

Page Park Explorers

Learning, fun and creativity in your local park



Page Park Explorers

ACKNOWLEDGEMENTS

Trials of the Page Park Explorers Learning Project took place throughout the summer and autumn of 2018. Following this part of the process, the consultants produced this pack of learning material mainly for local primary schools and early years settings.

We hope some of the resources and activities included will also be of interest to families wishing to explore Page Park with new ideas for getting the most out of a visit.

During the trials, we have been indebted to staff at the following and thank them for their kind attention, attendance, comment and evaluation:

Page Park Pre-School

Staple Hill Children's Centre

Staple Hill Primary School

The Tynings Primary School

Christ Church C of E VC Infant School

Christ Church C of E VC Junior School

Stanbridge Primary School

We also thank the following for their involvement in making this resource possible:

Bean Tree Cafe Proprietors

Friends of Page Park

Ian Monger Trees

CREDITS

We have acknowledged the source of each image used as appropriate and as kindly given to the project for the benefit of local children. They have been collected from:

Downend Local History Society

Roger Angerson

Bristol Record Office

Kingswood Heritage Museum

Wikimedia Commons

Page Park Explorers

CONTENTS

| | |
|---|-----------|
| CONTENTS | 3 |
| Alderman Page and the Park | 5 |
| Page Park Opening Ceremony | 6 |
| PLAN A VISIT | 7 |
| Best time to Visit | |
| Suggested Entry & Meeting Points | |
| Booking | |
| Incident Reporting | |
| First Aid | |
| Contacts and Map | 8 |
| NATIONAL CURRICULUM | 9 |
| Suggested scheme of work by year group | 10 |
| Using the Pack | 11 |
| EARLY YEARS / FOUNDATION STAGE | 12 |
| Forest School | 13 |
| Bug-Hunting | 14 |
| Bark Rubbing | 15 |
| Beauteous Butterflies | 16 |
| Creating Crowns | 17 |
| Leaf Printing | 18 |
| Mandalas | 19 |
| Sensory Walk | 20 |
| Shadows | 21 |
| Paint with Nature | 22 |
| Seasonal Gathering | 23 |
| Watching Wildlife | 24 |
| Fun & Games | 25 |
| KEY STAGE 1 - ACTIVITIES | 26 |
| Year 1 – Mapping the Park | 27 |
| Year 1 – Plants on Parade | 28 |
| Year 1 – Seasonal Changes | 29 |
| Year 1 – Leaf-Stitching | 30 |
| Year 1 & 2 – Meet a Tree | 31 |
| Year 1 & 2 – Tree Detectives | 32 |
| Year 1 & 2 – Verbal Warm-up: Tree Names | 33 |
| Year 1 & 2 – Rhythms & Sounds of Words | 34 |
| Year 1 & 2 – Fun & Games | 35 |
| KS1 All years – Treasure Hunt | 36 |

Page Park Explorers

CONTENTS

| | |
|--|-----------|
| KEY STAGE 2 - ACTIVITIES | 37 |
| Year 3 – Local Area Study | 38 |
| Year 3 & 4 – Park Survey | 39 |
| Year 3 & 4 – Find the View | 40 |
| Year 3 & 4 – Compass Skills | 41 |
| Year 3 & 4 – Page Park Pollinators | 42 |
| Year 3 & 4 - Sensory Poems | 43 |
| Year 3 & 4 – Tree Detectives | 44 |
| Year 3 & 4 – First Person Perspectives | 45 |
| Year 3 & 4 – Park Postcards | 46 |
| Year 3 & 4 – Fun & Games | 47 |
| | |
| Year 5 & 6 – Find the View | 48 |
| Year 5 & 6 – Wartime in Page Park | 49 |
| Year 5 & 6 – Park Survey | 50 |
| Year 5 & 6 – Tree Detectives | 51 |
| Year 5 & 6 – Fun & Games | 52 |
| KS2 All years – Treasure Hunt | 53 |
| | |
| RESOURCES AND WORKSHEETS | |
| Map with Features | 54 |
| Park Survey Map (KS1) | 55 |
| Heritage Trail | 56 |
| Tree Trail | 58 |
| 23 Tree Cards | 60 |
| Treasure Hunt Cards (KS1) | 72 |
| Park Survey (KS2) | 81 |
| Compass Skills Worksheet | 83 |
| A Written Postcard, 1912 | 84 |
| Park Postcards - Edwardian | 85 |
| Staple Hill Postcards - Edwardian | 86 |
| Park Postcards - Modern | 87 |
| Postcard Template | 88 |
| Report on Bombing of Staple Hill | 89 |
| Wartime in Page Park Worksheet | 90 |
| Treasure Hunt Cards (KS2) | 91 |
| Heritage Views from Postcards | 100 |

Page Park Explorers

ALDERMAN PAGE AND THE PARK

In 1910, Alderman Page gave the land for a recreational area to the people of Staple Hill. This land became Page Park. It is approximately 19 acres in size. The land was at the terminus of the tramways from Bristol and the trains of the Midland Railway which provided Staple Hill with its own station. These transport links made it possible for workers in the increasingly industrialised area to take time out from the factories to get some fresh air.



Alderman Arthur William Page was one of the Staple Hill area's greatest benefactors. He represented the Parish of Mangotsfield on the Gloucestershire City Council. He was a solicitor, a Justice of the Peace and was elected Alderman of the county of Gloucestershire in 1910. Mr Page lived at Hill House – part of an estate dating from 1720. The House can still be seen bordering the park on Hill House Road.



In 2010, Page Park's centenary, Alderman Page's grandson, Mr Henry Page, planted a commemorative oak tree (the symbol of Staple Hill).

THE PARK

The park has eight entrances. A newspaper account from the opening in 1910 referred to the clock tower like this:

"In the centre is a "commodious shelter, 52 ft in length by 24 ft in width constructed with oak posts and framing, covered with a tiled roof, with half timber gables and fitted with seats protected from the wind with high backs. Within the roof of the shelter is formed a chiming clock. This clock will be a great acquisition to the neighbourhood." (Western Daily Press, 1910)

It is interesting to note that in accounts around the time of the opening, there is little mention of the park's wonderful trees. Time needed to pass for the trees we see today to grow and be admired.

Today, the park is managed by South Gloucestershire Council with the help of the Friends of Page Park (FOPP), a voluntary group dedicated to taking Alderman Page's vision into the future. Find out more:

www.friendsofpagepark.org.uk



LOTTERY FUNDED



Page Park Explorers

PAGE PARK OPENING CEREMONY

The Chairman of Gloucestershire County Council opened the park yesterday afternoon, in the presence of a large number of residents of the neighbourhood and the children from the schools of the district.

Although Mr Page had modestly declined to have the park named after him, the park was now the property of the parish, and the Parish Council had decided that it should be officially known as Page Park.

Mr Page had determined to make that most handsome gift to his neighbours now, and he would derive personal benefit from it, because he would be able to see with his own eyes, and appreciate with his own understanding, the commencement of the benefits which would accrue from the gift.

In future times it would be seen that it was a green oasis in the midst of factories and buildings, a magnificent reservoir for the supply of free and pure air to a large district. It would be a resting place for the aged, a happy playground for the young and a pleasant meeting place for all in the district. Everyone who lived there was one of the owners of it and should see that no damage was done to it. He hoped they would see no names scratched on the shelter, for it did the shelter no good, and did the person who inscribed his name no honour.

He hoped they would soon have tennis lawns and bowling greens, but above all he wanted to see provision made for the children. For it was place where they could play their games away from the streets, a place upon which they could look back with happy memories.

In a thickly-populated suburban parish, they had felt the need of a place where the children could roam and play and young people could find healthy recreation but in their wildest dreams they had never imagined they would ever become the proud possessors of such a park as that one. Beautiful in its situation, it would be a joy to the whole district. It was fitted up in the most beautiful way, and was accessible from everywhere.

(Edited account of opening ceremony, The Western Daily Press, c. 1910)



LOTTERY FUNDED



Page Park Explorers

PLAN A VISIT

BEST TIME TO GO

There's something happening in Page Park all year round. Autumn is a treat for tree colour and the leaves and seeds are on the ground – ripe for collecting. Except for games, trials showed that it's best to go to Page Park for a whole morning, rather than an afternoon – you will probably get more out of the visit – afternoons are so short after travel time.

CARE OF THE PARK

A great deal of work goes on to maintain the park. Please take every opportunity to help children appreciate and respect it. Explore concepts of citizenship and valuing our green spaces: How should we behave there? Is it right to break branches from trees or walk on flowerbeds?

SUGGESTED ENTRY AND MEETING POINTS

The South View and Broad Street entrances are the most grand. The main gates are in the south west corner. The distinctive clock tower is a good place to meet and use as a base.

BOOKING

Before you visit Page Park, please read South Gloucestershire Council's:

HIRE OF PUBLIC OPEN SPACE REGULATIONS

Page Park is very well visited by many groups and individuals. To avoid clashes with other groups, please inform South Gloucestershire Council's Community Spaces Team of your intention to visit at least 15 working days in advance, using the form on this page:

EVENTS, HIRE FORM ALL GROUPS

Please also submit to Community Spaces, with your request to visit, a Risk Assessment. An example Risk Assessment can be found on this page:

EXAMPLE RISK ASSESSMENT TEMPLATE

Department of Environment & Community Services

T: + 44 (0)1454 865850; E: CommunitySpaces@southglos.gov.uk

W: [Hire of public open space](#)

FIRST AID

There's First Aid equipment at the cafe, but we recommend that you take a nominated first aider with you and if possible send someone ahead to check for litter and dog mess. Overall responsibility for safety and well-being of children remains with you – appropriate clothing and footwear is essential. We recommend that children wear high visibility tabards.



LOTTERY FUNDED



Page Park Explorers

CONTACTS AND MAP

USEFUL CONTACTS

The Friends of Page Park (FOPP) work hard to help run the park – it's great fun and they welcome new members: Please use the [FOPP contact form](#) on the website.

Bean Tree Café Proprietors: email: beantreecafebristol@gmail.com

Page Park Bowling Club have kindly offered to give demonstrations and invite the children to try bowling. To arrange, please use the [contact form on the PPBC website](#) with plenty of notice.

Grounds Maintenance: Please email: Gary.Meyers@southglos.gov.uk

Please report any urgent issues in Page Park using the following number:
01454 868000 (available 24/7)

Dog Wardens help to keep dogs in the park under control. Contact: 01454 868000



| KEY | |
|-----|---------------------------|
| A | Bandstand |
| B | Bowling Green |
| C | Clock Tower |
| D | Cricket Pitch |
| E | Drinking Fountain |
| F | Café and Community Centre |
| G | Pavillion |
| H | Play Area |
| I | Sensory Garden |
| J | Tennis Courts |
| K | War Memorial |
| L | WWII Air Raid Shelter |

Park hire and group visits: For enquiries about group visits and hiring the facilities available in the park please contact:
☎ 01454 868000 ✉ Communityspaces@southglos.gov.uk

Reporting vandalism or anti-social behaviour: Please report any park issue to 101 or the South Gloucestershire Council StreetCare helpdesk
☎ 01454 868000 ✉ streetcare@southglos.gov.uk

www.friendsofpagepark.co.uk



Page Park Explorers

NATIONAL CURRICULUM

The activities and resources contained in this pack present ideas for teaching outside the classroom where many aims of the mainly English, Science, Geography, History (and P.E.) curriculum can be realised. Key aspects for programmes are listed here by subject, and each Activity lists the key National Curriculum areas it aims to facilitate:

ENGLISH EARLY YEARS / FOUNDATION STAGE

Each Activity lists the relevant areas of learning within the seven statutory areas.

KS1/2 ENGLISH

- Opportunities abound in Reading, Writing and Speaking & Listening. In particular:
- Write clearly, accurately and coherently, adapt language and style for a range of contexts, purposes and audiences.
- Use discussion to learn; elaborate and explain clearly understanding and ideas.
- Develop competence in speaking and listening, making formal presentations, demonstrating to others and participating in debate.

KS1/2 SCIENCE

- Key foundational knowledge and concepts.
- Develop a sense of excitement and curiosity about natural phenomena.
- Experience and observe phenomena looking more closely at the natural and humanly constructed world around them.
- Observe changes over a period of time, noticing patterns, grouping and classifying things.
- Most of the learning should be done through the use of first-hand practical experiences.
- Plants: identify / name common plants, including deciduous and evergreen trees.
- Identify and describe the basic structure of common flowering plants, including trees.
- Seasonal changes, Habitats, Food chains, Living Things and their Habitats, Classification.

KS1/2 HISTORY

- Knowledge and understanding, inspiring curiosity about Britain's past.
- Ask perceptive questions, think critically, weigh evidence, sift arguments, develop perspective and judgement.
- Understand historical concepts and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts.
- Changes in living memory / significant historical events, people and places in own locality.

KS1/2 GEOGRAPHY

- Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).
- Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.



LOTTERY FUNDED



Page Park Explorers

SUGGESTED SCHEME OF WORK

| | | FIELDWORK ACTIVITY | INDOOR ACTIVITY |
|--------|-----------|--|------------------|
| Week 1 | Yr 1 | Mapping the Park | |
| | Yr 3 & 4 | Park Survey | |
| Week 2 | Yr 1 | Seasonal Changes | |
| | Yr 3 & 4 | Find the View | Compass Skills |
| Week 3 | Yr 1 | Plants on Parade | |
| | Yr 3 & 4 | Page Park Pollinators Sensory Poems | |
| | Yr 5 & 6 | Find the View / Wartime | Wartime |
| Week 4 | Yr 1 & 2 | Meet A Tree Tree Detectives | Leaf-Stitching |
| | Yr 3 & 4 | Tree Detectives | |
| | Yr 5 & 6 | | Park Survey |
| Week 5 | Yr 1 & 2 | Verbal Warm-up: Tree Names Rhythm & Sounds of Words | |
| | Yr 3 | Local Area Study | Local Area Study |
| | Yr 3 & 4 | First Person Perspectives | Park Postcards |
| | Yr 5 & 6 | Tree Detectives | |
| Week 6 | All years | Fun & Games Treasure Hunt | |



LOTTERY FUNDED



Page Park Explorers

USING THE PACK

WHAT'S IN THE RESOURCE?

- Ideas for sessions out and about exploring Page Park.
- Ideas for introductory or follow up work in the classroom.
- Separate pages for **Early Years/Foundation Stage**, **Key Stage 1** and **Key Stage 2** although you may want to browse and adapt for your particular learning situation.
- Worksheets, Heritage Photos, Trail leaflets, Tree Cards, Treasure Hunt Cards to print and take with you.

ACTIVITIES

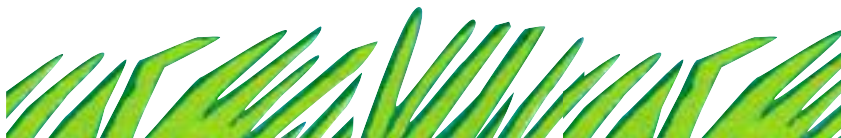
There are four symbols used in the Activity pages. These symbols suggest the main focus of the activity although there is plenty of overlap.

Inside each of these symbols you will find the age that group trials showed the activity is best suited to.

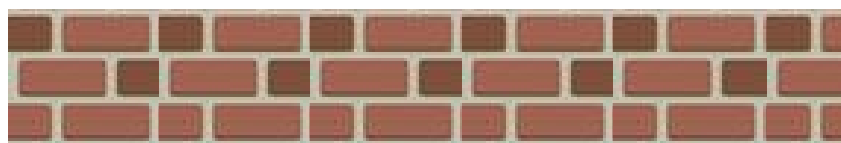
We have suggested the amount of time that trials suggested each activity might take.

Some activities, such as compass skills and games appear for different year groups through the primary age range – you will find some repetition. Each separate activity is linked thematically, but includes progression.

At the bottom of each Activity page you will see one of two fringes at the bottom of page:



Activity takes place in Page Park



Activity takes place in the classroom

KEY TO SYMBOLS



Trees, Nature, Living Things



History and Heritage



Maps, Compasses, Surveys



Fun and Games



LOTTERY FUNDED



South Gloucestershire
Council

EARLY YEARS / FOUNDATION STAGE

Page Park Explorers

FOREST SCHOOL

EY/FS
1 - 2 hours

GET READY

The best place to make your 'base' or 'camp' is close to the Northern Gate, at the corner of the large playing field, where there are some secured logs to climb on. Check for litter and dog poo first. You could add features to establish your camp – bunting, a tarp hung between trees, rugs.

INTRODUCTION

Page Park is an ideal location for Forest School activities and learning about how we should care for places. Several ideas are included in this pack. You can leave all your equipment at this 'base camp' whilst you go off and explore and do activities with the children.

ACTIVITY

Log climbing

There are a couple of areas with several fallen logs, which are perfect for young children to learn to climb along.

Easter Egg Hunt

Hide little chocolate eggs around e.g. a fallen log / raised flower bed, somewhere to safely hunt and find.

Teddy Bears Picnic

Each child can bring a teddy (or other toy). Perhaps make little dens for them, or show 'teddy' your favourite places in the park. Join together for songs, picnic or parachute games.

Sensory Activities

Using eyes to look closely at a tree trunk or beneath leaves. Using our noses to smell earth or flowers. Touching pebbles / feathers. Listening to sounds. More ideas in [Sensory Walk](#).

Making Wands

A willow twig, or withy, is perfect for making a fairy/ wizard wand, as the end of it can be bent into a star shape. Find and decorate twigs, using ribbons or leaves.

Fairy Doors

Tiny doors, placed against a tree trunk, can inspire the imagination about who may live there. Door can be made and placed in advance to find. Children can make their own doors using twigs or lolly sticks stuck on card or woven with string, and decorated with ivy, leaves, seeds and nuts.

NATIONAL CURRICULUM

- Communication and language
- Physical development
- Personal, social and emotional development
- Understanding the world
- Expressive art and design

EQUIPMENT

Bring equipment for any activities you want to do.

For the 'camp' you may want rugs or a tarpaulin and string or bunting to secure it. Snacks and drinks are a good idea.

NOTE

Just being outdoors, with trees, grass and plants helps children gain confidence in exploring and testing things.

Most of these are whole group activities. Also try smaller groups and swap around so each group gets a turn at each activity.

See book: *'The Outdoor Classroom in Practice, Ages 3-7: A month by month guide'*.

Page Park Explorers

BUG-HUNTING



EY/FS
15 - 60 mins

GET READY

The best places to do Bug-Hunting is in long grass, bushes and the Sensory Garden or the secured logs near the middle of South View.

Ideally, send someone ahead to make sure area is clear of litter and dog poo for this kind of activity.

INTRODUCTION

Introduce the idea of many tiny animals living all around us in Page Park – under the ground, on the ground, on flowers and grasses, on bushes and trees, and on the walls and buildings in the park. Emphasize care of creatures – be very gentle and put them back where you found them. Different creatures have different needs.

Give each pair/group a magnifying glass, a white tray and a trowel as their kit.

ACTIVITY

Have a good look around you:

- On the bark of various trees.
- In the short grass and the long grass.
- In the leaf litter (be especially careful of human litter that may be amongst the leaves).
- In bushes. By laying the white tray below the bush, and gently shaking the bush so creatures fall onto it.
- Turn over stones and roll smaller logs slightly, to see what is living beneath them.

