game. Look at skulls – teeth, mouthparts	All year	Batscapes, Birds, Butterflies, Waterways, ponds and mires, Reptiles	Forestry England, Foresters’ Forest for Ranger in a Bag (Amazing Animals), Gloucestershire Wildlife Trust, RSPB
Describe and compare the structure of common animals (fish, amphibians, reptiles, birds, mammals, including pets).	School grounds/ponds, Nature Reserves: Woorgreens/Edgehills/Tidenham/Nagshead, Forestry England Ruspidge Halt/Beechenhurst/Mallards Pike/Wenford/Cannop Cycle Centre	‘How many legs?’ game	All year	Batscapes, Birds, Butterflies, Waterways, ponds and mires, Reptiles	Forestry England, Foresters’ Forest for Ranger in a Bag (Amazing Animals), Gloucestershire Wildlife Trust, RSPB

Curriculum link	Venue	Activity	Season	Link to FF projects	Organisations to contact
YEAR 2					
Notice that animals, including humans, have offspring which grow into adults.	School grounds/ponds, Woogreens/Tidenham/Nagshead reserves, Forestry England Ruspidge Halt/Beechenhurst/Mallards Pike/Wenchford/Cannop Cycle Centre	Life cycle activities – butterflies, Pond dip – amphibians, dragonflies	Spring/early summer	Butterflies, Waterways, ponds and mires	Forestry England, Foresters' Forest for Ranger in a Bag (Amazing Animals), Gloucestershire Wildlife Trust, RSPB

Scheme of Works Key Stage 1 Science Curriculum

Living things and their habitats – Year 2 Only

Learning “Hook” / Immersion Task at the beginning of the unit of work:

Visit: Walk in the local area / school grounds/ a variety of different habitats to make comparisons, visit meadows and woodland e.g. Angus Buchanan Fields or Worcester Walk Meadows. Visit heathland, woodland and ponds e.g. Woorgreens, Nagshead reserves. Visit streams and wood pasture, e.g. Forestry England Wenchford.

Classroom Base: Classroom display.

Curriculum link	Venue	Activity	Season	Link to FF projects	Organisations to contact
YEAR 2					
Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.	School ground / pond, Nagshead or Woorgreens reserves ponds, Forestry England Wenchford (stream), Forestry England Ruspidge Halt/Beechenhurst/Mallards Pike/Cannop Cycle Centre Angus Buchanan Fields, Worcester Walk Meadows	Pond or stream dip, minibeast hunt, leaf litter or bugs on bushes. Habitat comparisons – light, temperature, wind	Spring/summer/autumn	Waterways, ponds and mires, Batscapes, Reptiles, Birds	Forestry England, Foresters’ Forest for Ranger in a Bag (Amazing Animals), Gloucestershire Wildlife Trust, RSPB, David Dewsbury
Identify and name a variety of plants and animals in their habitats, including micro-habitats.	As above and local area around school	Pond or stream dip, leaf litter mini-beast hunt, wildlife walk, spotters sheets	Spring/summer/autumn	Waterways, ponds and mires, Ancient and Notable Trees	David Dewsbury, Plantlife
Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.	School grounds, local area, Forestry England woodland	Food chains and webs – ‘Who Eats What’ game. Look at mouthparts, teeth, skulls	All year	N/A	Forestry England, Foresters’ Forest for Ranger in a Bag (Amazing Animals), Gloucestershire Wildlife Trust

Natural Heritage Scheme of work Lower Key Stage 2 Science Curriculum

Plants - Year 3

Learning “Hook” / Immersion Task at the beginning of the unit of work:

Visit: Wildflower meadows or spring woodland, e.g. Forestry England woodland. * See full list of locations in Appendices.

Classroom Base: Provide variety of different plants in pots or vases, showing range of different flower shapes and colours.

