

NC Reference: Children should be taught:

G1b: to observe and record

G1c: to express their own views about places and the environment

G2b: to use fieldwork skills

G3a: to identify and describe what places are like

G3b: to identify and describe where places are

H4a: how to find out about the past from a range of sources of information

H6b: about the way of life of people in the more distant past who lived in the local area

Introduction

Explain to children that they will be going out on a visit to the park to find out what's there, what makes it a park, who uses it and assess its quality as part of their local study. Ask them what they think parks are for, how they feel when they are in a park, and what might be found there in terms of a managed landscape and built features.

Resources

Printed out map or aerial photo of the park (old maps and web links for photos are given on this website). Pupils need an idea of size — they could guess how many houses/football pitches would fit in it.

Related lesson on this site: What lives in our park?

Activity

Young detectives walk around the park looking for evidence of features and noticing what people in parks are doing. If the park is one of the larger ones it may be helpful to walk to a suitable vantage point. If you use the worksheet look first at the section on park features, then talk about how they feel about the park and choose words to describe it. Then move onto quality assessment of park landscape with *The Good, the Bad, the Ugly* activity.

NB If your park boundaries contain evidence of features that have been removed eg. railings, entrance gates, draw attention to them as they will assist the other local historical study (Victorians) and literacy lessons.

Plenary

In partners, mark on a scale of 1-10

- how good the park is for what is provided (features/pitches/play areas etc)
- how good the character and quality of the park is

Write a paragraph to describe the park (using the words circled in the survey)

Back at School/Further Activities

- How big is the park? (measuring and drawing to scale/calculations from maps/surveying)
- Using any shortfall in scale rating, what could make the park rate 10/10?
- What are the issues in parks (dog fouling, safety, vandalism, funding etc)?
- Historical investigation of Bristol's parks (see factsheets)
- Compare the survey results from this lesson with the old map provided on the website
- Design your own park