Use the magnifying lens to look more closely.

How many are there?

How many different kinds of bugs have they found?

Great inspiration for then doing drawings or paintings of minibeasts.

Also, for discussing how many legs a creature has, and how it moves, and then trying to move like a minibeast.

NATIONAL CURRICULUM

- Communication and language
- Physical development
- Personal, social and emotional development
- Understanding the world

EQUIPMENT

Large magnifying lenses

Trowels

White trays

Anti-bacterial gel

Bug pots (if you have)

NOTE

Remind children not to put fingers in mouths before starting. Wash hands or use gel after Activity.

Care of Creatures

Be very gentle. Put all creatures back where you found them.

Take the opportunity to talk about respecting the park and not damaging plants.

Page Park Explorers

BARK RUBBING



EY/FS
15 - 60 mins

GET READY

Paper
Wax crayons
Masking tape

INTRODUCTION

There are many different species of tree in Page Park, and each of them has a different bark on the trunk.

Astonishingly, like thumbprints, no two are alike of all the trees in the world.

ACTIVITY

Choose a tree with an interesting bark and lie a piece of paper up against the trunk. This may well need to be held in place by an adult, or you can use masking tape.

Use a wax crayon to rub over the piece of paper and the bark pattern. Pressing through will show up in the crayon on the paper.

Doing rubbings on 2 different trees will produce 2 different looking patterns.

Rubbings can also be done on man-made objects in Page Park such as drain covers, bricks and stones. All will all produce interesting patterns.

NATIONAL CURRICULUM

- Communication and language
- Physical development
- Personal, social and emotional development
- Understanding the world
- Expressive art and design

NOTE

This works best in small groups.

The best areas to do this are in the SW and SE corners of the park.

While here, explore ideas about care of the park and all that lives in it.

Why should we be careful not to damage tree bark, squash insects, walk on flowerbeds or pick flowers?

Page Park Explorers

BEAUTEOUS BUTTERFLIES



EY/FS
15 - 60 mins

GET READY

Choose a suitable day for butterflies! Not too cold, not too windy. Warm and still is ideal, from spring through to autumn. Try this in the Sensory Garden.

INTRODUCTION

Start by just observing and appreciating our beautiful insects – talk about how they move.

ACTIVITY

Behave like a Butterfly

Lead the group in acting out all stages of a butterfly's life-cycle.

1. First as an egg, rolled up, still and quiet, attached to a leaf or a stem of grass. The wind may blow, the rain may fall, but the egg is held firmly to the plant, waiting for the right moment to hatch out.

2. Caterpillar ... the tiny caterpillar eases itself out of its egg. Looks around, sniffs, smells food, and sets off to start eating. It eats and eats and eats! This is the caterpillars main aim in life. It grows bigger and fatter and slower every day. Until the time comes for it to slow right down and create its own...

3. Chrysalis ... The caterpillar keeps totally still within the chrysalis. In fact it transforms itself slowly but surely into an adult ...

4. Butterfly ... the adult butterfly emerges from the chrysalis, opens out its beautiful wings and lets the sun dry them out ready for flight. It stretches its legs, tests out its proboscis, moves its wings, and is ready for flight. Off it goes, landing on a flower, feeding from the nectar, moving on to the next flower. Then looking for a partner, finding one, dancing together, then mating. Finally, the female finds a place to lay her eggs, beneath a leaf or on a plant stem.

Back in school, you can read *The Very Hungry Caterpillar* by Eric Carle.

NATIONAL CURRICULUM

- Communication and language
- Physical development
- Personal, social and emotional development
- Understanding the world
- Expressive art and design

NOTE

It could be useful to have a few simple instruments for a few children or adults to play, to help give the feel of the different stages of the lifecycle, to inspire the children to move creatively, e.g. bells, xylophone, drum, whistle.

EXTENSION

Butterfly Symmetry Painting:

1. Work on a flat surface.
2. Apply paint to the paper, fold paper in half and press both halves together, with the paint on the inside.
3. Open the paper up again, you should have 2 sides exactly the same, with the line of symmetry down the middle.

Page Park Explorers

CREATING CROWNS



GET READY

Create the basic crowns in advance and bring them to the park. Each crown is a strip of card (3-5cm wide), with a length of double-sided tape stuck all the way along the middle of the strip.

INTRODUCTION

Making crowns for [Alderman Page](#), who gave the land for the park to the local people; and [Queen Mary](#) who visited Page Park in the early 1940s. She is the only person allowed to not wear a gas mask over her shoulder - see the photo. Celebrating the treasures to be found in the park.

ACTIVITY

Each child is given a card crown kit, and then collects natural materials e.g. feathers, leaves, twigs, seeds – all can be gathered from the ground or beneath trees. They need to be light enough to stick to the crown. Stick them to the strip of tape along the card crown. Finish by fixing the crown in a circle to fit each child. Parade through Page Park, wearing the crowns.

DEVELOP

You can use treasures collected in bags while [Seasonal Gathering](#), or collect things that are nearby to where you are working.

NATIONAL CURRICULUM

- Communication and language
- Physical development
- Personal, social and emotional development
- Understanding the world
- Expressive art and design



Page Park Explorers

LEAF PRINTING

EY/FS
15 - 60 mins



GET READY

To do this activity you will need to have first visited Page Park to collect some leaves. Children can collect and sort their leaves there and mix the paint back at school.

ACTIVITY

1. Mix up paint.
2. Place leaf on paper.
3. Holding the leaf firmly in place with one hand (adult help may be needed here). Use a sponge to dip in the paint, then dab firmly around the leaf on the page.
4. When there is paint totally surrounding the leaf on the paper, remove the leaf and you will have a silhouette of the leaf.
5. Place another leaf elsewhere on the paper, choose a different colour of paint, repeat the printing process with the sponge.

A different way of printing can be to sponge paint onto the actual leaf, then press the leaf onto the paper, paint side down. This will give you a print of the actual leaf, rather than a silhouette.

Encourage the children to notice the variety of shape and size of leaves they can find at Page Park.

NATIONAL CURRICULUM

- Communication and language
- Physical development
- Personal, social and emotional development
- Understanding the world
- Expressive art and design

EQUIPMENT

Leaves (go to Page Park and collect first).

Paper

Paint

Sponges

NOTE

Whilst collecting leaves at the park, explore why it is better to gather fallen leaves rather than pick them from living trees.

Why should we be careful not to damage tree bark, squash insects, walk on flowerbeds or pick flowers?



Page Park Explorers

MANDALAS



GET READY

Find an area on the grass in Page Park that is clear of leaves and twigs. This will be your canvas.

INTRODUCTION

You can introduce this activity to the children either as creating a picture on the ground, using all the natural materials you can find around you, or you can introduce it as making a Mandala. A Mandala is a Hindu or Buddhist design which symbolises the universe. They are usually circular, and Mandala is a Sanskrit word meaning 'sacred circle'. Creating a Mandala is a type of meditation, working from the centre outwards, helping us gain increased clarity and energy.

ACTIVITY

Ask each person to bring a leaf to the circle. Put them all in the centre, to create the start of the Mandala.

Then everybody can bring a twig. Arrange these around the leaves, in a circle.

Then ask everyone to find a cone – add those to the next layer outwards. Keep building the Mandala, layer by layer, using leaves, twigs, feathers, seeds, nuts, pebbles etc.

Page Park Pictures

Children can make their own picture, using their treasures they have collected, or they can work in groups or one large group to create one large picture eg, a dragonfly, a butterfly, an apple, a tree, a bird etc.

Or children can create their own pattern or design.

Children can make a picture frame from 4 twigs laid on the ground, and then make their picture within this frame.

DEVELOP

Children can make their own initial for their name (or P for Page), on the ground, using their collected treasures from natural found objects. One group can lay a trail of leaves, twigs etc, for another group to follow.

NATIONAL CURRICULUM

- Communication and language
- Physical development
- Personal, social and emotional development
- Understanding the world
- Expressive art and design

NOTE

You can use the treasures gathered by the children in the [Seasonal Gathering Activity](#).

This works well in pairs or small groups, or all together as one large group. If natural materials around allow, make a really big mandala.



Page Park Explorers

SENSORY WALK

EY/FS
30 - 60 mins

GET READY

Prepare simple equipment for the walk (see Equipment).

INTRODUCTION

Introduce our senses as best way to notice everything around us – using eyes, ears, noses and fingers to touch. Walk group around the Park, with stops. Then work in pairs/small groups.

ACTIVITY

EYES

Look out for special treasures to look at or collect.
Go up close and use a large magnifying lens.
Use a CD as a mirror to look beneath leaves.
Colour Palettes (see Note).
Match colour cards with flowers in the Sensory Garden.

EARS

Sit beneath a tree, or by a flower bed, get comfortable.
Keep as still and quiet as possible and close your eyes.
Listen very carefully. All open eyes at a sound signal.
Share what sounds you heard, how or who made them.
Which direction is the sound coming from?
Listen just to birdsong. Can you hear any differences?
On a windy day, can you hear the wind in the trees?
The wind blowing your hair, or in your ears?

NOSE

Stop and sniff things along the way – the bark of different trees, leaves, flowers (great smells in Sensory Garden and in Rose Garden by Bandstand).
Whole group make a cocktail of smells. Gather leaves, mud, twigs etc into a small bucket/cup/container, mix it up with a little water and a stick. What does it smell like?
Can you give this perfume a name?

FINGERS

Feel the bark of different trees. Do they feel the same?
Feel different leaves, find words to describe them.
Feel feathers, twigs, various surfaces.
Find something smooth, rough, tickly, prickly, cold?
What is your favourite thing to feel in the park?

NATIONAL CURRICULUM

- Communication and language
- Physical development
- Personal, social and emotional development
- Understanding the world

EQUIPMENT

- Magnifying lens
- CDs
- Colour palettes (piece of card with double-sided tape)
- Colour cards (sample strips from decorating shops)
- Container for cocktail of smells

NOTE ON COLOUR PALETTES

Collect tiny pieces to stick onto your colour palette. A piece of a petal or leaf, a fragment of moss, a sliver of bark. Focus on one place (any colour you can reach from where you sit) or a colour (any and every green you can find in the park) or colours gathered on a short walk.

Page Park Explorers

SHADOWS



EY/FS
15 - 60 mins

GET READY

This activity can only take place on a sunny day, when the sun creates shadows in the park. Prepare children well by using sun cream and wearing sun hats, and make sure they are not out in the sun for too long at a time.

INTRODUCTION

Take a walk around part of the park looking for shadows. Discuss how the shadows are made.

ACTIVITY

Plant Shadows

Find some suitable shadows of plants. There will be some good ones in the Sensory Garden, and around the bandstand in the Rose Garden.

Put piece of white card on the ground, and capture the shadow on the paper/card.

Use pencil/crayon/felt pen, to draw the shadow onto the piece of paper/card.

People shadows

Lie large pieces of card out in the sunlight. Working in pairs, and with an adult, one child creates a shadow of their body onto the card. A second child then draws around the child's shadow, using a stick of chalk.

Swap jobs, and the other child now makes a shadow of their body onto their piece of card. And the first child now gets to draw round their friend's shadow with chalk.

You can do multiple different shadows of each child's body, or part of their body, on their piece of card. Each shadow can be drawn in a different colour of chalk.

This works as a whole group activity. Or you can work in smaller groups and swap around so each group gets a turn at each activity.

NATIONAL CURRICULUM

- Communication and language
- Physical development
- Personal, social and emotional development
- Understanding the world
- Expressive art and design

EQUIPMENT

Plant shadows:

Card for plant shadows, and pencils/crayons/pens for drawing.

People shadows:

Large card (big enough to draw child's shadow)

Coloured sticks of chalk.

NOTE

You may slowly notice the sun moving round if you are working out in the sun for half an hour or more.

Page Park Explorers

PAINT WITH NATURE



EY/FS
15 - 60 mins

GET READY

You'll need paper (for your canvas), something to lean on (book, board, flat ground), a tray to use to collect the materials needed and trowels. Whilst collecting, explore why it is better to gather e.g. fallen leaves rather than pick them from living trees.

Bring brushes (to paint with) and water in container (for mixing and cleaning brush).

INTRODUCTION

Find a place in Page Park to be your Artists Studio – a place where all your artists can work on their canvas.

What will the picture's subject be? It could be a picture of something growing in Page Park, a detail of a leaf or flower, of people passing by, or the sky, or a pattern or colours inspired by the Park on that particular day.

ACTIVITY

Collect various materials in your tray that may give you colours, e.g. earth, grass, leaves.

Rub leaves and grass onto your canvas to create colours and make marks.

Mix soil with little water (if needed) to produce earth pigment. You can do this using twigs or hands, but make sure everyone knows not to put fingers in mouths.

Use different twigs to make different marks, to paint colours on, move colours around, mix them up.

Also collect leaves and squish them up with your fingers and rub them onto the paper to get a green colour.

Art Gallery

At the end of the session, create gallery to show artworks.

Lean your pictures against tree trunks or on the ground and then frame them with natural found objects e.g. twigs, leaves, feathers and seeds.

All wander round and see each other's masterpieces. Talk about them - especially what you like about each one.

NATIONAL CURRICULUM

- Communication and language
- Physical development
- Personal, social and emotional development
- Understanding the world
- Expressive art and design

EQUIPMENT

- Paper
- Book or board
- Trays, to mix soil in
- Trowels to dig up soil
- Container for water
- Brushes

NOTE

Back at school

Mix soil and water in large container.

Do hand and foot prints with 'soil paint'

Page Park Explorers

SEASONAL GATHERING



EY/FS
15 - 60 mins

GET READY

If there is time, visit Page Park in advance, to find the seasonal 'treasures', to help you decide where to walk. Good places will be the Sensory Garden and beneath trees.

Send someone ahead to look out for dog poo and litter. Don't plunge your hand into anywhere you can't see.

NATIONAL CURRICULUM

- Communication and language
- Physical development
- Personal, social and emotional development
- Understanding the world

INTRODUCTION

Give each child/group their bag.

Introduce the season, and the kind of things you might find as your treasure.

No animals to be gathered! No living parts of plants – just treasures that have already left the plant, and probably landed on the ground. Why should we be careful not to damage tree bark, squash insects, walk on flowerbeds or pick flowers?

ACTIVITY

Explore Page Park together, discovering treasures on your journey, and gathering them up in your bag.

Plenty of opportunities for physical and language and social development on route.

Examples of treasures to be found in Page Park at various times of year are:

Feathers, twigs, leaves, cones, nuts, seeds, pebbles.

At the end of the gathering session, find a place in Page Park to sit down on the ground together, and each child / group can lay out their treasures, and have a look round at other peoples finds.

DEVELOP

As well as collecting treasures on your walk, you could also include some sensory activities (see [Sensory Walk](#)).

Divide the group so everyone gets to do everything.

EQUIPMENT

Bag, basket or container for each child or pair or small group to put their finds in.

Explore in pairs or small groups, each group to include an adult.

LINKS

The treasures can also be used to make:

- Page Park Crowns
- Page Park Mandalas
- Sensory Walk

Page Park Explorers

WATCHING WILDLIFE



EY/FS

15 - 30 mins

GET READY

Best done on a warmish and still day, when insects may be active. An ideal place is in the Sensory Garden, where there are strips of meadow grasses and flowers and the children can sit on the ground and watch and listen.

INTRODUCTION

Before you approach the wildlife watching spot, talk with the children about wildlife and how easy it is to scare things away with noise and movements, and how important to move slowly to your spot, sit down and keep as still and quiet as you can! We're not going to touch or disturb insects – just watch them.

Agree how long you are going to sit watching for.

ACTIVITY

Walk to the Wildlife Hot Spot together then each choose a place to sit down and start watching.

Share what you can see as quietly as possible. This is a great opportunity for discussion:

You may see bees visiting the flowers. What are they doing? Are they using their proboscis to suck up nectar?

You may see grasshoppers and crickets. They sometimes rub their back legs together to communicate.

Butterflies may visit for nectar or to lay eggs under a leaf.

Spiders may be weaving their web or keeping very still to catch their prey. How many legs do they have?

Conclude that the creatures main activities are feeding, looking for a mate and laying eggs.

DEVELOP

Each choose one of the creatures they've been watching. Think about how many legs it has, what it was doing, does it have wings? How does it move? All 'be' your insect.

Take turns to show, can others guess who you are?

NATIONAL CURRICULUM

- Communication and language
- Physical development
- Personal, social and emotional development
- Understanding the world

NOTE

If the ground is damp, take mats or bags or coats to sit on.

Work in pairs or small groups and combine with other Activities making sure everyone gets to try each one.

LINKS

This Activity combines well with [Beauteous Butterflies](#).

Another way to develop this Activity is to all 'be' a chosen insect.

Talk through the actions and characteristics.

Then become a new insect and so on.

Page Park Explorers

FUN AND GAMES

EY/FS
15-60 mins

GET READY

Send someone ahead to do a thorough site check for litter and dog poo. Collect equipment together (see Note).

INTRODUCTION

It is good for young children to be outside, in a safe place among trees. Learning about other things living in our environment is vital, and learning how we can move and keep still and take part in our environment is crucial.

ACTIVITY

Page Park is a great place for many outdoor activities which you may not be able to do in your school grounds.

- Parachute games
- Blowing bubbles
- Running, walking, skipping, hopping
- Climbing on logs
- Somersaults
- Hiding behind trees
- Crouching down to the height of a flower
- Stretching up as tall as a tree
- Hoops and bean bags and balls
- Sensory Activities
- Lying on your back beneath a tree

DEVELOP

Its also a great place for doing some of the things you may do every day back at school ...

- Reading stories
- Painting
- Making things

NATIONAL CURRICULUM

- Communication and language
- Physical development
- Personal, social and emotional development

EQUIPMENT

- Parachutes
- Bubble fluid
- Skipping ropes
- Hoops
- Bean bags
- Balls

NOTE

Whole group activities. Or in smaller groups and swap around so each group gets a turn at each activity.

Keep it snappy and revolve frequently.

Page Park Explorers

KEY STAGE 1

Page Park Explorers

MAPPING PAGE PARK



GET READY

Prepare the clipboards with the [Map of Page Park](#). Children will be colouring in park features to correspond to a key and learn to use compass directions.

INTRODUCTION

Getting to know Page Park and the features there using a simple map to find them. If time - Who's using the park?

ACTIVITY

Study the map and ask questions:

How are features marked on the map (are all marked?).

Are paths and surfaces marked in different ways?

Is the park natural or is there evidence of people caring for it?

How is the clocktower marked on the map? How does this correspond to the key?

Can they see any of the features from the clocktower?

How will they find the features and make them correspond in the key?

Is there a best route to take? Describe it, using terms such as 'left / right / turn'.

How could trees be marked on a map?

Directions

Why do we want to know which direction is which? How can we describe the four main directions? What are these directions called (use acronym i.e. Never Eat Slimey Worms).

With completed maps, look at the bronze plaque under the clock tower. Turn paper maps to correspond. Explain compass directions asking questions about where to find features they have looked for and marked on their maps.

Park users

Who's here? Young / old?

Caring for someone / alone?

Are they moving slowly or quickly?