Curriculum link	Venue	Activity	Season	Links to FF Project	Organisation to contact
YEAR 3					
Identify and describe the functions of different parts of flowering plants - roots, stem / trunk, leaves flowers.	Any Forestry England woodland or meadow, Angus Buchanan Fields (Coleford), Worcester Walk Community Project Meadows (Broadwell), Pillowell Recreation Ground	Collect a variety of flowers of different shapes. Carefully pull apart using tweezers. Using an information sheet and magnifying glass, identify key features found within the flower.	Spring for woodlands, summer for meadows	Ancient & Notable Trees, Veteran Trees History, Deans Marvellous Meadows	Forestry England, Gloucestershire Wildlife Trust, Angus Buchanan Trust, Dr Andrew Hoan (Ancient & Notable Trees), Dean Meadows Group
Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, room to grow) and how they vary from plant to plant.	As above: Find different conditions, shaded or sunny, dry or wet; Visit Forestry England woodland to see harvesting operation in progress.	Visit a site with a range of plant life growing within a range of environments e.g. shade, sunshine, damp soil, dry soil, water. Grow seeds (beans or cress) in the classroom in a range of conditions and observe their growth. Make a diary.	Spring or summer	Veteran Trees History, Ancient and Notable Trees, Deans Marvellous Meadows	Forestry England, Gloucestershire Wildlife Trust, Angus Buchanan Trust, Dr Andrew Hoan, Plantlife (Paul Rutter), Dean Meadows Group
Investigate the way in which water is	Classroom based	Within the classroom, put white flowers (carnations or tulips) in	Any time of year	N/A	N/A

Curriculum link	Venue	Activity	Season	Links to FF Project	Organisation to contact
YEAR 3					
transported within plants.		water that has had food colouring added. Observe the colour change in the petals. How long does it take?			
Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	Any Forestry England woodland or meadow, Angus Buchanan Fields (Coleford), Worcester Walk Community Project Meadows, Pillowell Recreation Ground	Visit an area at different times of the year to observe plants through their life cycles. Take photos or make drawings of the changes in the plant or tree. Look at bees and other creatures and their contribution to pollination and seed dispersal. Play the 'Pollination' game.	Spring to look at tree catkins. Summer to look at flowering plants and pollination. Autumn to look at seeds and dispersal.	Deans Marvellous Meadows, Veteran Trees, Ancient and Notable Trees	Forestry England, Gloucestershire Wildlife Trust, Dean Meadows Group, Dr Andrew Hoan (Veteran Trees), Plantlife, Dean Forest Beekeepers, Angus Buchanan Trust

Scheme of work Lower Key Stage 2 Science Curriculum

Living things and their habitats – Year 4

Learning “Hook”/ Immersion Task at the beginning of the unit of work:

Visit: To a Forestry England harvesting site or to a Gloucestershire Wildlife Trust heathland restoration site.

Classroom Base: Provide images of different species, variety of Field Studies Council (FSC) simple keys and guides.

Curriculum link	Venue	Activity	Season	Links to FF Project	Organisation to contact
YEAR 4					
Recognise that living things can be grouped in a variety of ways.	Any woodland area, ponds e.g. Nagshead, Woorgreens reserves, Worcester Walk Community Project Meadows, Forestry England woodland	Within an area, draw or photograph as many living things as possible. Sort the images by a range of criteria – plants/ not plants, insects, mammals, reptiles, etc. Encourage the children to think of the most imaginative categories to sort images into. Recall the families of creatures learnt in KS1.	Spring or summer	Batscape, Reptiles, Birds, Butterflies, Waterways, ponds and mires	Forestry England, Gloucestershire Wildlife Trust, RSPB, David Dewsbury
Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.	Any woodland area; Ponds – Nagshead, Woorgreens, Wenchford	Provide the children with simple branching keys to identify minibeasts, plants or birds. Use FSC keys. Children could then choose 5 or 6 creatures to create their own branching identification key.	Any time of year	Batscape, Reptiles, Birds, Butterflies, Waterways, ponds and mires	Forestry England, Gloucestershire Wildlife Trust, RSPB, David Dewsbury
Recognise that environments can change and that this can	Any woodland area, ponds e.g. Nagshead, Woorgreens reserves,	Visit two contrasting areas where obvious changes have taken place, brought about by people or by natural causes such as	Any time of year	Conservation Grazing	Forestry England, Gloucestershire Wildlife Trust

Curriculum link	Venue	Activity	Season	Links to FF Project	Organisation to contact
YEAR 4					
sometimes pose dangers to living things.	Worcester Walk Community Project Meadows, Forestry England Ruspidge Halt	weather. Compare different habitats, including habitats near built up areas. Note difference between wildlife pond and a fishing pond.			

