



MAPS, TRAILS AND TREASURE

KS 2 Geography

Learning Objectives During this Day Course pupils should learn:
<ul style="list-style-type: none"> ü To use appropriate geographical vocabulary relating to maps. ü About co-ordinates, either alpha-numeric or 4-figure, and how to use them to locate features. ü To use and interpret maps and plans at a variety of scales. ü To relate photographic evidence to locations on a maps. ü To annotate maps and use symbols and keys.
Pupils will also:
<ul style="list-style-type: none"> ü Learn safely in a new environment; ü Gain an appreciation of the environment and understand their role in caring for it.

Day Course Programme
Where 2 classes are attending the course the introductory session will be common to both. Classes will then separate and sessions A and B will be interchangeable am and pm.
Introduction: On arrival a member of CEES teaching staff will welcome your group to the Centre and describe the day’s programme and the learning objectives. The pupils will look briefly at maps of various scales, which demonstrate "where on earth are we?"
Session A: This session will be based around the Centre grounds and in Upware village, with mapwork activities at different levels suitable for Years 3 to 6, including a photographic trail in the grounds and a Fenland story trail around the village.
Session B: Pupils will then be introduced to "The Dutchman's Gold" treasure trail and will use alpha-numeric (Y3/4) or 4-figure (Y5/6) co-ordinates to plot the route to find the hidden treasure. The remainder of the session will be spent on the treasure hunt at Upware's nature reserve, hunting for the clues, avoiding the Fen Tigers, and eventually finding the hidden treasure chest.
Plenary: The group will reflect on their day and consider how well the learning objectives have been met.
Note: The actual programme may vary depending on number and needs of pupils, length of visit and weather conditions.

Relevant extracts from CEES risk assessments	
See also separate guidance notes on safe and effective day courses	
Hazard	Control measures
Road traffic	<ul style="list-style-type: none"> • Pupils walk in single file or not more than two abreast. • Group leader walks ahead of pupils with one adult at rear and others walking with their group. • Group walks on foot path if possible, otherwise on safer side of road, normally on right to face oncoming traffic. • Roads are crossed where visibility is good in both directions. • When walking and working in small groups, pupils are instructed to stay close to their supervisory adult.
Uneven ground, low branches on trees, steep slopes, steps	<ul style="list-style-type: none"> • Pupils and adults are made aware of expected standards of behaviour and, for example pupils are instructed to walk, not run, to look ahead, and to stay close to their supervisory adult
Unfamiliar surroundings	<ul style="list-style-type: none"> • Pupils are supervised closely, each adult responsible for a named group of pupils.
Walking beside water	<ul style="list-style-type: none"> • Pupils are instructed in safe standards of behaviour. • CEES staff carry a lifeline in addition to standard safety equipment.
Extreme weather conditions	<ul style="list-style-type: none"> • CEES staff are aware of daily weather forecast. • Alternative venues or activities are substituted if weather conditions are particularly unfavourable. • In extreme cases, where guidance notes on clothing have not been complied with pupils may be excluded from activities.

Adult : Pupil ratios
For this course CEES' recommended ratio for safety is 1 : 8
For most classes, 4 pre-arranged working groups, each with an adult, is ideal. Additional adults may be needed with classes where individual pupils need 1 : 1 support
Other information
Please see separate guidance notes, on safe and effective day courses, including information on clothing and equipment.