NATIONAL CURRICULUM

Geography

- Use basic geographical vocabulary to refer to local & familiar features
- Use four compass directions & simple vocab

History

- Significant local people and events of local importance

NOTE

Print enough [Map Survey](#) sheets for pairs or groups.

Have ready several sets of coloured crayons.

Clipboards advised.

Work in pairs or small groups.

LINKS

[Ordnance Survey Learning Resources](#)

You could use the [Heritage Views](#) photos and postcards to enrich what the children are learning about park features. 'Trial' children loved looking at these.

Page Park Explorers

PLANTS ON PARADE

YR1

60 - 90 mins

GET READY

This activity is best done in summer for more variation.

INTRODUCTION

Inspire children about going to explore the Sensory Garden, and find out what plants, or what types of plants, are growing there. We'll be using our senses to find out more about plants, particularly our senses of touch, smell and sight.

ACTIVITY

There are plenty of plants to look at in the Sensory Garden – raised flower beds with lots of colour, the herb beds nearby at ground level, with lots of wonderful smells, shrubs and bushes round the edge of the garden, and the wildflower patches on the lawn.

The Raised Beds

Start with the whole group circled around one of the raised beds. Spend time looking at the bed, and seeing what is there. At this stage, if there are insect visitors to the plants, remind children DO NOT DISTURB – leave creatures to go about their business This will also avoid any stings.

- Colour Matching. Bring print outs of paint charts, each child tries to match their colour with something in the raised bed. 3 colours each.
- Plant Parts. Each pair of children chooses a particular plant. Everyone looks on their plant to find the stem, the flower, the leaves, the roots (don't disturb!). Make sure all are confident about plant parts.
- Each pair now finds another plant, somewhere in the garden, and with card and pencil, draw plant and flower and include each part of the plant. Think about shape of leaf and flower. Colour of flower.

Herb Beds

Meet at the Herb Beds. Show how to rub a leaf gently to get a good smell.

- In pairs, go around the herb beds, rubbing leaves and sniffing. Find different smells. Anything you particularly like? Anything you recognise?

NATIONAL CURRICULUM

Science

- Identify basic plants
- Identify basic plant parts (roots, leaves, flowers, etc.)
- Identify & compare common animals

NOTE

Start at entrance to Sensory Garden.

Extend this Activity by choosing a diagram from the internet of basic flower plant / flower parts so children can identify the same features on different flowers while in the park.

DEVELOP

Discuss what insects children have seen visiting the plants.

- Each pair to find place in garden to sit/stand and watch a particular plant or group of plants. Observe insects that visit.
- Think of why they are visiting the plants – food, shelter, drink?
- How do they find the flowers – colour, smell?

Page Park Explorers

SEASONAL CHANGES

YR1

60 - 90 mins

GET READY

Focus on plants in the sensory garden and the SE or SW corner of Page Park to study flowers and trees – you could divide class in two and swap activities.

4 - 6 digital cameras and sketchbooks.

INTRODUCTION

Build on knowledge of plants in different seasons and why the changes happen.

ACTIVITY

Take photos each time you visit – of same view / tree / avenue of trees. You could also make a record of which plants / trees you visit on a map of Page Park.

Each group could choose particular quarter of the park to document, or take 10 photos. Or each group could choose a particular tree to document. Look at the parts of the each plant / tree and make drawings and notes to correspond with the map positions.

Are there any leaves? Buds? Flowers? Fruits? Has anything changed into anything else (e.g. flower to fruit)?

Is there any difference in abundance/ colour?

Bring all the findings from each visit together into a seasonal display, finding ways to show differences.

DEVELOP

Choose 10 words to describe the park each time you visit – these words will help create the feeling of the park at that time of year. Use the words to create simple poetry for different seasons.

Read seasonal poem to children – such as:

'I am the Seed that Grew the Tree' - an anthology of nature poems for children.

The Poetry Foundation website, children's section.

Friends of Page Park website, Poetry Project 2018.

NATIONAL CURRICULUM

Science

- Observe changes across the seasons
- Record information
- Identify basic plant parts (roots, leaves, flowers)
- Use basic geographical vocabulary to refer to local & familiar features
- Use four compass directions & simple vocab

NOTE

Repeat up to 3 times in the year.

Use the [Tree Trail](#) and / or [23 Tree Cards](#) to help organise this.

Cameras and sketchbooks useful.

LINKS

Adapt to suit work on weather and what plants need.

Simple food chains and habitats. Basis for work on Living Things.

Page Park Explorers

LEAF-STITCHING



GET READY

Use leaves you have collected at Page Park before you do this activity in the classroom.

While in the park, discuss which is best – to gather fallen leaves discarded by the tree, or to take leaves that are still attached to it? Should we treat trees, plants and insects with respect?

INTRODUCTION

Encourage children to notice the variety of shape and size of leaf they found at Page Park.

ACTIVITY

1. Make sure you have collected plenty of leaves. This is easier in the autumn, when dropped leaves can be collected off the ground.
2. Break the stalks off the leaves, so you have a pile of 10 leaves and a pile of 10 stalks.
3. Put 2 of the leaves together on the ground, one overlapping the other.
4. Then use a stalk to 'stitch' the 2 leaves together.
5. Add another leaf, overlapping one of the original 2 leaves. Again, use a stalk to stitch this leaf to one of the others.
6. Gradually add one leaf at a time and stitch each leaf on with a stalk. The ideal type of stitch would go in and out again, to hold the leaves firmly together.



NATIONAL CURRICULUM

Science

- Plants, inc. parts

Art & Design

- Improve mastery of techniques

NOTE

Plane Tree leaves are very good, they are large and strong, and their stalks will pierce the leaf easily. If the stalks you are using are not strong enough to pierce the leaf, use a sharp twig, then poke the stalk through.

LINKS

Leaf Printing Activity

You could just go for a walk in the park to collect the leaves. In trials, our schools valued time to just 'be' outdoors.

Page Park Explorers

MEET A TREE

YR 1/2

20 mins

GET READY

Ask children to bring a scarf to school, or find 7 scarves or blindfolds. Print out a Tree Trail so you have more information about the trees of Page Park.

INTRODUCTION

Getting to know the trees through our senses. Ask group to really look around them at the trees. Are they the same? Discuss: small, tall, wide, thin, rough, smooth, bark, leaves, twigs, branches etc

ACTIVITY

Divide into pairs. Blindfold one – the other is guider. Explain that the guider will be the 'eyes' of the person they are leading - checking for trip hazards, changes in surfaces etc. The guider gently turns the blindfolded partner on the spot and leads them to a nearby tree. The blindfolded partner feels the tree: How wide is it? Does it have any low branches? Is the bark rough or smooth? Can you feel any leaves?

Guider leads blindfolded partner back to original spot. Guider turns partner a few times and then removes blindfold. Can they guess which their tree was?

DEVELOP

Discuss how easy people found it and why? What was it like to use other senses to explore? How did people find their tree - visualising the route in their head? Remembering key attributes of the tree? - relate this to the animal world. Also:

Has the tree always been this size?
How does it grow?
Does it need any special looking after?
Does anybody or anything visit the tree?
Does anyone/anything live in, on or near you?
What can the tree hear?
Does anything eat the tree?
Do people respect the trees?

NATIONAL CURRICULUM

Science

- Identify basic plants
- Identify basic plant parts (roots, leaves, flowers, etc.)

NOTE

You can do this activity anytime in the year – summer or early autumn are probably best.

Combine this with other activities in this pack and revolve groups so they take part in each one.

LINKS

Tree Trail

Tree Detectives

23 Tree Cards

Woodland Trust

Page Park Explorers

TREE DETECTIVES



YR 1/2

15-60 mins

GET READY

Print out a [Tree Trail](#) which identifies the position of trees in the park and gives more information about them – one for each adult. Make up a set of [Tree Cards](#) (they are specific to Page Park) – there are 23 in total, but for this age group you will only need the following 6 cards:

- | | |
|------------------|--------------------|
| 6. London Plane | 18. Italian Alder |
| 16. Copper Beech | 19. Norway Maple |
| 17. Silver Maple | 20. Sweet Chestnut |

All 6 of these trees are growing quite close to each other, in the SE quarter of Page Park. Arrange children in up to 6 groups each with an adult helper.

INTRODUCTION

Start by discussing the care of living things and how it is better to collect from the ground rather than from the living plant. Each child chooses a leaf from the ground. All stand in a circle and pass the leaves around in one direction.

Each time you receive a leaf, you hold it for a moment and study it. Then everyone passes them on again, and looks at the next leaf. Notice the wide variety of leaves.

ACTIVITY

Gather whole class in a circle and look at the 6 cards laid out on the ground. Read names of tree, notice scientific names, notice what parts of the tree are shown.

Give one card to each group and discuss how you might look for your tree (1 adult with group of children), then hunt for it.

When they find it, examine the bark, tree shape, leaves, seeds, anything else. Turn the card over to learn more.

Identify tree parts: roots, leaves, twigs, trunk etc. Swap with another group.

You can refer to the [Tree Trail leaflet](#) for the tree positions.

NATIONAL CURRICULUM

Science

- Identify basic plants
- Identify basic plant parts (roots, leaves, flowers, etc.)

NOTE

You can do this Activity anytime in the year – summer or early autumn are probably best.

Combine this with other activities in this pack and revolve groups so they take part in each one.

LINKS

[Tree Trail](#)

[Meet a Tree Activity](#)

[23 Tree Cards](#)

[Woodland Trust Activities](#)

GET READY

Print out a [Tree Trail](#) which identifies the position of trees in the park and gives more information about them – one for each adult. Make up set of [Tree Cards](#) (they are specific to Page Park) – there are 23 in total.

Quite a few of these trees grow quite close to each other, in the SE quarter of Page Park so that's a good place to do this activity.

Arrange for 5 or 6 adults to accompany groups, although you can do this activity as a whole class.

ACTIVITY

This activity reinforces knowledge of the trees and experience of seeing / touching them, while encouraging play with words and attention to some of the things words can do that might go into a poem

Ask children for:

2 trees names beginning with the same letter

2 with a word in the name that's the same

2 with a 1-syllable word

1 with a 2-syllable word

2 that rhyme

LINKS

[Tree Trail](#)

[23 Tree Cards](#)

[Tree Detectives Activity](#)

[Meet a Tree Activity](#)

DEVELOP

The names can be the starting point for a poem. Have fun with the rhythm and sounds of the tree names. A poem is a good place to express how you feel about the trees, what you notice about them, or imagine what they might say or notice themselves.

NATIONAL CURRICULUM

English

- Read accurately by blending sounds
- Compose sentences orally before writing
- Read own writing to peers or teachers
- Listen & respond appropriately
- Ask relevant questions
- Maintain attention & participate
- Use spoken language to develop understanding

NOTE

You can do this activity anytime in the year – summer or early autumn are probably best.

Combine this with other activities in this pack and revolve groups so they take part in each one.

Take the opportunity to ask the children if the words they've chosen suggest they value the park. What does it mean to value, appreciate and respect a place?

Page Park Explorers

RHYTHMS & SOUNDS OF WORDS

YR 1/2

45-60 mins



GET READY

Print out a [Tree Trail](#) which identifies the position of trees in the park and gives more information about them.

You could also make up a set of [Tree Cards](#) (they are specific to Page Park) – there are 23 in total.

ACTIVITY

This can be used to reinforce knowledge of trees, flowers, insects, historic features as follow-up from fieldwork in the Park.

Choose some interesting names of trees from the list on the leaflet. Write down a few you particularly like the sound of.

Experiment with combining them in different ways, and pay attention to the rhythm the words produce – which rhythm is more lively, which feels slower, which more like a dance? e.g. Indian Bean Tree, Ginkgo, Pine or Horse chestnut, Sweet chestnut, Alder

Teacher can demonstrate rhythms of words and a pulse when they are spoken by emphasising and / or clapping.

From here, experiment with sounds in poems – where the words create interesting sounds when combined, internal rhymes (rhyming within the line rather than at the end), assonance, alliteration, choices of an unfamiliar or even made-up word that says something you want to say.

DEVELOP

Chorus

A repeating line can anchor a poem and also give children structure to work with.

Ask them to think of a suitable 'chorus line'. It should be simple and distinct from the content of stanzas e.g. 'Here in the park'. It could vary a little but keep a common element e.g. 'It's Spring here / It's Summer here / It's Autumn here / It's Winter here.

NATIONAL CURRICULUM

English

- Read accurately by blending sounds
- Compose sentences orally before writing
- Read own writing to peers or teachers
- Listen & respond appropriately
- Ask relevant questions
- Maintain attention & participate
- Use spoken language to develop understanding

LINKS

[Tree Trail](#)

[23 Tree Cards](#)

[Tree Detectives Activity](#)

[Meet a Tree Activity](#)

[Verbal Warm-up](#)

NOTE

Names of trees have lovely sounds. It's worth spending time with their names and speaking them aloud. An opportunity to be playful and expressive while reinforcing first-hand knowledge of the trees and build the words into poems.

Page Park Explorers

FUN AND GAMES

Yr 1/2
60-90 mins

GET READY

Give children advance warning of appropriate clothing.
Arrange for as many parent helpers and first aiders as possible. Organise equipment.

INTRODUCTION

Why is exercise important? Make links to health, well-being and being outdoors

That many of the games we play today are traditional and have been played for centuries.

Today we'll be playing some traditional games and asking ourselves if anything has changed, enjoying fresh air and exercise.

ACTIVITY

Warm up with running exercises, starbursts, stretches.

Move onto traditional games that don't require equipment, but can be played as a whole class, but that require individual effort:

Hide & Seek
Statues
Tag

In small revolving groups move onto games that use simple equipment: Hopscotch (try it with hoops)

Skipping
Races (use cones)
Ball games

Finish with whole group game:
Relay Race
Ball games

Discuss how it feels to run around outside. What makes a good game? Has the nature of a good game changed much over time?

NATIONAL CURRICULUM

P.E.

- Master basic movement, e.g. running, jumping, throwing, catching, balance, agility and co-ordination.
- Participate in team games.

EQUIPMENT

Parachutes
Bubble fluid
Skipping ropes
Hoops
Bean bags
Balls
Footballs
Cones
Rounders sets

NOTE

You can vary and pick and mix activities depending on how often you can visit Page Park. The large open space makes a great change from the school environment.

Page Park Explorers

TREASURE HUNT

KS1

60-90 mins

GET READY

Give children advance warning to wear appropriate clothing.

Arrange for as many parent helpers as possible. Arrange class into 3 groups of 7-8 each with a helper. Print and laminate KS1 Treasure Hunt Cards. Also take a few of the Heritage Views to put in each of the three bags to show what an area of the park once looked like.

INTRODUCTION

Start at the clock tower. Recap previous work mapping Page Park or studying its features. Explain that this session is about careful observation and concentration.

ACTIVITY

Explain how the Treasure Hunt works:

There are 30 cards showing features that are permanent in Page Park.

These are arranged in 3 groups of 10 cards. Children should also be arranged in 3 groups of about 10.

Take the opportunity to refresh the points of the compass. You could refer to the bronze plaque under the clock tower to illustrate directions.

Each group has one of:
Central (this one is hardest)
SE corner
SW corner

Each group takes 10 cards from one of these areas in the park giving them 10 features to find. Swap over after 20 mins.

Were any hard to find/not found at all? Why?

DEVELOP

This activity is a good foundation for orienteering. Extend the activity by asking children to describe how to get to one of the features using points of the compass to describe the route.

NATIONAL CURRICULUM

Geography

- Use basic geographical vocabulary to refer to local & familiar features.
- Use four compass directions & simple vocab
- Use simple fieldwork and observational skills to study the immediate environment

EQUIPMENT

Printed and laminated
KS1 Treasure Hunt
Cards

Heritage View photos

At least 3 old carrier
bags

NOTE

You can vary and pick and mix activities depending on how often you can visit Page Park. The large open space makes a great change from the school environment.

KEY STAGE 2

Page Park Explorers

LOCAL AREA STUDY

YR2/3
60-90 mins

GET READY

You might want to print the maps from Know Your Place and practice symbols and what they mean:

<http://www.kypwest.org.uk/learning-pack/>

and perhaps the Ordnance Survey learning materials:

<https://www.ordnancesurvey.co.uk/education/>

Alternatively you could access these maps on whiteboard.

INTRODUCTION

- To review all we know about Page Park
- To find out more about the Park and the local area
- How has the area changed over time?
- How did the railway and the trams affect the area's development?

ACTIVITY

Review what you know so far.

Look at the [maps over time](#) for Q&A about how the Staple Hill area has changed over time (up to the WW1)

Who was [Alderman Page](#)?

Why did Alderman Page give the land for a park?

Where was the Staple Hill Oak?

What were the main industries in the area?

How did the park come into being?

What was it like in 1921

What was [Page Park](#) like in WW2?

Describe the park 100 years ago and now.

What's it like today?

NATIONAL CURRICULUM

History

- Knowledge & Understanding of Britain's past
- A Local History Study
- Changes in living memory
- Significant local people
- Events of local importance

Geography

- Field work and observational skills, measuring, recording
- Use 8 points of compass, symbols and keys

NOTE

This activity works best after at least one visit to Page Park. It combines best with prior learning from other activities and offers wide opportunities for an in-depth study of the local area. Don't miss the [Heritage Photos](#) – 'trial' children loved them!

LINKS

[Alderman Page and the Park](#)
[First Person Perspectives](#)
[Park Survey](#)
[Find the View](#)
[Compass Skills](#)
[Park Postcards](#)

Page Park Explorers

PARK SURVEY



GET READY

Prepare clipboards with the [Page Park Survey](#) sheet. Print enough for pairs or groups.

INTRODUCTION

Explain that we are getting to know Page Park and discuss:

What's there?

Who goes there?

What it's like?

ACTIVITY

Work through the questions on the [Park Survey](#) sheet asking questions:

How are features marked on the map (are all marked?)

What kinds of surfaces are best for different park activities?

How can you tell if the park is looked after? What signs of this can you find? Are parks special places to be respected and maintained?

Park users: are they young / old? Caring for someone / alone? Walk in the park / short cut somewhere?

Are they moving slowly or quickly?

Talk about the presence of trees.

Find words that describe the park.

DEVELOP

Write a [postcard](#) with a date you have chosen on the postmark and a message fitting that date. Or you could write a review on the postcard to send to TripAdvisor.

Print and cut out the postcards and pin to a line of string in date order.

Discuss how things have changed in a century. What are people wearing? How much have the trees grown? Do people still visit the park for the same reasons? What's different about the [High Street](#)?

NATIONAL CURRICULUM

Geography

- Use fieldwork to observe, measure & record

English

- Use varied, rich vocabulary

History

- Knowledge and Understanding of Britain's Past
- A Local History Study

NOTE

In trials, this worked best as pairs within groups of around 6. Children really enjoyed this activity and it took longer than expected. If mixing up with other activities allow twice the time for this. Helpers need to watch the time.

LINKS

[Ordnance Survey Learning Resources](#)

[Postcard Project](#)

[Heritage Views](#)

[Sensory Poems](#)

Page Park Explorers

FIND THE VIEW



GET READY

Print out the [Heritage Views](#) from the resources (there are 20 at A4) and laminate for bad weather / future use. Allow plenty of time. Print out one [Heritage Trail](#) per adult (5-6) – it has a map locating the features in the photos.