Scheme of work Lower Key Stage 2 Science Curriculum

Animals including Humans – Year 4

Learning “Hook”/ Immersion Task at the beginning of the unit of work:

Visit: To a woodland area or stream, such as Forestry England Wenchford, to undertake surveys to identify different species and where they fit into the food chains.

Classroom Base: Provide images on a board / wall with string to link them to the next part of the food chain.

Curriculum link	Venue	Activity	Season	Links to FF Project	Organisation to contact
YEAR 4					
Construct and interpret a variety of food chains, identifying producers, predators and prey.	Any wooded or meadow habitat, pond or stream, Forestry England woodland	Examine a variety of simple food chains, discussing and using the key vocabulary. Visit an area and identify plants and creatures that inhabit the landscape. Children will construct original food chain diagrams using drawings or photographs, identifying producers, predators and prey.	Spring or summer	Waterways, ponds and mires, Batscapes, Butterflies, Reptiles, Birds	Forestry England, Gloucestershire Wildlife Trust, RSPB, David Dewsbury

Scheme of work Upper Key Stage 2 Science Curriculum

Living things and their habitats - Year 5

Learning “Hook” / Immersion Task at the beginning of the unit of work:

Visit: Visit to dip the ponds at Nagshead / Woorgreens reserves, or elsewhere, school ponds. Angus Buchanan Fields (Coleford), Worcester Walk Community Project Meadows, grassy areas of Forestry England Ruspidge Halt.

Classroom Base: Display of different items, birds nest / egg shell, images of young mammals e.g. badger, fox, deer, frogspawn in a tank. Life cycle puzzles. Hazel branches in the spring with both male and female parts visible, vases of flowers with obvious male / female parts e.g. lilies.

Curriculum link	Venue	Activity	Season	Links to FF Project	Organisation to contact
YEAR 5					
Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.	Woorgreens / Nagshead reserves, Angus Buchanan Fields, Worcester Walk Community Project Meadows, Pillowell Recreation Ground, Grassland in Forestry England Ruspidge Halt	Describing and comparing the life cycle of a mammal, an amphibian, an insect and a bird in different habitats.	Spring or summer	Waterways, ponds and mires, Deans Marvellous Meadows	Forestry England, Gloucestershire Wildlife Trust, RSPB, Worcester Walk Community Project, David Dewsbury (ponds)
		Pond dip to explore amphibian life cycles Looking at the life process of reproduction in some animals. Describing the differences in the life cycles of an amphibian and an insect by exploring complete and	Summer	Waterways, ponds and mires, Deans Marvellous Meadows, Butterflies	Forestry England, Gloucestershire Wildlife Trust, Angus Buchanan Trust

Curriculum link	Venue	Activity	Season	Links to FF Project	Organisation to contact
YEAR 5					
		incomplete metamorphosis. Butterfly and dragonfly games			
Describe the life process of reproduction in some plants and animals.	Meadow sites, as above. Woodland in spring or autumn for fungi	Describe the process of sexual reproduction in some plants (pollination). Pollination game, mixing pollens Understand the differences between sexual and asexual reproduction. Take a spore print from fungi. Grow bacteria	Woodlands in spring, meadows in summer Autumn	N/A	Forestry England, Gloucestershire Wildlife Trust, RSPB, Worcester Walk Community Project, David Dewsbury (ponds), Angus Buchanan Trust

Scheme of work Upper Key Stage 2 Science Curriculum

Evolution and inheritance – Year 6

Learning “Hook” / Immersion Task at the beginning of the unit of work:

Visit: Visit to a quarry such as Hobbs Quarry (Longhope), Shakemantle Quarry (Ruspidge), Blue Rock Trail (Soudley).

Classroom Base: Variety of fossils, bones, coal, samples of different types of rock. Pictures of native species teeth, tails and feet, for comparisons of adaptations to suit their environment.