Arrange for a helper to be with each group (up to 6 adults)

INTRODUCTION

To find out about the character of the park, see it's unique features, what it was like in the past and how it has changed. Start at clock tower.

ACTIVITY

Look along Lime Tree Avenue and talk about it:
How does it make you feel? Is it a good view?
How old do you think it is? Are trees essential in parks?
What should and shouldn't we do to care for trees?

Can they find Lime Tree Avenue on the plaque? Find another one or two features and ask what other information about them is given by the plaque.

Explain that [Alderman Page](#) gave the land for the park in 1910 and that this was his 'front garden'. Show them the photos of [Alderman Page](#) and [Hill House](#), where he lived. Ask them if they can see it (or if obscured by trees to look out for it as they roam the park).

In their group, take 5 or 6 of the heritage views photos (depending on the size of the group) and try and find where the photo was taken from. Discuss what people are wearing, what's going on, what's changed.

Each group should work through 3 sets of Views.

As a whole group:

Did they find all the views?

Did they find [Hill House](#)?

What have they found about the features?

Do the features give the park its character?

What else gives the park its character (trees, café, built and planted, recreational areas etc)

NATIONAL CURRICULUM

Broader History Study

- A local history study, e.g. A depth study linked to a studied period
- A study over a period of time
- A relevant period in local history

NOTE

Divide the Views into 4 or 5 packs – 1 per group.

Divide children into 3 or 4 groups. (Keep one extra set of photos with helper at the clock tower for first group back.) Be firm about how long groups have (c. 15 mins) with their set of Views before coming back to collect another set at clock tower.

LINKS

Links with:

[Compass Skills](#)

[Park Survey](#)

[Park Postcards](#)

[Local Area Study](#)

Page Park Explorers

COMPASS SKILLS



GET READY

Prepare whiteboard with Plaque worksheet.

Paper to write on, rulers and compasses.

NATIONAL CURRICULUM

Geography

- Use 8 points of the compass, symbols and keys
- Use fieldwork to observe, measure & record

INTRODUCTION

Ask if children have seen the plaque at the clock tower and discuss the plaque diagram on the whiteboard.

They will be giving 4 and 8 points of the compass for park features.

They will also learn to understand symbols.

ACTIVITY

Explain the task in the worksheet:

Make 3 columns on a piece of paper

Col 1: List each of the features on the plaque (where's a good place to start? Suggest at North point)

Col 2: How does the plaque tell us when each feature arrived in the park? Write down the date when sure.

Col 3: give closest 4 & 8 fig compass points from the centre.

NOTE

It's best to do this Activity after going to Page Park to **Find the View** and take a good look at the bronze plaque beneath the clock tower.

While at Page Park, you could give the children compasses and ask them to walk in the right direction of one of the features pointed to on the plaque until they find it. Count the number of steps or amount of time taken to get there too.



LINKS

Ordnance Survey Learning Resources

Park Survey

Park Postcards

Page Park Explorers

PAGE PARK POLLINATORS

YR3/4

60 - 90 mins

GET READY

This activity is best done in the Sensory Garden in summer.

INTRODUCTION

Anyone know what pollen is? Or what a pollinator is? We're going to the Sensory Garden, which is full of colours, smells, sounds, interesting things to feel. Humans love these things, and so do insects.

Introduce idea of pollination, that plants need their pollen to reach other plants. Insects are often carriers of that pollen – which is why plants need to find ways to attract insects.

ACTIVITY

Raised Beds

Start with group standing around one of the raised beds.

- In pairs, choose a plant in the raised bed. Share information on plant structure. Can everyone identify the stem, flower, leaf and root?
- Find a plant with fairly large flowers. Look carefully into the flowers (look out for insects DO NOT DISTURB!) Can you see different parts of the flower? One part is offering up the pollen, another is waiting to receive pollen. Some parts of the flowers are designed to attract insects to help with pollination. They may be colourful, or look like a target.

Herb Beds

Gather around herb beds. Show how to rub leaf gently to release smell.

- In pairs try smelling different plants. Can you find a smell you like? One you don't like? Anything you recognise?

Visitors to Plants

Now it is time to concentrate on the pollinators. What insects have you seen? Do they all have wings? How do others reach the flowers?

- In pairs, find a group of plants to watch. Observe all insect visitors to the plants. Can you work out why they are visiting? What do they do when they are there? What parts of their body do they use?

There are many ways to extend this activity – it's especially good for introducing food chains.

NATIONAL CURRICULUM

Science

- Identify basic plants
- Identify basic plant parts (roots, leaves, flowers, etc.)
- Identify & compare common animals

BACK AT SCHOOL - THE NECTAR GAME

You will need pipettes. Have teams of insects and paper flowers attached to bamboo or sticks, stuck in ground. By each flower, a beaker holds coloured water, or nectar. Each team has a pipette (like a proboscis) to suck up the nectar. Teams need to bring nectar back to 'home' beaker. Timed activity. When whistle goes, which team has most nectar in their beaker?

DEVELOP

You might also like to talk about what the garden is like at night - where do the daytime insects go at night (keep still and rest)? Who eats them?

Choose a diagram of plant / flower parts from the internet so children can identify the same features on different flowers.

Page Park Explorers

SENSORY POEMS

YR3/4

60 mins



GET READY

Start at entrance to sensory garden. Work in pairs or small groups.

INTRODUCTION

Explain that you're going on a trail around the sensory garden, using our senses to understand plants. What does 'sensory' mean? Name the 5 senses.

ACTIVITY

Highlight that detail is important in poetry – so 'lime green' is better than 'green' because it helps the reader/listener picture the shade of green.

Use all five senses to explore the park.

A simple poetic structure can be the List Poem 'I notice, I hear, I feel (touch), I smell, I taste'.

Other poetic forms could be the haiku.

And an acrostic poem using 'PAGE PARK' as the stem words:

Place to enjoy games, relax and play sports for 100 years
An oasis in a desert
Given by Alderman Page
Edwardian in character

People of Staple Hill
A war memorial and air raid shelter
Regenerated 2015-18
Kept up for the people of Staple Hill

Include one 'magnifying glass' observation – ie close observation of a small detail you might normally overlook.

Include one 'panorama' observation – ie one 'wide angle lens' view taking in a lot of the park.

Include a 'feeling' observation of your own – what do you feel at this time in this park, what atmosphere do you sense?

NATIONAL CURRICULUM

English

- Prepare poems & plays to perform
- Use varied rich vocabulary
- Assess effectiveness of own and others' writing
- Discuss words & phrases that capture the imagination
- Identify themes & conventions
- Recognise a variety of forms of poetry

NOTE

Consider the park at different times:

- 100 ago and now
- in different seasons
- at different times of day/night/dusk/dawn • when it's empty, when it's busy – eg early morning in winter, or Summer in the Park fair

LINKS

Page Park Pollinators

First Person Perspectives

Park Postcards

Page Park Explorers

TREE DETECTIVES

YR3/4

20 mins



GET READY

Print out a [Tree Trail](#) which identifies the position of trees in the park and gives more information about them – one for each adult for reference. Make up a set of [Tree Cards](#) (they are specific to Page Park) – there are 23 in total.

Arrange children in up to 6 groups each with an adult helper.

INTRODUCTION

We're getting to know the trees of Page Park and identifying the different parts of the tree.

ACTIVITY

Select these 6 Tree Cards from the set:

- | | |
|------------------|--------------------|
| 6. London Plane | 18. Italian Alder |
| 16. Copper Beech | 19. Norway Maple |
| 17. Silver Maple | 20. Sweet Chestnut |

All 6 of these trees are growing quite close to each other, in the SE quarter of Page Park.

Gather whole class in a circle and look at the 6 cards laid out on the ground. Read names of trees, notice scientific names, what parts of the tree are shown.

Give one card to each group and discuss how you might identify your tree. Then hunt for it. Ask them to think about:

- Shape of the leaf. How varied were the leaf shapes?
- Colours of the leaf. More than they expected?
- Any sign of the tree's fruit or flower
- A fact about the tree (on backs of cards)
- How might the tree/leaf/flower look in another season?
- Did they notice anything about the tree's bark / shape?

DEVELOP

Each group can be given 3 new Tree Cards to go and find in the wider park.

NATIONAL CURRICULUM

Science

- Identify basic plants
- Identify basic plant parts (roots, leaves, flowers, etc.)

NOTE

You can do this activity anytime in the year – summer or early autumn are best. Start at clock tower.

Make up a set of [Tree Cards](#) and laminate them for bad weather and future use.

Be firm about how long groups have (c. 15 mins) with their Tree Cards before collecting another set.

LINKS

[Sensory Poems](#)

[Leaf-Stitching](#)

[Woodland Trust](#) has plenty of great activities to combine and extend this work.

Page Park Explorers

FIRST PERSON PERSPECTIVES

YR3/4

60 mins

GET READY

This activity is about writing prose and poetry from different points of view.

INTRODUCTION

Warm-up with how points of view are different - e.g. what does a bird notice? or a worm? Or a person sitting on a particular bench? Brainstorm words and ideas.

ACTIVITY

Ask children to stand on a path looking a particular way (e.g. from north gate to clock tower along avenue of trees). Invite them to talk about what they see (and what they notice with other senses).

Move to a different location or imagine what would be noticed from other places in the park e.g. inside the café, from the top of the clock tower, from up a tree.

Possible points of view:

- Aerial view (bird or plane)
- As a small creature (insect)
- As a dog (running, chasing, sniffing, rolling, barking, slurping, wagging)
- As a park keeper (jobs they do – pruning branches, clearing rubble, sweeping paths, putting up fencing)
- As an organizer of the Summer in the Park fair
- As an older person remembering something about the park (eg drinking fountain, boating lake, meeting future wife- husband)
- As someone from now travelling back in time (to around a hundred years ago)
- As someone from the past travelling forward and seeing NOW for the first time

When writing the poem

Locate the person/creature in a specific place in the park. Use some of these opening phrases: 'I feel, I think, I wonder, I notice, I wish, I like'.

Remind children of all the senses and how these can be included.

NATIONAL CURRICULUM

English

- Prepare poems & plays to perform
- Rehearse sentences orally for writing
- Use varied rich vocabulary
- Assess effectiveness of own and others' writing
- Consider & evaluate different viewpoints

NOTE

Pay attention to detail and consider the park at different times:

- 100 ago and now
- in different seasons
- at different times of day / night / dusk / dawn
- when it's empty, when it's busy – eg early morning in winter, or summer / at a fair

Adapt this Activity to use in the classroom after a visit



Page Park Explorers

PARK POSTCARDS



YR3/4

60 mins

GET READY

Print some [sheets of postcards](#) – enough for one per pupil (there are 4 per sheet provided). Tip: 8 sheets. Ideally these will have both a picture side and a writing side (i.e. back-to-back).

INTRODUCTION

- What 'tools' do we use to communicate (email, text, social media, apps on mobiles)?
- What 'tools' were there before electronic communications (letters, postcards)?
- What about landlines and faxes?

ACTIVITY

Look at the example of a [written postcard from 1912](#) provided – does it tell you very much? Was it meant to?

Look at /remember and discuss the survey they did at Page Park.

Now look at the pictures and list 5 things about either what's in the picture or what effect the picture is meant to have on the reader

Think of someone to send a postcard to (or make it the headteacher/ class).

Put a date on the postcard.

Make the message about something really interesting that you learned about Page Park that fits the date you have chosen.

Is there a particular way you should write on the card, or not?

DEVELOP

Pin the postcards to a line of string in date order.

Share the messages with the class

What have we found out about postcards?

NATIONAL CURRICULUM

English

- Use varied rich vocabulary
- Assess effectiveness of own and others' writing
- Give structured descriptions
- Participate activity in conversation

NOTE

As pairs or small groups

Children could make list of the pros and cons of each form of communication

Reserve the picture's effect for the more able

Early finishers could write a review on the postcard to send to TripAdvisor or design their own postcard



Page Park Explorers

FUN AND GAMES

YR 3/4
2 hours

GET READY

Give children advance warning of appropriate clothing. Arrange for as many parent helpers and first aiders as possible. Organise equipment: balls, rounders, ropes, cones, hoops, parachutes etc

INTRODUCTION

- Why is exercise important? Make links to health, well-being and being outdoors
- That many of the games we play today are traditional and have been played for centuries
- Today we'll be playing some traditional games and asking ourselves if anything has changed, enjoying fresh air and exercise.
- Ask each child to push themselves in some way and to report back on that to the class

ACTIVITY

Warm up with running exercises, starbursts, stretches.

Try whole class parachute games such as: Roll the Ball Making Waves, Ball Bounce, Make a Mushroom.

Play traditional games, for example: Hopscotch (try it with hoops), Hide & Seek, Statues, Tag, British Bulldog, Blind Man's Buff, What's the Time Mr Wolf?, Egg and Spoon Race, Three-Legged Race, Piggy in the Middle, Simon Says, Stuck in the Mud.

Finish with relays, 5-a-side football or rounders.

What's it like to play team games?

How did you push yourself today?

DEVELOP

The Page Park Bowling Club had kindly offered to give demonstrations and invite the children to try bowling. To arrange, use the [contact form on the PPBC website](#) with plenty of notice.

NATIONAL CURRICULUM

P. E.

- Use running, jumping, catching and throwing in isolation and in combination
- Play competitive games, modified as appropriate
- Develop flexibility & control in athletics
- Compare performances to achieve personal bests

NOTE

Link to work on Page Park's [wartime heritage](#) when Holidays at Home featured many traditional games. ([History – local area study](#))

Arrange children into 4 groups and revolve the activities. Keep it snappy – 10-20 mins each activity.

LINKS

Ask the Bowls club to keep demos short and revolve the participative opportunities often. Best done in smaller groups or at least with half a class at a time.

[Primary Resources](#) has good hoop and parachute games.

Page Park Explorers

FIND THE VIEW



YR5/6
90 mins

GET READY

Print [Heritage Views](#) (preferably at A3 as provided, laminated).

Arrive at the clock tower in the middle of the park.

INTRODUCTION

We're here to find out about Page Park, to look at some of the park's unique features and see who uses the park.

ACTIVITY

Look north towards Lime Tree Avenue - appreciate the view. Have any of you been here before?

Who knows who this is? ([Alderman Page](#)). Explain Mr Page gave the land for the park in 1910. Does anyone know where he lived?

The postcard era

Split children into 4 groups with 2/3 photos each (when you find, take back to clock tower helper and get a different group of photos)

Can you find the feature and match the view with the one in the postcard? You could refresh compass skills by asking for the reading from the clock tower.

Has anything changed? How? What tells us it is a historic picture (not just 'no colour in the photo').

DEVELOP

Discuss what children found out about the park and how it's changed.

Depending on your human resource, you could use a full morning and combine this activity with doing the [Heritage Trail](#) – especially finding the features rather than the views.

If you are short of helpers / preparation time, you could just do the [Heritage Trail](#), finding features on the map as well as looking for views. Which old features are being renewed – railings (story of war use), drinking fountain (brass cup on chain before).

NATIONAL CURRICULUM

Geography

- Use compass directions
- Use fieldwork to record & explain areas

History

- Leisure

NOTE

Use [Heritage Views](#) of Page Park, especially:

[Alderman Page](#)

[Hill House](#)

Also select 15 views.

A3 size laminated is best for bad weather / future use.

Revolve the groups. Keep it snappy – 15-20 mins each activity.

LINKS

[Ordnance Survey Learning Resources](#)

[Know Your Place](#)

[Heritage Trail](#)

[Park Postcards](#)

Page Park Explorers

WARTIME IN PAGE PARK



YR5/6

45 mins

GET READY

Share with children the [Report on WW2 Bombing of Staple Hill](#) and the accompanying [worksheet](#) - a good basis for research and discussion. It's helpful if the children have some prior knowledge about the World Wars before visiting Page Park to see the war memorial, air raid shelter, the war information panel and railings. Use as a basis for further school-based research. Take the photo of [Queen Mary](#) with you.

INTRODUCTION

Explain that Page Park was established just before WW1. Some of its WW2 heritage still remains. Germany's airforce, the Luftwaffe, targeted Bristol's factories, railways and even the civilian populations. See the Cooper's story on the panel close to the air raid shelter for first hand accounts.

ACTIVITY

Ask children what it might have been like to live near Page Park during the wars? Did people feel threatened? How did this differ between WW1 and WW2? Visit the war memorial.

Air raid shelter

Build on prior knowledge of how people used air raid shelters. What kinds were there? What were they like inside? See the air raid shelter in the NW corner of Page Park, built in 1939 – very few of these remain. Now it stores park equipment.

Park Railings

While in Page Park, look at the railings. Why were they put there and what happened to them? Help children to understand that the railings they see today replace those that were removed for metal to make munitions in WW2.

Queen Mary's visit to Page Park, early 1940s

Few photos of Staple Hill in WW2 have come to light, but there is one of [Queen Mary's visit](#). It shows the diagonal strap of the gas mask bag over everyone's chest except for the Queen's whose gas mask was carried for her.

Remembrance

Explore the significance of the war memorial and Armed Forces Day that takes place in the Park every year. Who does it remember and why is this important?

NATIONAL CURRICULUM

British History

- A relevant period in local history
- An extended period study, e.g. significant turning points in British history

DEVELOP

The Heritage Lottery Fund is supporting several war initiatives in S Gloucestershire.

Explore the role of women in the wars, find out more about the names on the war memorials.

The [worksheet](#) prompts more enquiry into how the park was used for Holidays at Home and the Dig for Victory campaigns.

LINKS

Use [Heritage Views](#) to chart changes over time, especially:

[Queen Mary's visit](#)

[Report on WW2 bombing](#)

[War worksheet](#)

This Activity combines well with [Find the View](#).

Page Park Explorers

PARK SURVEY - MAPPING



GET READY

Ideally you'd first check out the [Know Your Place Learning Pack](http://www.kypwest.org.uk/learning-pack/): <http://www.kypwest.org.uk/learning-pack/>

Also perhaps the [Ordnance Survey learning materials](https://www.ordnancesurvey.co.uk/resources/maps-and-geographic-resources/index.html): <https://www.ordnancesurvey.co.uk/resources/maps-and-geographic-resources/index.html>

Arrange for access to as many computers as possible

Pre-load computers with [Know Your Place maps page](#).

NATIONAL CURRICULUM

Geography

- Use 4- and 6-figure grid references
- Use fieldwork to record & explain areas

History

- Leisure

INTRODUCTION

Discuss how the area has changed over time. How do we know (study of maps, photos, accounts, newspapers)?

ACTIVITY

How has the Staple Hill area changed over time?

Looking at maps on [Know Your Place](#). Download the [learning pack](#) for ideas about understanding symbols, identifying types of buildings; map bingo.

Can you find your school? What's the best route between there and Page Park?

Any points of interest that have vanished?

Describe a walk around Page Park using map data to build your picture of it. What can't you see on a map that you can see on foot and vice versa?

Find out:

Where was the Staple Hill Oak?

What were the main industries in the area?

How did people get around? What was going on in transport?

DEVELOP

You could combine this with other activities and compile a local area study.

NOTE

Link to work on [Page Park's wartime heritage](#) when [Holidays at Home](#) featured many traditional games ([History – local area study](#))

Arrange children into 4 groups and revolve the activities. Keep it snappy – 10-20 mins each activity.

LINKS

[Ordnance Survey Learning Resources](#)

[Know Your Place - maps](#)

[Know Your Place – Learning Pack](#)

[Park Postcards](#)

Page Park Explorers

TREE DETECTIVES

YR5/6

60 mins

GET READY

Print out a [Tree Trail](#) which identifies the position of trees in the park and gives more information about them – one for each adult for reference. Make up a set of [Tree Cards](#) (they are specific to Page Park) – there are 23 in total.

Arrange children in up to 6 groups each with an adult helper.

NATIONAL CURRICULUM

Science

- Life cycles of plants
- Evolution and Adaptation
- Classification

INTRODUCTION

We're getting to know the trees of Page Park, identifying the different parts of the tree and developing tree keys.

ACTIVITY

Select these 6 Tree Cards from the set:

- | | |
|------------------|--------------------|
| 6. London Plane | 18. Italian Alder |
| 16. Copper Beech | 19. Norway Maple |
| 17. Silver Maple | 20. Sweet Chestnut |

All 6 of these trees are growing quite close to each other, in the SE quarter of Page Park.

Gather whole class in a circle and look at the 6 cards laid out on the ground. Read names of trees, notice scientific names, what parts of the tree are shown.

Give one card to each group and discuss how you might identify your tree. Then hunt for it. Ask them to think about leaf shape, colours, bark, seasonal variations. Find out more facts about the trees on the backs of cards.

What contribution do the trees make to the park's character? Spot check a few children for an interesting fact.

DEVELOP

Each group can now have up to 7 cards (7 for 3 groups, or 5 for 4 groups).

Keeping your group together, roam the park and ask children to find all the trees on the [Tree Trail](#). Start Group A at no. 1, Group B at no. 8 and Group C at no. 15.

Collect a leaf from each tree to work tree keys back at school.

NOTE

Arrange children into 3 groups and then work in pairs. Come back together as a class to share experiences.

It's worth taking a good look at the [Tree Trail](#) leaflet before you work on this with the children.

TREE KEY

Collect a leaf from each of the 6 trees and take back to school. Compare the leaves.

Create a simple key by laying the leaves out on a large sheet of paper.

Think of questions to ask, to help guide you to each different leaf.

Page Park Explorers

FUN AND GAMES

YR 5/6
2 hours

GET READY

- Give children advance warning of appropriate clothing.
- Arrange for as many parent helpers and first aiders as possible.
- Organise equipment: balls, footballs, skipping ropes, cones, parachutes, rounders sets, hoops.

INTRODUCTION

- Why is exercise important?
- Make links to health, well-being and being outdoors.
- Many of the games we play today are traditional and have been played for centuries.
- Today we'll be playing some traditional games and asking ourselves if anything has changed, enjoying fresh air and exercise.
- Ask each child to push themselves in some way and to report back on that to the class.

ACTIVITY

Warm up with running exercises, starbursts, stretches.

Play traditional games, for example:

Hopscotch (try it with hoops)

Hide & Seek

Statues

Tag

British Bulldog

Blind Man's Buff

What's the Time Mr Wolf?

Egg and Spoon Race

Three-Legged Race

Piggy in the Middle

Simon Says

Stuck in the Mud

Tug of War

Come together for competitive games:

Rounders

Football (3 simultaneous games of 5-a-side)

NATIONAL CURRICULUM

- Use running, jumping, catching and throwing in isolation and in combination
- Play competitive games, modified as appropriate
- Develop flexibility & control
- Take part in Outdoor & Adventurous activities
- Compare performances to achieve personal bests

NOTE

Warm-up: Arrange children into 4 groups and revolve the activities. Keep it snappy – 10 mins each activity.

Primary Resources has good hoop and parachute games.

COMMUNITY LINKS

Page Park Bowling Club kindly offer to give demonstrations and invite the children to have a go at bowling. To arrange, use the [contact form on the PPBC website](#) with plenty of notice.

Demos involve watching, so ask the Bowls club to keep demos short and revolve the participative opportunities often. Best done in smaller groups or at least with half a class at a time.

Page Park Explorers

TREASURE HUNT

KS 2
90 mins

GET READY

Give children advance warning to wear appropriate clothing.

Arrange for as many parent helpers and first aiders as possible. Print and laminate [KS2 Treasure Hunt Cards](#).

INTRODUCTION

Recap previous work mapping Page Park or studying its features. Explain that this session is about careful observation, concentration and having fun.

ACTIVITY

Explain how the Treasure Hunt works. Each group is allocated one of three areas in the park:

Central (this one is hardest)

SE corner

SW corner

Review compass skills to determine direction and to understand therefore the area in which to find the treasure.

Each group takes 7-8 cards with 'pictures of treasure' to find. Swap over after 20 mins until all three groups have tried to find the treasures in each sector of the park.

Bring class together and find out how many treasures each group found in total. Is there a winner?

Swap information about which treasures weren't found.

Were any hard to find/not found at all? Why?

DEVELOP

This Activity is a good foundation for orienteering.

Extend the activity by asking children to describe how to get to one of the features using points of the compass to describe the route.

Ask children if they saw any graffiti or signs of vandalism? Discuss respect for the park and wider environment.

NATIONAL CURRICULUM

P.E.

- Participate in team games
- Play competitive games, modified as appropriate.
- Take part in Outdoor & Adventurous activities

NOTE

3 groups of 7-8 each with a helper.

Not all cards are easy to find, but they can be found.

Discuss ways to look: up, down, long view, texture, colour, whether a picture is a detail. How can you think of another way to look when you can't find the treasures?





WELCOME TO PAGE PARK

A PLACE TO ENJOY, RELAX AND PLAY SPORTS FOR OVER 100 YEARS



| KEY | |
|----------|---------------------------|
| A | Bandstand |
| B | Bowling Green |
| C | Clock Tower |
| D | Cricket Pitch |
| E | Drinking Fountain |
| F | Café and Community Centre |
| G | Pavillion |
| H | Play Area |
| I | Sensory Garden |
| J | Tennis Courts |
| K | War Memorial |
| L | WWII Air Raid Shelter |

Park hire and group visits: For enquiries about group visits and hiring the facilities available in the park please contact:

☎ 01454 868000 ✉ Communityspaces@southglos.gov.uk

Reporting vandalism or anti-social behaviour: Please report any park issue to 101 or the South Gloucestershire Council StreetCare helpdesk

☎ 01454 868000 ✉ streetcare@southglos.gov.uk



www.friendsofpagepark.co.uk



BROAD STREET

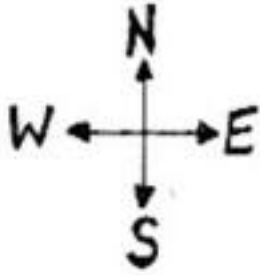
↑ YOU ARE HERE
A.W Page Memorial Gates

HIL HOUSE ROAD

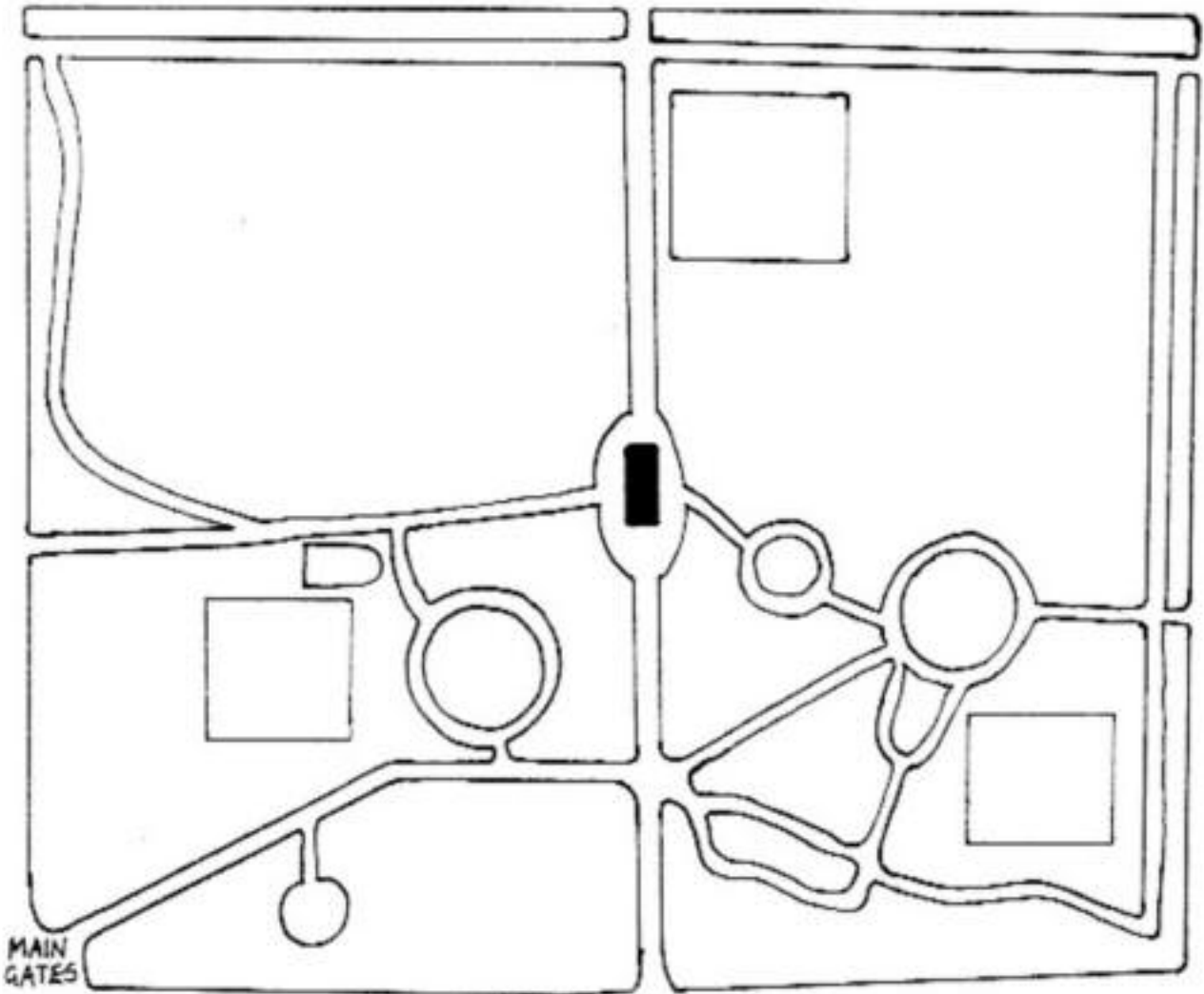
SOUTH VIEW

PARK ROAD









MAP of PAGE PARK



Names of Map-makers:



KEY

- | | | | |
|---|---------------|---|---------------|
|  | clock tower |  | tennis courts |
|  | band stand |  | playgrounds |
|  | café |  | zip wire |
|  | bowling green |  | war memorial |

PAGE PARK

Heritage Trail



LOTTERY FUNDED



Thanks to Terry Graham

Find the modern views of these old pictures and reveal the park's heritage over time. Are there any differences?



Find out more:
Friends of Page Park
Heritage Trails in S Glos

Welcome

The land for this park was given by Alderman Arthur William Page in 1910. It was a gift to the people of Staple Hill. The Alderman wanted to provide a 'green oasis' for workers at a time when the area had become industrialised and the population was rising. A new tramway to the park made it easy for people to visit.

For over 100 years people have come to Page Park to relax and play games. See more historic pictures in the Bean Tree Café.



Alderman Page
1870s



Derham street: DLHS



Bristol tram: DLHS



The park
Staple Hill, Bristol

Postcards: Bristol Record Office,
Roger Angerson

SOUTH VIEW

Page Park Explorers



Key

- 1** Alderman Page's Hill House built c. 1700
- 2** Site of boating lake 1913
- 3** Bandstand 1927
- 4** The park's defining feature – the Clock tower 1910
- 5** Centenary oak 1910
- 6** Drinking fountain 1913
- 7** Sensory Garden 2005
- 8** War memorial 1920
- 9** The original park railings were removed for the war effort c.1941. The main gates were replaced in 1931
- 10** Wartime air raid shelter 1939
- ↑** Towards the Bristol & Bath Railway Path, once the old Midland Railway trackbed

BROAD STREET

Air raid shelter: RMC

Sensory garden RMC

Many of the park's unique features are celebrated in picturesque postcards from the 1910s.

Centenary oak planted 2010
by Mr Page

8b **Swamp Cypress**

From watery environment in the wild (Florida Everglades). Roots put up 'knees' perhaps evolved to collect silt and for breathing.

9 **Black Pine**

Planted here as a windbreak. Listen nearby on a breezy day and you'll understand why.

10 **Katsura Tree**

Caramel tree. Lovely toffee smell in leaf-fall.

11 **Horse Chestnut (conkers)**

In Britain during the war years conkers were collected to produce cordite for arms.

12 **Dove Tree**

White 'flowers' are not flowers, but bracts. Also known as 'Handkerchief Tree'.

13 **Tulip Tree**

Grows VERY tall in US. Native Americans made canoes from the timber so named 'Canoewood' by settlers. Also, a major honey plant for bees.

14 **Black Mulberry**

Origin unknown but long cultivated. Tasty fruit. Introduced to UK in 1600s by mistake – silkworms prefer the White Mulberry.

15 **Red Oak**

Same Genus as English Oak but poorer timber. An American Oak. Excellent autumn colour.

16 **Copper Beech**

A nursery-bred purple variety of our native Beech. Thought to have been brought to UK by Stone Age settlers for food (nuts).

17 **Silver Maple**

Native Americans used the sap for medicine, sugar and in bread. Sap used to make Maple Syrup. Excellent for furniture and musical instruments.

18 **Italian Alder**

Fixes Nitrogen in a symbiotic relationship with a bacterium so often planted on sites to improve polluted or exhausted soil.

19 **Norway Maple**

One of many species of Maple. Threatened by Asian Longhorn Beetle in native US environment – now also present in the UK.

20 **Sweet Chestnut**

Probably introduced by Romans to make a type of porridge for soldiers. Unrelated to Horse Chestnut. Nuts popular for roasting.

21 **English Oak**

Native and also known as European Oak. Supports highest biodiversity of insect herbivores of any British Plant – over 400 species. This specimen is almost certainly the oak planted by Alderman Page at the opening of Page Park in 1910. No one is sure where the legendary Staple Hill Oak was, though old maps suggest it was at the top of Teewell Hill.

Find out more:

Friends of Page Park
The Tree Council
Woodland Trust

Welcome to Page Park Tree Trail

Discover the wonderful and unusual trees of Page Park. This green space supports many tree species both from Britain and beyond. See the impressive avenue of Limes, the Noble Firs and the unusual Indian Bean Tree. The 21 key species are listed here and on the map.

The trail is level. Allow plenty of time and enjoy the other facilities in the park. If you would like to help look after the trees in Page Park please make contact via: www.friendsofpagepark.co.uk

1a Deodar Cedar

Worshipped as a divine tree by Hindus. Ancient Indian sages used to perform difficult meditation practices in Deodar forests.

1b Blue Atlas Cedar

Most Atlas Cedar forest is found in native Morocco. It is in decline and under threat.

2 Indian Bean Tree

Native to SE United States, with heart-shaped leaves and inedible pods.

3 Weeping Willow

Cultivated in ancient China and traded around the world via the Silk Road. Later appeared as 'Willow Pattern' plate design.

4 Ginkgo

Only living species of a Division of species which we have found in fossils 270 million years old. All others extinct. 'Living fossil'.

5 Scots Pine

National tree of Scotland. Only Pine native to northern Europe.

6 London Plane

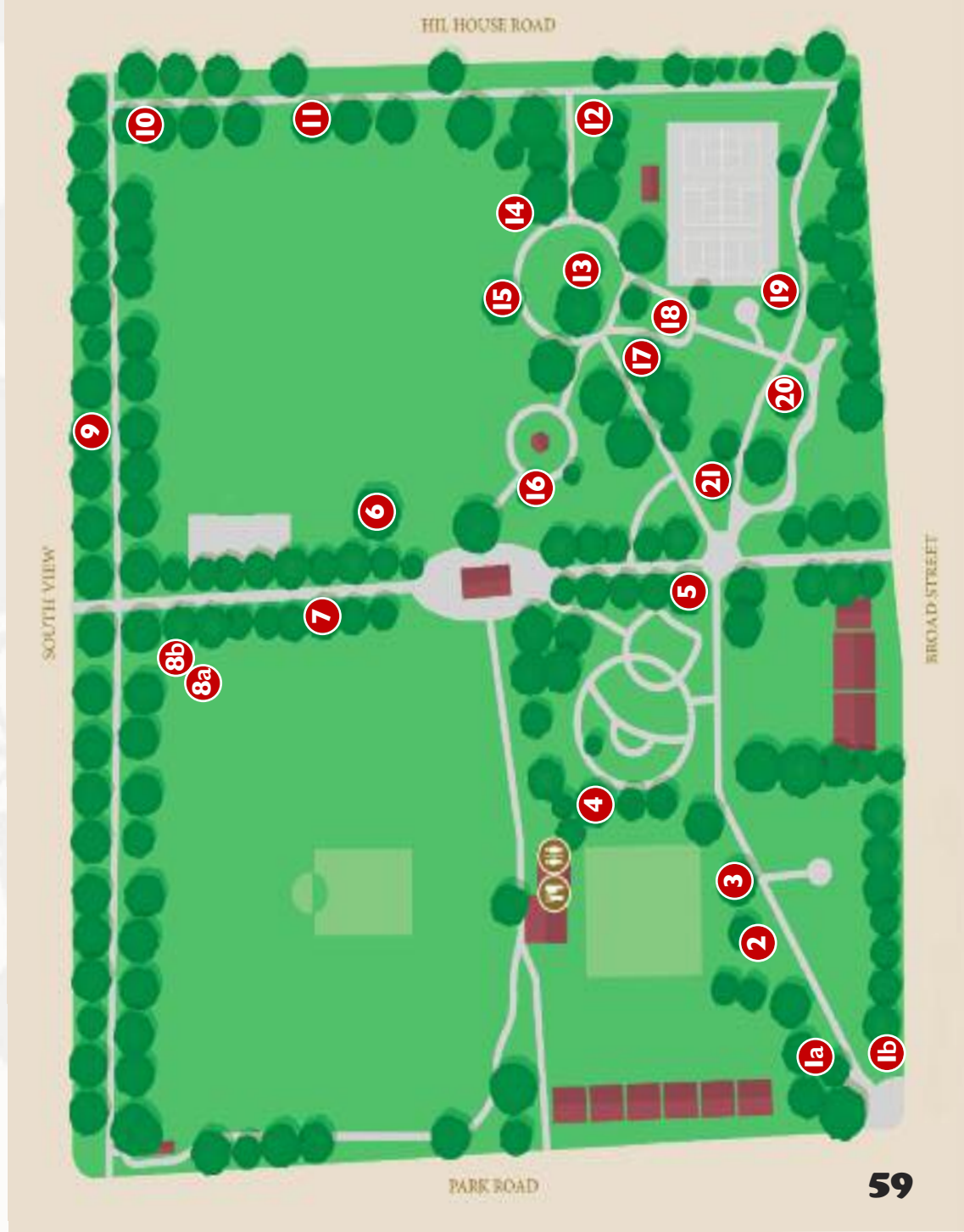
One of the most efficient trees at removing pollution from urban air.