Curriculum link	Venue	Activity	Season	Links to FF Project	Organisation to contact
YEAR 6					
Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.	Blue Rock Trail (Soudley), Shakemantle Quarry (Ruspidge), Clearwell Caves, Hobbs Quarry (Longhope)	Looking at evidence for evolution that has been used to support or refute ideas or arguments. Look at fossils to recognise how living things have changed over time (plants and animals). Sorting fossils in to sets. Looking at how fossils are formed. Making fossils – Using clay and wax, or marzipan and chocolate.	Any time of year	Future for Freemining, Geology	Forestry England, Gloucestershire Wildlife Trust, Royal Forest of Dean Freeminers Association, Hopewell Colliery, Clearwell Caves, Gloucestershire Geoconservation Trust, Shakemantle Quarry, Hobbs Quarry
Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to	Fields with livestock – sheep/goats/ponies or cattle, heathland restoration sites with livestock	Examining creatures of the same kind and noting slight variations in markings or size. Children to compare photographs	Any time of year	Conservation Grazing	Gloucestershire Wildlife Trust Forestry England

Curriculum link	Venue	Activity	Season	Links to FF Project	Organisation to contact
YEAR 6					
their parents.	grazing	of themselves and their parents and grandparents.			
Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	Classroom based	<p>Comparing inherited traits with adaptive traits in animals (natural selection).</p> <p>Study of tails! – look at the tails of different native species, which tail is used for what? E.g. Harvest mouse tail is for clinging onto stalks, otter tail is a rudder for swimming etc.</p>	Any time of year	Any biodiversity themed project	N/A

Scheme of work Upper Key Stage 2 Science Curriculum

Living Things and Their Habitats – Year 6

Learning “Hook”/ Immersion Task at the beginning of the unit of work:

Visit: A walk in the woods or meadows near to school

Classroom base: Lots of images of different species from all groups: fish, invertebrate, amphibian, reptile, bird, mammal, flowering plant and non-flowering plant. Photographs of tails, teeth and feet.

Curriculum link	Venue	Activity	Season	Links to FF Project	Organisation to contact
YEAR 6					
<p>Give reasons for classifying plants and animals based on specific characteristics.</p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms and animals.</p>	<p>Anywhere in or around school grounds, or any trip out into the forest, Forestry England woodland</p>	<p>Sorting activities based upon animals found in the Forest. Use photos or lists of creatures.</p> <p>‘How many legs have I got?’ – classifying game</p> <p>Make a list of all the creatures seen over a set period or on a trip out.</p> <p>Classifying organisms found in a local habitat. Using the Linnaean system of classification.</p> <p>Growing mould on bread in clear sealable bags. Keep the bread in different conditions.</p> <p>Looking at helpful or harmful</p>	<p>Any time of year</p>	<p>N/A</p>	<p>Forestry England, Gloucestershire Wildlife Trust, Dean Fungus Group</p>

Curriculum link	Venue	Activity	Season	Links to FF Project	Organisation to contact
YEAR 6					
		microorganisms. Look at fungi in autumn. Check under logs and in the leaf litter for white hyphae.	Autumn		

Appendix 1

Permissions, Licenses and Protected Species, Contacts

Forestry England Permission:

If you are taking a group of children out onto Forestry England land, you should have requested permission in advance of your trip. The reason for this is to ensure your safety, and to make sure that any tree felling or removal, and any boar or deer management work is not taking place in the area you plan to visit. Please make sure that you plan your day out with enough time to allow for this process to be followed.

Who to contact to request permission:

- For any activities on Forestry England land please email leoni.dawson@forestryengland.uk or victoria.brown@forestryengland.uk
- If taking **under** 50 people onto Forestry England land you will need to email saying what you are doing and where. Leoni will then advise if it is safe to use the area.
- If taking **over** 50 people onto Forestry England land you will need to email Leoni who will help you acquire a full permission. Please note that this permission should be applied for at least **12 weeks** in advance and Leoni will keep you updated as to when permission can be granted within the 12 week lead time.

Great Crested Newt License

Great crested newts, whilst common in the Forest of Dean, are a protected species and in order to handle, or disturb them a license is required. Don't let this put you off investigating ponds, but it is worth noting that again there is a protocol to be followed.

Useful Contacts:

Ancient trees: Paul Rutter works for Plantlife and is heavily involved in recording ancient and notable trees in and around the Forest of Dean. Contact Paul on Paul.Rutter@plantlife.org.uk_

Ancient trees – suggested locations: The Barracks (off Fancy Road) , near Speech House (to see Verderers Oak), Edge End (to see the Machen Oak), from Speculation car park to Myrestock tunnel (to see numerous notable and ancient trees). For help planning a visit contact Forestry England leoni.dawson@forestryengland.uk or Plantlife Paul.Rutter@plantlife.org.uk.