7 Lime

Also known as Linden. Important for bees. Bats in Page Park use the avenue for foraging.

8a Dawn Redwood

Thought extinct except in fossils until 1941. 'Living fossil'. Endangered species in wild.



1a



Deodar Cedar
Cedrus deodara

Picture not to scale
Liffarn CC-BY-SA-3.0

1b



Blue Atlas Cedar
Cedrus atlantica

Picture not to scale
John Rusk CC-BY-NC-2.0

2



Indian Bean Tree
Catalpa bignonioides

Picture not to scale
H Zell CC-BY-SA-3.0

3



Weeping Willow
Salix babylonica

Picture not to scale
Alvesgaspar CC-BY-SA-3.0

1a

Deodar Cedar
Cedrus deodara

Specimen tree
Coniferous
SW corner

Description

Large evergreen often with 'glaucous' (bluish) needles rather than leaves which appear to droop from level layers. It has a wide trunk when mature (up to 3m) and can grow to up to 60m tall. Often found in ornamental settings such as parks. Produces cones.

Facts

Native to the western Himalayas and the national tree of Pakistan. Worshipped as a divine tree by Hindus. Because it is rot-resistant, house-boats in Kashmir, India were made from it.

1b

Blue Atlas Cedar
Cedrus atlantica

Specimen tree
Coniferous
SW corner

Description

Large evergreen often with 'glaucous' (bluish) needles rather than leaves. It has a wide trunk when mature (1.5-2m). Often found in ornamental settings such as parks. Produces cones.

Facts

Native to the Atlas Mountains of Morocco but threatened by human use, wood-harvesting and fires. It is fairly tolerant of hot, dry conditions. There is a Blue Atlas Cedar on the lawn of the White House in Washington – home to the president of the USA.

2

Indian Bean Tree
Catalpa bignonioides

Specimen tree
Deciduous
SW corner

Description

Medium sized tree (up to 18m tall) with a short, thick trunk and straggling branches. Leaves appear late and are heart-shaped (20-30cm long). Flowers are trumpet-shaped and grow in 'panicles'. The fruit is a bean-like pod that is not edible.

Facts

Native to S E United States, but widely grown as an ornamental tree for its showy flowers. The wood is hard and brittle. Fossil remains have been found in the USA.

3

Weeping Willow
Salix babylonica

Specimen tree
Deciduous
S E corner, central

Description

Medium sized tree with leaves drooping from branches made from elongated leaves. Produces catkins.

Facts

Cultivated in China and inspired the 'Willow Pattern' design. Often planted to stabilise banks near water with their strong roots. The medicine 'Aspirin' comes from willows.



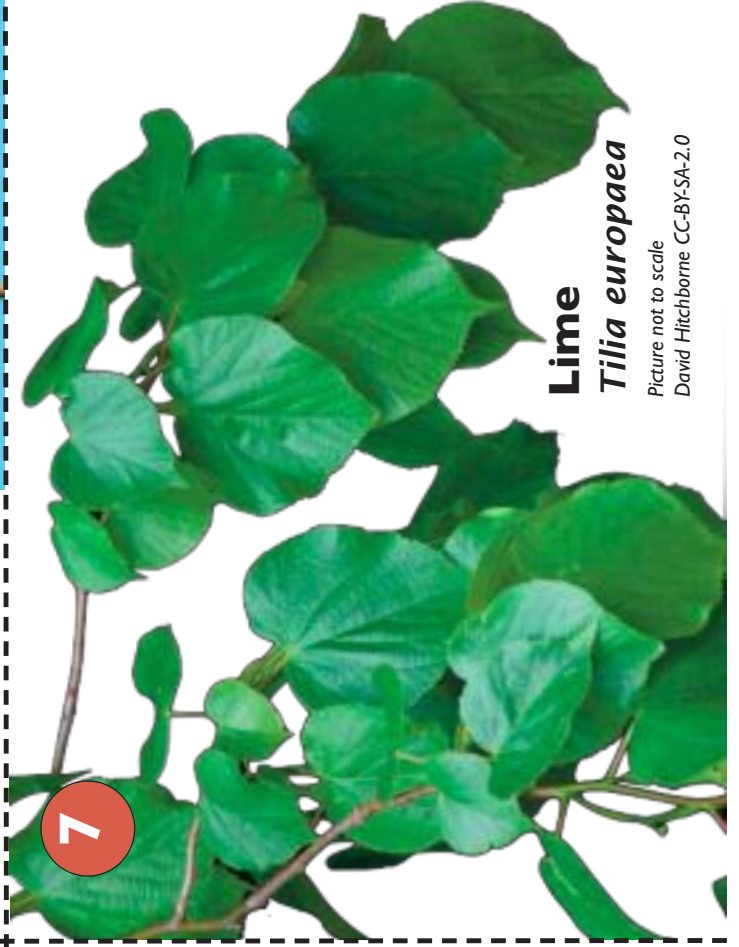
5



Scots Pine
Pinus sylvestris

Picture not to scale
Przykuta CC-BY-SA-3.0

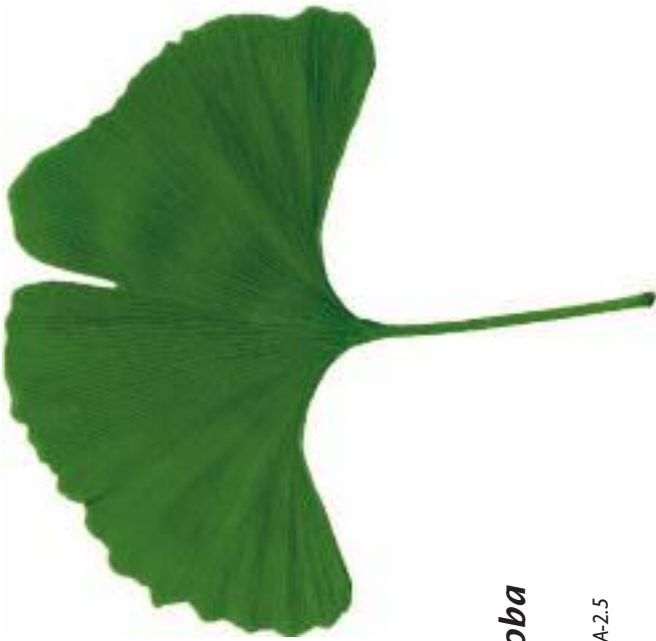
7



Lime
Tilia europaea

Picture not to scale
David Hitchborne CC-BY-SA-2.0

4



Ginkgo
Ginkgo biloba

Picture not to scale
Andrew Butko CC-BY-SA-2.5

6



London Plane
Platanus acerifolia

Picture not to scale
Subbuteo

4

Ginkgo
Ginkgo biloba

Specimen tree
Deciduous
SW corner

Description

Large tree (up to 35m) with regularly spaced, fan-shaped leaves (about 10cm long) on erratic branches. In autumn the leaves turn bright yellow. It produces nuts that can be eaten. Also known as the Maidenhair Tree.

Facts

Native to China, hardy and tolerant of disturbance. The Ginkgo is the oldest living species of a Division that has been found in 270 million year old fossils. It was introduced into Europe around 300 years ago. Used in traditional medicine.

5

Scots Pine
Pinus sylvestris

Specimen tree
Coniferous
SW corner

Description

Large evergreen (up to 35 m) with distinctive long, bare, straight trunk topped by a rounded or flat-topped mass of needles which are fairly short and blue-green. The bark is thick, scaly and dark grey-brown on the lower trunk and orange-red higher up. Produces cones.

Facts

This tree is native to Europe and Asia. It is happy on poor soil. The Scots Pine is the national tree of Scotland. It is an important tree in forestry for sawn timber, known as 'deal'.

6

London Plane
Platanus acerifolia

Specimen tree
Deciduous
Central

Description

A large tree (up to 30m tall) with a trunk up to 3m. It has distinctive, blotchy, colourful bark. The large, palm-shaped leaves (up to 20cm long) feel stiff and papery. It produces seed contained in a ball-shaped cluster.

Facts

This tree is native to Europe – the result of crossing species to make a 'hybrid' in the 1600s. It is often planted in cities because it removes pollutants from the air and doesn't mind its roots being crowded.

7

Lime
Tilia europaea

Specimen tree
Deciduous
Central

Description

Medium sized tree with a sturdy trunk that produces an abundance of attractive foliage that provides shade. The leaves are heart-shaped. The fruit is like a small pea attached to a ribbon-like stem. Also known as the Linden Tree.

Facts

Native to the northern hemisphere. It is not related to the citrus fruit tree that is also called lime. Greenfly like the sap the Lime produces. Some sap called 'honeydew', spills to coat things below with a 'film of syrup'. Its wood has many uses.



8b

Swamp Cypress
Taxodium distichum

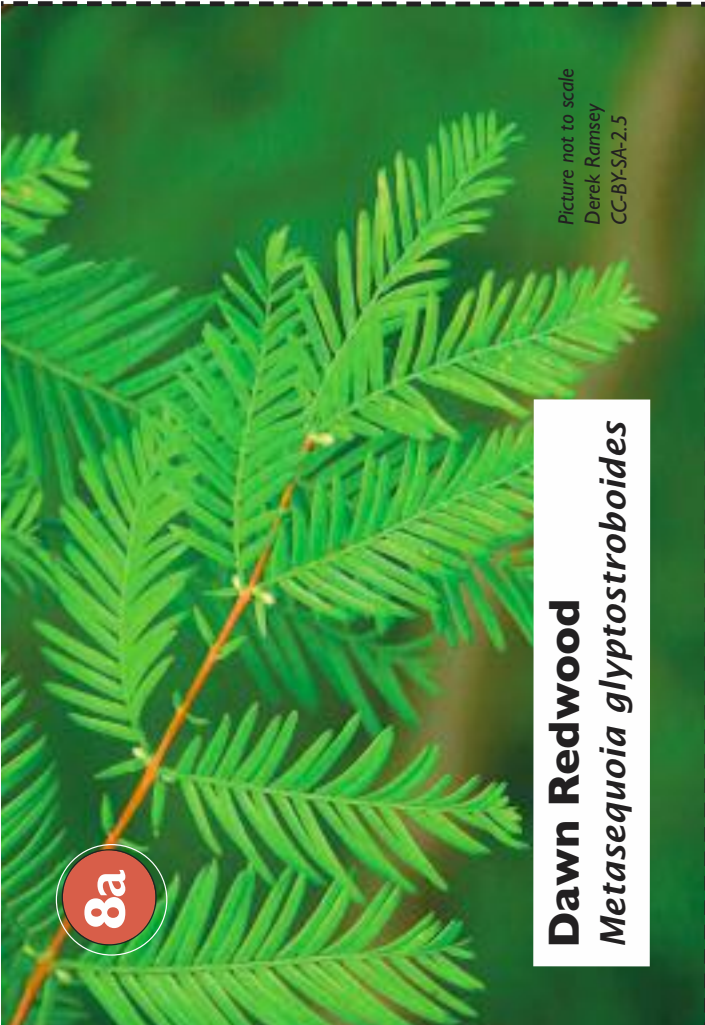
Picture not to scale
CarTick CC-BY-SA-3.0



10

Katsura
Cercidiphyllum

Picture not to scale
Valerie75 CC-BY-SA-3.0



8a

Dawn Redwood
Metasequoia glyptostroboides

Picture not to scale
Derek Ramsey
CC-BY-SA-2.5



9

Black Pine
Pinus nigra

Picture not to scale
H. Zolt CC-BY-SA-3.0

Picture not to scale
Emoke Denes CC-BY-SA-4.0

8a

Dawn Redwood

Metasequoia glyptostroboides

Specimen tree
Deciduous
NW corner

Description

Fast-growing tall tree (50m) with a lower trunk that becomes chunky. The leaves are opposite (up to 3 cm long) and bright fresh green, turning a foxy red-brown in autumn. Often found in ornamental settings such as parks. Produces cones.

Facts

Native to China. Was believed to be extinct only as fossil until 1941. Despite being coniferous, this tree seems to have changed from evergreen to deciduous to tolerate a wide range of climates.

8b

Swamp Cypress

Taxodium distichum

Specimen tree
Deciduous
NW corner

Description

Fairly large coniferous tree (30m), it is slow-growing and long-lived. It forms 'cypress knees' - roots above the ground, perhaps to bring air to the roots or to help anchor the tree in watery ground. It has light, feathery foliage and orangey brown to dull red autumn colour. Produces cones.

Facts

Native to the S E of the USA where it grows in water-saturated swamps. It is sometimes called the 'Bald' Cypress because it loses its leaves in winter.

9

Black Pine

Pinus nigra

Specimen tree
Coniferous
S E corner

Description

Large deep-green, evergreen tree (up to 50m tall). The bark is grey to yellow-brown and looks split and flakey. The needles are thin and flexible. Cones are up to 10cm long.

Facts

Native to the southern Mediterranean and N Africa, this tree is fairly tolerant of different soils but demands a lot of light. It is used for general construction, fuel, and in paper-making. In the USA it is planted to form a windbreak. In Turkey it is used as medicine.

10

Katsura

Cercidiphyllum

Specimen tree
Deciduous
N E corner

Description

Fairly large tree (up to 45m) which produces multiple, rather than one, trunk. Can be fast growing, but dislikes dry conditions which will make it shed its leaves. The delicate heart-shaped leaves give bright autumn colour and produce a scent similar to burnt brown sugar. For this reason it is sometimes called the Caramel Tree. The fruit is produced in clusters of pods.

Facts

Native to Japan and China - one of the largest hardwoods in Asia.



12

Dove Tree
Davidia involucrata

Picture not to scale
Rudika CC-BY-SA-2.5



14

Black Mulberry
Morus nigra

Picture not to scale
Chrumps CC-BY-SA-3.0



11

Horse Chestnut
Aesculus hippocastanum

Picture not to scale



13

Tulip Tree
Liriodendron tulipifera

Picture not to scale
Bruce Marlin CC-BY-SA-3.0

11

Horse Chestnut
Aesculus hippocastanum

Specimen tree
Deciduous
N E corner

Description

Large tree (up to 39m) with a dense canopy. The leaves are in 5-7 sections (each up to 30cm long) making a large palm-shaped impression. White flowers stand up in clusters called 'panicles'. The fruit, conkers, are contained in spiky capsules.

Facts

Native to S E Europe but is far more widespread especially in UK parks. The flower is the symbol of Kiev, capital of Ukraine. Anne Frank, in her famous diary mentions a horse chestnut in Amsterdam. Attempts to make conkers useful in weapons production during the World Wars I & II were unsuccessful.

12

Dove Tree
Davidia involucrata

Specimen tree
Deciduous
S E corner

Description

Medium-sized tree (up to 25m). Has symmetrical heart-shaped leaves (up to 20cm long). The mainly white flowers hang in long rows from level branches. The fruit is a hard nut.

Facts

This tree is native to China but has spread across the world. Sometimes known as the 'Hankerchief Tree', the name comes from the flowers fluttering in the wind like white doves or hankerchiefs.

13

Tulip Tree
Liriodendron tulipifera

Specimen tree
Deciduous
S E corner

Description

A fast-growing, large tree (can grow to 50m tall) that is compact with slender branches. It gains its name from its distinctive tulip-shaped flowers with leaves (up to 22 cm long). Has deep roots that spread widely.

Facts

This tree is native to N America. It is sometimes referred to as Canoe wood, after Native Americans using the timber to make dug out canoes. The wood was very suitable because mature specimens have a large, long trunk.

14

Black Mulberry
Morus nigra

Specimen tree
Deciduous
S E corner

Description

Small to medium-sized tree (up to 12m). The leaves (up to 20cm long) are broad on long vigorous shoots, downy on the underside. Edible fruit is easily confused with the blackberry which it resembles.

Facts

Native to the SW Asia. The tree was imported into Britain in the 1600s by mistake. It was thought that it was a foodplant for the silkworm, which prefers the white mulberry. Its tasty fruit has long been cultivated, however.

Picture not to scale
David Hawgood CC-BY-SA-2.0



16

Copper Beech
Fagus sylvatica purpurea



18

Italian Alder
Alnus cordata

Picture not to scale
Manske CC-BY-SA-3.0



15

Red Oak
Quercus rubra

Picture not to scale
Bruce Kirchoff CC-BY-2.0



17

Silver Maple
Acer saccharinum

Picture not to scale
Than217 CC-A-3.0

15

Red Oak
Quercus rubra

Specimen tree
Deciduous
Central E

Description

Large tree (around 30m) with stout branches forming a round-topped head. This species of oak is best recognised by its bark – ridges that appear to have shiny stripes down the centre. The acorns are very bitter but are eaten by deer, squirrels and birds.

Facts

Native to N America but now widespread in Europe. It is a fast-growing source of timber sometimes used in furniture-making. As its name suggests it has great autumn colour.

16

Copper Beech
Fagus sylvatica purpurea

Specimen tree
Deciduous
Central

Description

Large tree (up to 40m) with smooth bark and elegant branches. Leaf buds are torpedo-shaped. Its leaves are red to purple. Male flowers are catkins. Female flowers grow in pairs surrounded by a cup. Produces beechnuts.

Facts

The beech is regarded as native in S England, having arrived in Britain at least 6,000 years ago. It may have come with Stone Age people who ate the nuts. The beech can also be cut to make attractive hedges.

17

Silver Maple
Acer saccharinum

Specimen tree
Deciduous
S E corner

Description

A fast-growing, fairly large tree (30m). The leaves are palmate and can be 12 cm long. In autumn its leaves turn yellow but it is not as colourful as some other maples. Its fruit is called a 'samara'.

Facts

Native to the eastern and central USA where it is one of the most common trees. It is a highly adaptable tree, but requires a lot of sunlight. Native Americans used the sap to make sugar, as medicine, and in bread. It is also used in making paper and furniture.

18

Italian Alder
Alnus cordata

Specimen tree
Deciduous
S E corner

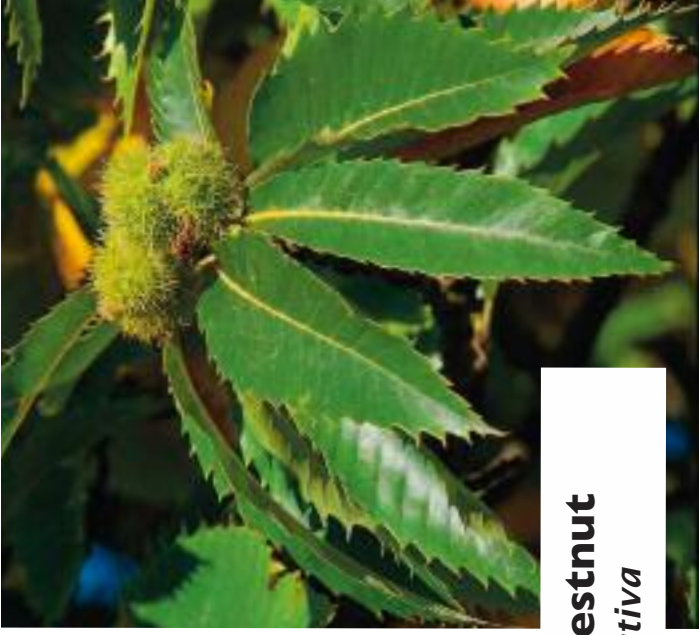
Description

A medium-sized tree (up to 25m). It holds its heart-shaped leaves longer than most deciduous trees. It produces male catkins and female ones that mature to look like small, dark cones.

Facts

Native to parts of Italy. It is a tree that is capable of improving soil fertility. It is often grown as a windbreak and is useful for furniture and other carpentry.

Albert Bridge CC-BY-SA-2.0
Picture not to scale



Sweet Chestnut
Castanea sativa

20



Norway Maple
Acer platanoides

Picture not to scale
KevinJFellow

19



English Oak
Quercus robur

Peter Milner

21

19

Norway Maple
Acer platanoides

Specimen tree
Deciduous
S E corner

Description

Large tree (around 30m) with a broad, rounded crown. The twigs are slender and brown with tiny white spots. Leaves are palmate and have five lobes with a few pointed teeth. They are dark green in colour, fading to yellow and occasionally red before falling in autumn.

Facts

Native to northern Europe and was introduced to the UK in the 1600s. Sometimes used in furniture-making. Grey squirrels tend to strip the bark.

20

Sweet Chestnut
Castanea sativa

Specimen tree
Deciduous
S E corner

Description

Large tree (up to 35m) that can have a wide trunk. The long leaves (up to 28cm) are serrated with tooth-like gashes. It produces male and female catkins. By autumn these female flowers have become chestnuts within a casing.

Facts

Native to southern Europe and Asia Minor. Its sweet fruit, the chestnut, has been used for food since ancient times. Its leaves are a food plant for some species of butterfly. Its wood is also useful.

21

English Oak
Quercus robur

Specimen tree
Deciduous
S E corner

Description

The common oak is a long-lived, large tree (up to 40m). They have a broad and spreading crown, with sturdy branches. Leaves are around 10cm long. Flowers are long catkins and its fruit are acorns held in a cup-shaped base.

Facts

Native to most of Europe and the most common tree in the UK and is our country's national emblem. The oak is a very important food plant for insects and some small mammals and birds. It is planted for forestry and is much in demand.

Page Park Treasure Hunt (30 cards); KS1 (1 of 10 Central)



Page Park Treasure Hunt (30 cards); KS1 (1 of 10 Central)



Page Park Treasure Hunt (30 cards); KS1 (1 of 10 Central)



Page Park Treasure Hunt (30 cards); KS1 (1 of 10 Central)



Page Park Treasure Hunt (30 cards): KS1 (1 of 10 Central)



Page Park Treasure Hunt (30 cards): KS1 (1 of 10 Central)



Page Park Treasure Hunt (30 cards): KS1 (1 of 10 Central)



Page Park Treasure Hunt (30 cards): KS1 (1 of 10 Central)



Page Park Treasure Hunt (30 cards): KS1 (1 of 10 Central)



Page Park Treasure Hunt (30 cards): KS1 (1 of 10 Central)



Page Park Treasure Hunt (30 cards); KS1 (1 of 10 SE Corner)



Page Park Treasure Hunt (30 cards); KS1 (1 of 10 SE Corner)



Page Park Treasure Hunt (30 cards); KS1 (1 of 10 SE Corner)



Page Park Treasure Hunt (30 cards); KS1 (1 of 10 SE Corner)



Page Park Treasure Hunt (30 cards): KS1 (1 of 10 SE Corner)



Page Park Treasure Hunt (30 cards): KS1 (1 of 10 SE Corner)



Page Park Treasure Hunt (30 cards): KS1 (1 of 10 SE Corner)



Page Park Treasure Hunt (30 cards): KS1 (1 of 10 SE Corner)



Page Park Treasure Hunt (30 cards): KS1 (1 of 10 SE Corner)



Page Park Treasure Hunt (30 cards): KS1 (1 of 10 SE Corner)



Page Park Treasure Hunt (30 cards): KS1 (1 of 10 SW Corner)



Page Park Treasure Hunt (30 cards): KS1 (1 of 10 SW Corner)



Page Park Treasure Hunt (30 cards): KS1 (1 of 10 SW Corner)



Page Park Treasure Hunt (30 cards): KS1 (1 of 10 SW Corner)



Page Park Treasure Hunt (30 cards): KS1 (1 of 10 SW Corner)



Page Park Treasure Hunt (30 cards): KS1 (1 of 10 SW Corner)



Page Park Treasure Hunt (30 cards): KS1 (1 of 10 SW Corner)



Page Park Treasure Hunt (30 cards): KS1 (1 of 10 SW Corner)



Page Park Treasure Hunt (30 cards); KS1 (1 of 10 SW Corner)



Page Park Treasure Hunt (30 cards); KS1 (1 of 10 SW Corner)



Page Park Survey



Park Features

Are there any buildings, structures or other features? There could be toilets, play equipment, sheds, seating, gates etc

What surfaces are there to walk or play games on?

Is there any evidence that the park is looked after?

Park Users

Who is in the park and what are they doing? Make a list:

Are there any special areas with trees and plants? Describe them here:

Park Character

What is the character of the park? Circle each word that applies:

| | | |
|----------------------|------------------|-------------------|
| urban/rural | bright/dark | open/enclosed |
| colourful/drab | hard/soft | natural/manmade |
| welcoming/unfriendly | fun/boring | private/sociable |
| safe/unsafe | public/secretive | sheltered/exposed |
| quiet/noisy | busy/empty | happy/sad |

The Good the Bad, the Ugly

On the map of the park:

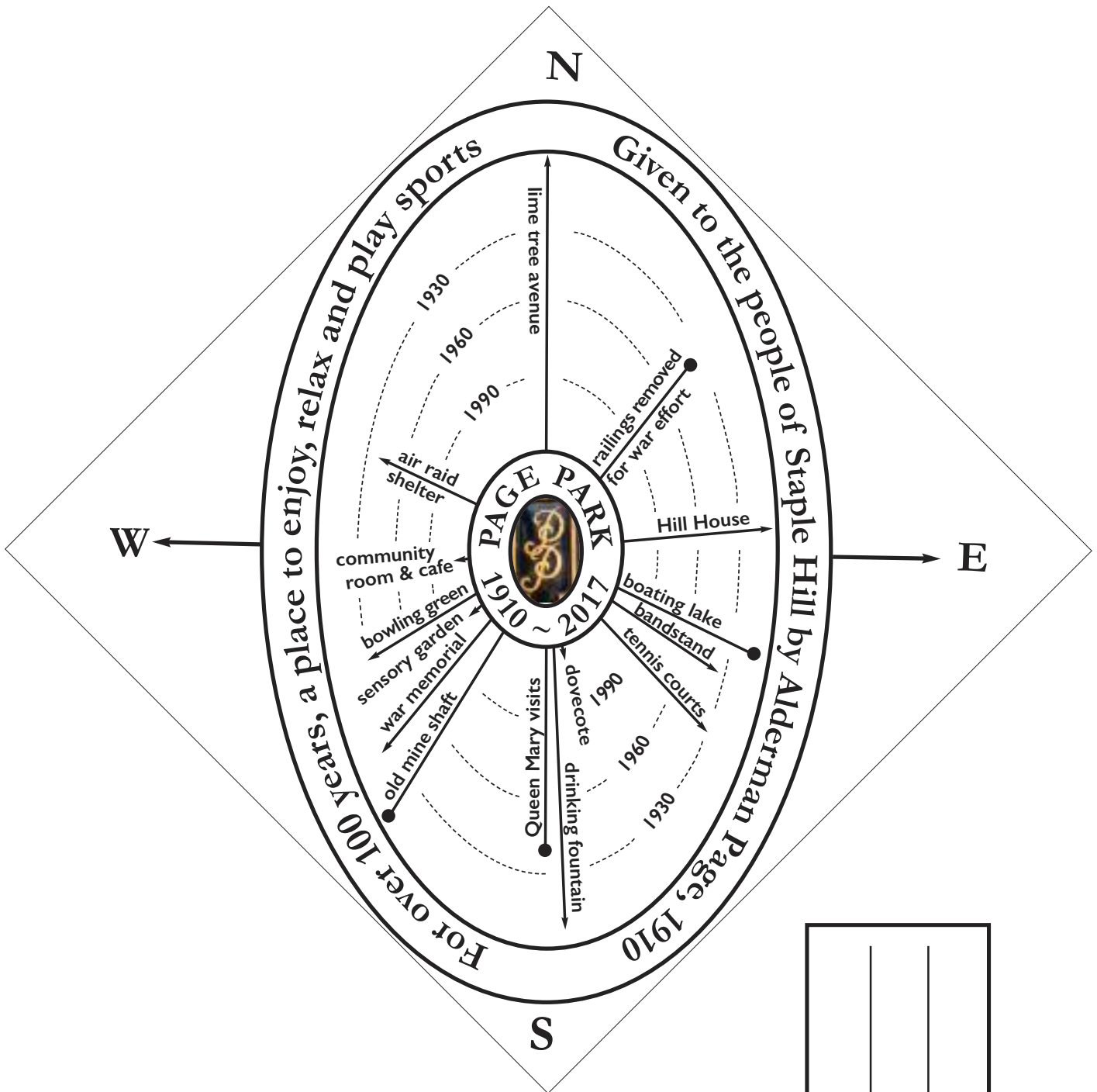
- mark anywhere you think is good with a smiley face
- mark anywhere you think is bad with a sad face

Write your very best sentence to describe Page Park here:

.....

.....

Compass Skills



| | | |
|--|--|--|
| | | |
|--|--|--|

Mark out 3 columns on a piece of paper, e.g.

- Column 1: List each of the features identified on the plaque (e.g. Hill House).
- Column 2: Write down the approximate date each feature was installed/happened in the park (e.g. before 1930).
- Column 3: Write down the compass direction for each feature as accurately as you can (e.g. East or S E)

Do you notice anything strange about the alignment of the compass directions?

1211

POST CARD.



STAPLE HILL
5.42 P.M.
1912

FOR ADDRESS ONLY.

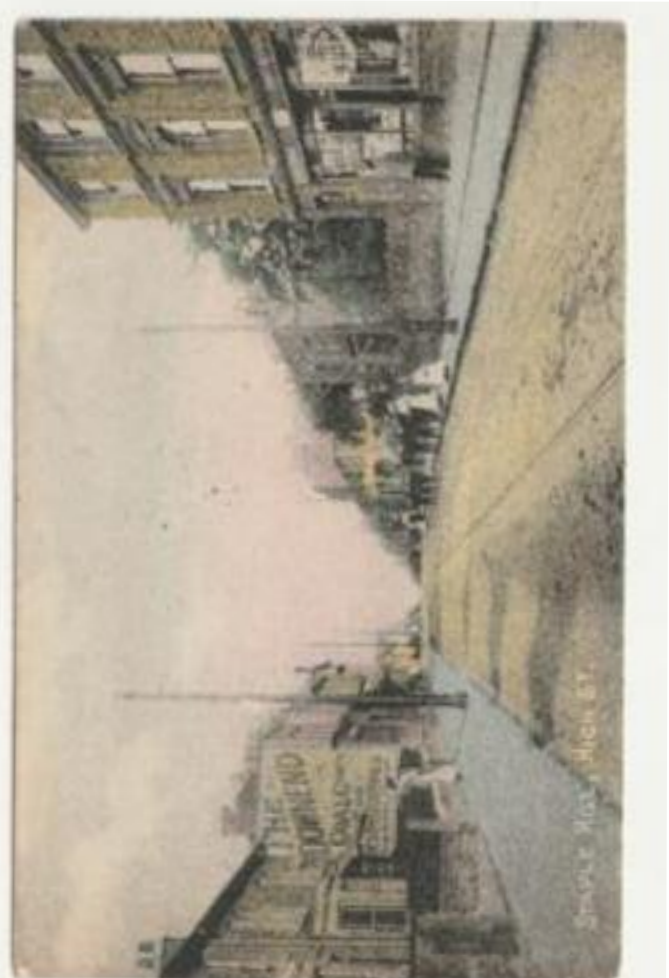
Miss E Jones
8^A New Dock Rd
Opp: Trinity
Llanelly.

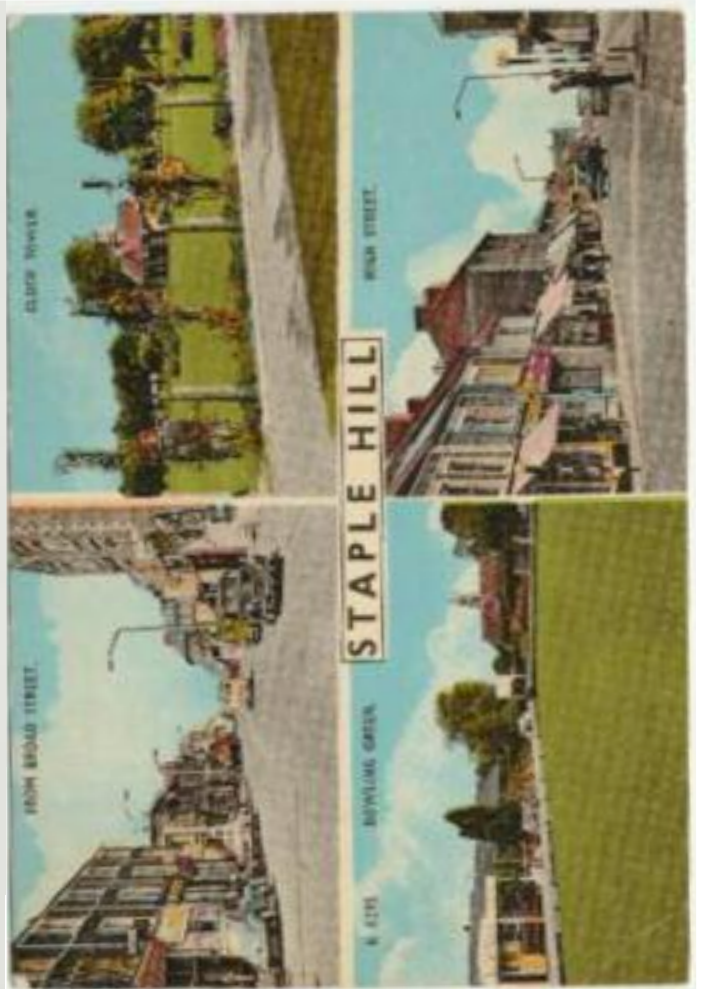
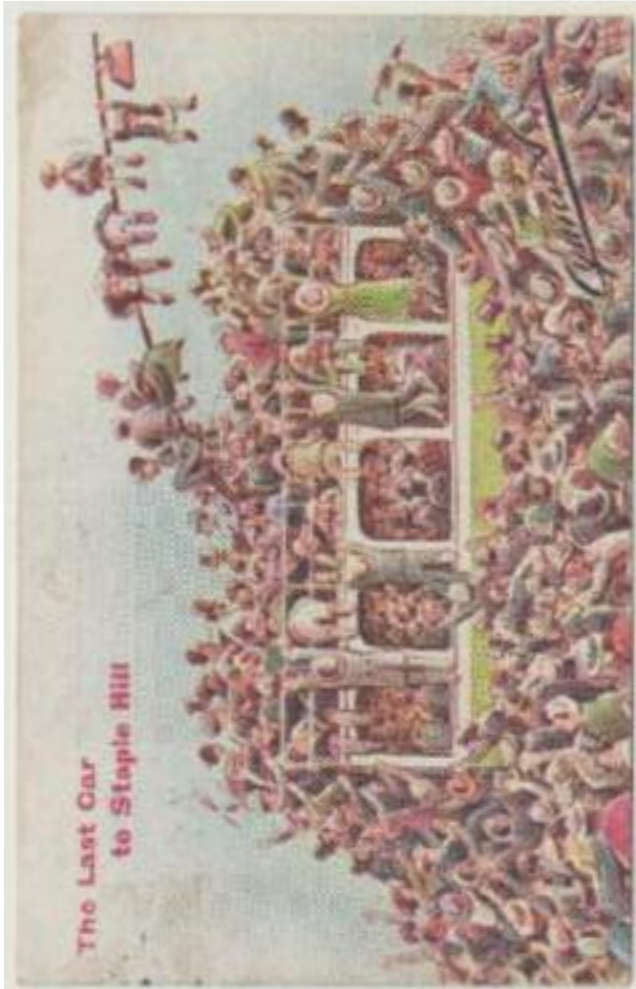
THIS SPACE MAY NOW BE USED
FOR COMMUNICATION.