Angus Buchanan Trust: to arrange a visit please contact one of the Trustees of the Angus Buchanan Trust, particularly if use of the cabin is required. Contact: sarahcheese@btinternet.com

Clearwell Caves: Tel: Jonathan Wright, tel: 01594 832535 and see: <https://clearwellcaves.com> or email info@clearwellcaves.com

Dean Heritage Centre: Joanne Clarke, Tel: 01594 822170 or email info@deanheritagecentre.com

Dean Meadows Group: <https://deanmeadows.org.uk/contact/>

Dean Forest Beekeepers: <http://www.deanforestbeekeepers.co.uk/contact-us/>

Dean Fungus Group: <http://www.deanfungusgroup.com/> and email deanfungusgroup@gmail.com

Forestry England: Forestry England Community Ranger staff will be able to help you with arranging a visit to Forestry England land, or arranging for a Ranger to visit the school to help with delivering lessons. Alternatively you could borrow the 'Ranger in a Bag' packs for both plants and animals to provide you with everything you need to discover and explore in the forest. These resources are FREE and can be borrowed by a school for a 3 week period (see booking form in the Ranger in a Bag section). Contact: leoni.dawson@forestryengland.uk_or helen.chick@forestryengland.uk

Foresters' Forest: Sue Middleton, NLHF Programme Manager: t: 0300 067 4789 sue.middleton@forestryengland.uk ; Helen Chick, Communications & Community Engagement Officer: t: 0300 067 4397 helen.chick@forestryengland.uk ; www.forestersforest.uk

Gloucestershire Wildlife Trust: The Trust has a number of large Nature Reserves in the Forest of Dean and can organise and lead sessions on any subject on these reserves for a charge. Contact the Trust for more information: Tel: 0145238333, email: info@gloucestershirewildlifetrust.co.uk

Gloucestershire Geology Trust: Email. info@glosgeotrust.org.uk, Tel: 01452 864438

Hobbs Quarry: contact Gloucestershire Wildlife Trust when arranging a visit. Tel: 0145238333, email: info@gloucestershirewildlifetrust.co.uk

Hopewell Colliery: Rich Daniels, Tel: 01594 810706; www.hopewellcolliery.com, contact@hopewellcolliery.com

Natural England: Natural England is the government body responsible for the environment. Contact: enquiries@naturalengland.org.uk Tel: 0300 060 3900

Ponds, Newts and Reptiles: David Dewsbury is a local volunteer with a passion for ponds, newts and reptiles and he is happy to talk to children about these topics, dependent upon availability. Contact David on david.dewsbury@btinternet.com

Royal Forest of Dean Freeminers Association: Jonathan Wright, Hon. Secretary, 01594 832535. info@clearwellcaves.com

RSPB: The RSPB is responsible for Nagshead Reserve near Parkend, where there is a shelter and pond dip platform. Contact: nagshead@rspb.org.uk Tel: 01594 562852

Shakemantle Quarry: please contact Forestry England to arrange a visit, contact: leoni.dawson@forestryengland.uk

Stenders Quarry: contact Gloucestershire Wildlife Trust when arranging a visit. Tel: 0145238333, email: info@gloucestershirewildlifetrust.co.uk

Veteran Tress History: Dr Andrew Hoaen, Project Leader for the Veteran Trees History project, contact awhoaen1@mac.com

Worcester Walk Community Project: to arrange a visit to the Worcester Walk Community Project Meadows, please contact Forestry England. Contact: leoni.dawson@forestryengland.uk

Appendix 2

Online resources and useful links:

There are many online resources which can help you to plan your own activities and days out, just a few are listed below.

<https://www.wildlifewatch.org.uk/spotting-sheets>

Free to download, brightly coloured illustrated spotter sheets for all seasons and subjects



<https://www.forestryengland.uk/learning-resources>

Free to download, lesson plans and ideas for woodland exploration



<https://naturedetectives.woodlandtrust.org.uk/naturedetectives/>

Suggested woodland activities and crafts for all ages



Coleford Garden Centre is recommended as a source of information and advice. Address: Lambsquay Road, Milkwall, Coleford, Glos GL16 8QA Tel: 01594 832700