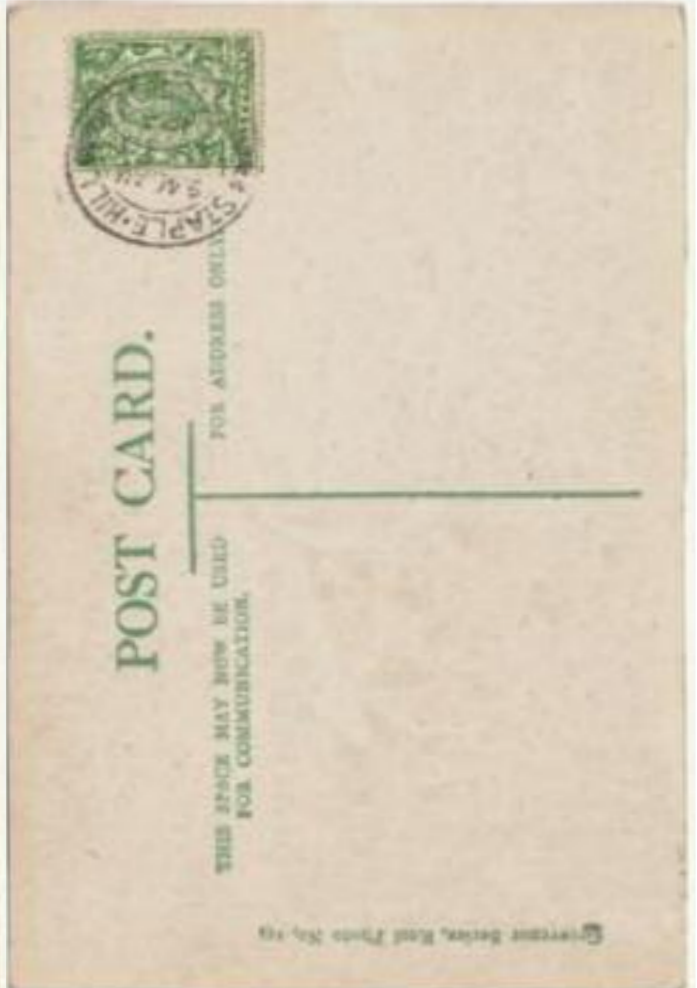
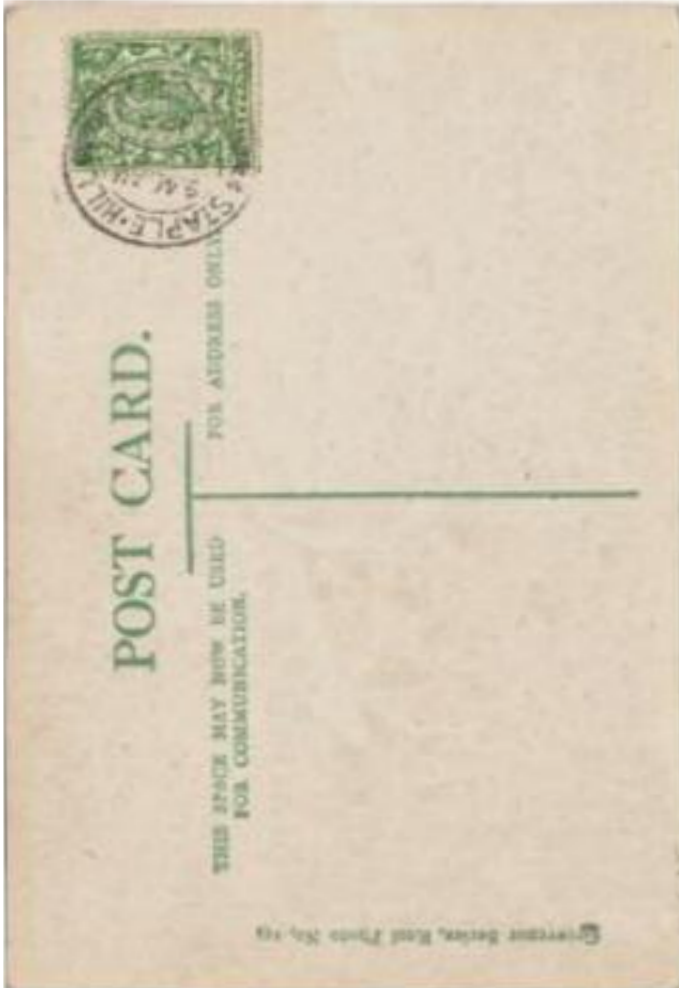
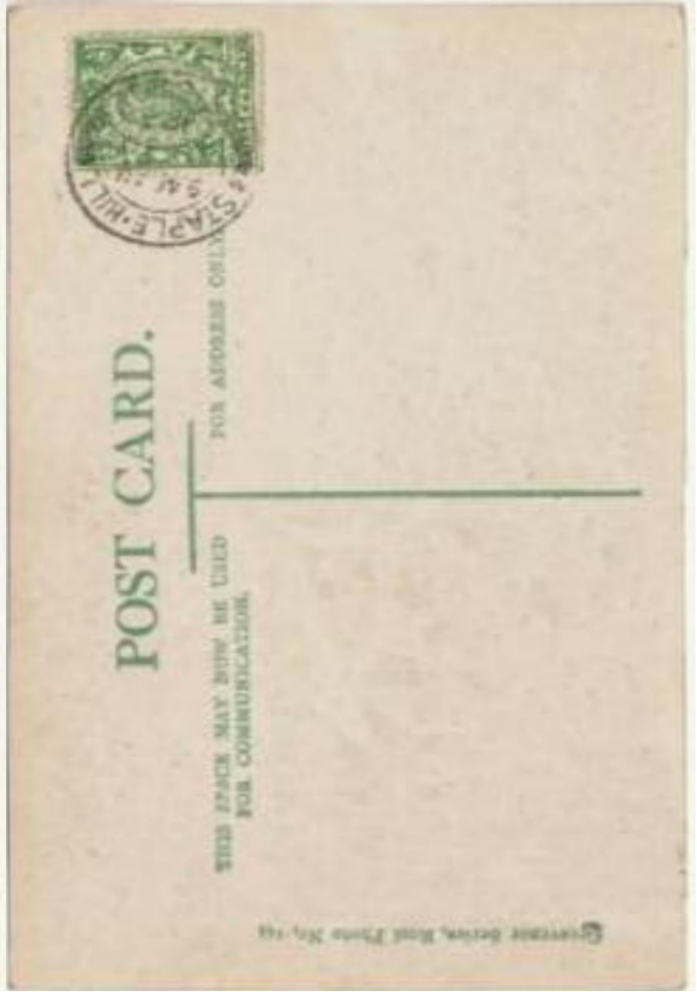
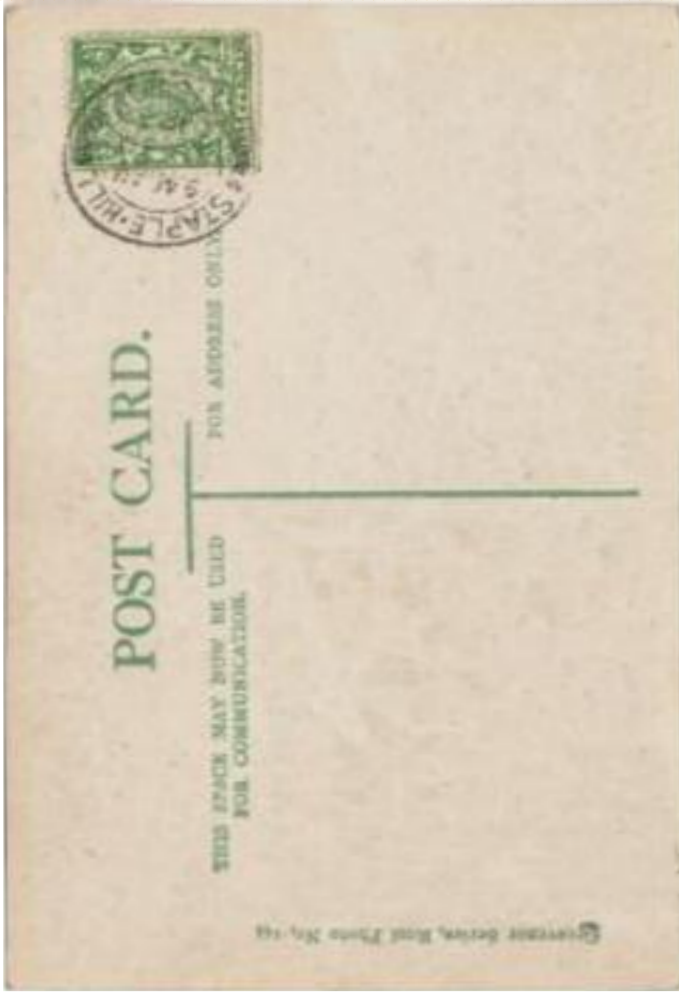
Dear Catherine
The weather is
not much better
here but hope the
fine weather is
down with you
hoping you are
quite well as it
leaves us all well
with love Lily

Grosvenor Series, Real Photo No. 144









REPORT ON THE BOMBING OF STAPLE HILL DURING WW2

Friday Night 26/27 July 1940

Staple Hill: At 01.08 hrs four high explosive bombs fell near Page Park causing damage to houses on the edge of the park. Three came down near the Police Station, and one at Acacia Road where one house was seriously damaged. Electricity and telephone cables were also cut. No casualties.

Sunday Night 24/25 November 1940

Staple Hill: At 20.25 hrs two high explosive bombs and one unexploded bomb fell at Nelson Road, and two high explosives at Portland Street and Portland Place. In addition a high explosive was reported at Berkeley Road, and another at the Page Institute, Soundwell Road. Two young children were killed at 12 Portland Place, both the daughters of Private R.C. Taylor, of the Gloucestershire Regiment. They were June Valerie Taylor (aged 21 months), and Veronica Mary Taylor (aged 6 months).

Monday Night 2/3 December 1940

Staple Hill: At 19.20 hrs about a hundred incendiary bombs fell opposite the Tram Depot. At 21.23 hrs a high explosive bomb dropped on the High Street where a gas main was fractured and set alight and bungalow destroyed by fire. In addition a garage was destroyed and a house and a shop damaged. Total casualties amounted to two slightly injured.

Monday Night 17/18 August 1942

Staple Hill: At 23.30 hrs five un-ignited parachute flares and four unexploded bombs (one 250 kilogramme, and three 50 kilogramme) were dropped half a mile east of Staple Hill Station, causing the main LMS railway line to be closed for several hours. No casualties.

(Thanks to John Penny, Wartime Historian, for making this research available to Page Park Explorers)

FIND OUT MORE:

[Bristol in the Blitz \(Wikipedia\)](#)

[South Gloucestershire in the First World War Project](#)

[South Gloucestershire War Memorials](#)

[South Gloucestershire Second World War Stories](#)

[South Gloucestershire Council Armed Forces Day](#)

Wartime in Page Park



When was World War I?
When was World War II?
What is this monument called?
Who does it remember?
Why does it have wreathes of poppies around it?

Why is this poster from World War II relevant to Page Park?

Has something changed since?

2.

I need your
SCRAP METAL



PUT OUT YOUR SCRAP METAL FOR SALVAGE to make Tanks - Cars - Ships - Shells - Bombs Machine Guns - Grenades - Cartridges - Bullets Mines - Steel Helicopters - Torpedoes - Rifles, etc.

DIG FOR

VICTORY

3.

What can you find out about this poster from World War II?

What can you find out about Holidays at Home?



4. What is this?

Why and what was it used for?

Find out what it was like to have to use a building like this.

Page Park Treasure Hunt (30 cards): KS2 (1 of 10 N & Central)



Page Park Treasure Hunt (30 cards): KS2 (1 of 10 N & Central)



Page Park Treasure Hunt (30 cards): KS2 (1 of 10 N & Central)



Page Park Treasure Hunt (30 cards): KS2 (1 of 10 N & Central)



Page Park Orienteering Kit (30 cards): KS2 (1 of 10 N & Central)



Page Park Orienteering Kit (30 cards): KS2 (1 of 10 N & Central)



Page Park Orienteering Kit (30 cards): KS2 (1 of 10 N & Central)



Page Park Orienteering Kit (30 cards): KS2 (1 of 10 N & Central)



Page Park Treasure Hunt (30 cards): KS2 (1 of 10 N & Central)



Page Park Treasure Hunt (30 cards): KS2 (1 of 10 N & Central)



Page Park Treasure Hunt (30 cards): KS2 (1 of 10 SE Corner)



Page Park Treasure Hunt (30 cards): KS2 (1 of 10 SE Corner)



Page Park Treasure Hunt (30 cards): KS2 (1 of 10 SE Corner)



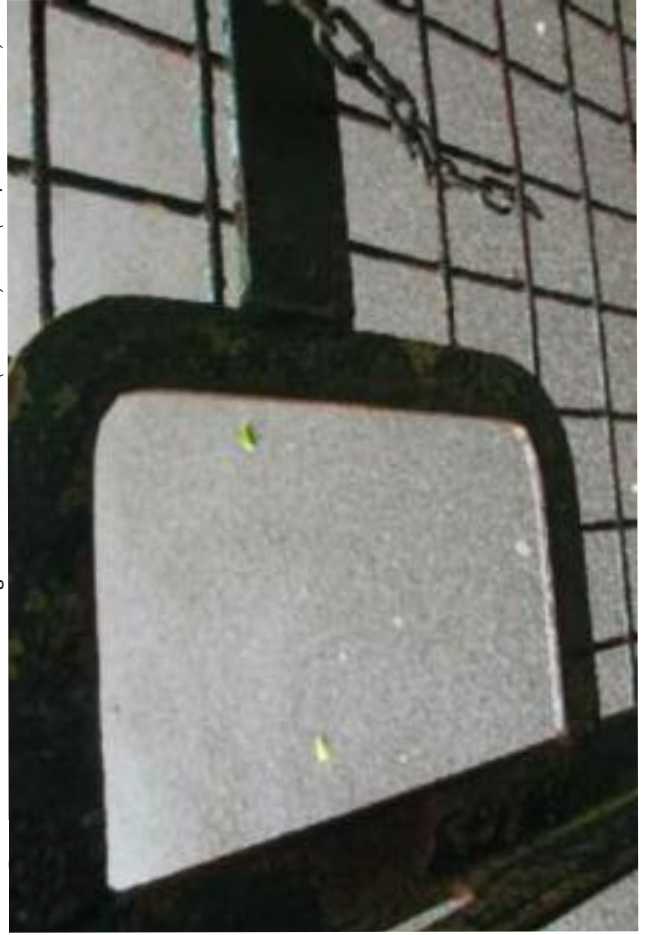
Page Park Treasure Hunt (30 cards): KS2 (1 of 10 SE Corner)



Page Park Treasure Hunt (30 cards): KS2 (1 of 10 SE Corner)



Page Park Treasure Hunt (30 cards): KS2 (1 of 10 SE Corner)



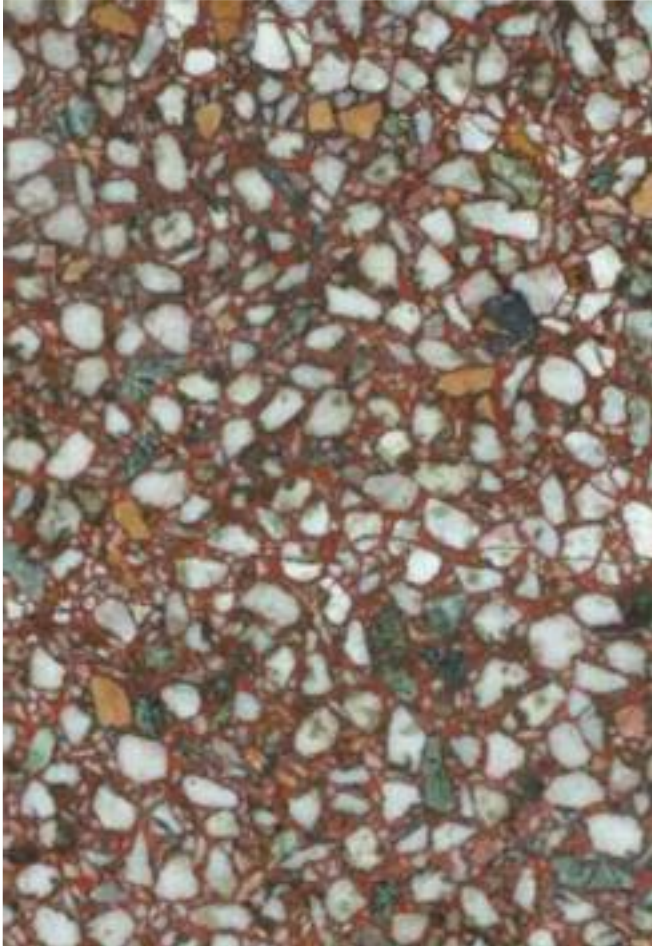
Page Park Treasure Hunt (30 cards): KS2 (1 of 10 SE Corner)



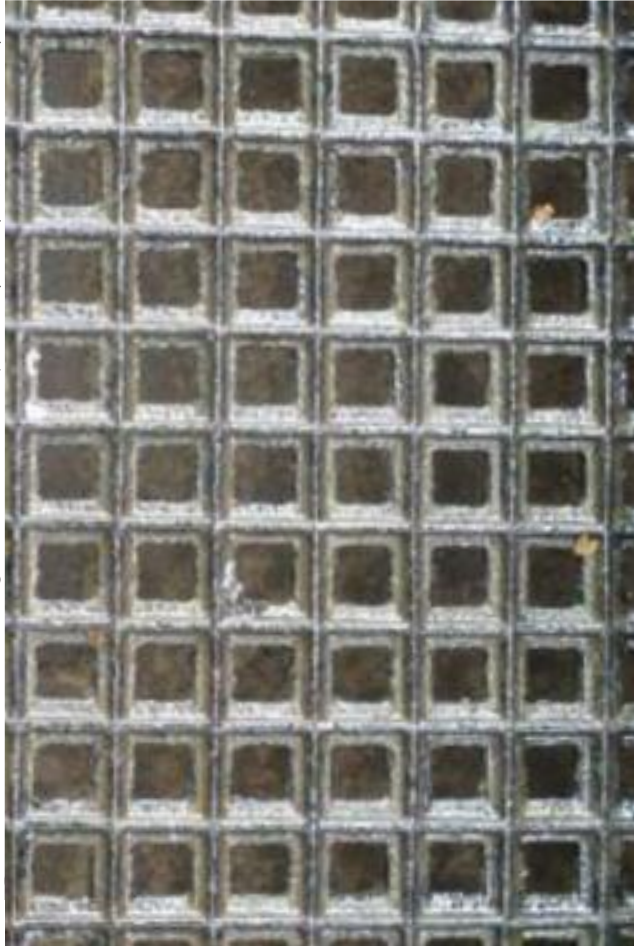
Page Park Treasure Hunt (30 cards): KS2 (1 of 10 SE Corner)



Page Park Treasure Hunt (30 cards): KS2 (1 of 10 SE Corner)



Page Park Treasure Hunt (30 cards): KS2 (1 of 10 SE Corner)



Page Park Treasure Hunt (30 cards): KS2 (1 of 10 SW Corner)



Page Park Treasure Hunt (30 cards): KS2 (1 of 10 SW Corner)



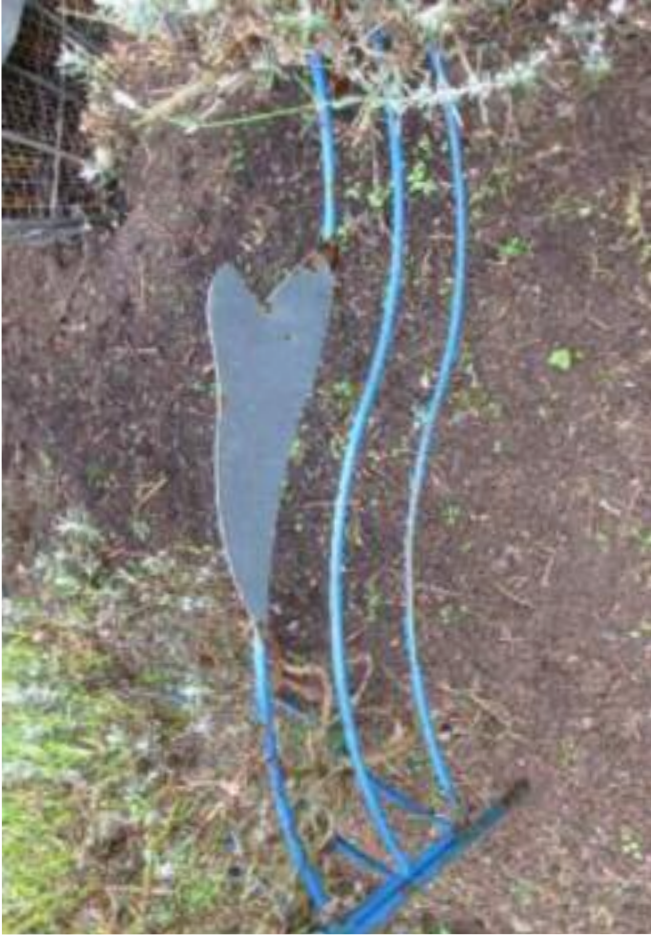
Page Park Treasure Hunt (30 cards): KS2 (1 of 10 SW Corner)



Page Park Treasure Hunt (30 cards): KS2 (1 of 10 SW Corner)



Page Park Treasure Hunt (30 cards): KS2 (1 of 10 SW Corner)



Page Park Treasure Hunt (30 cards): KS2 (1 of 10 SW Corner)



Page Park Treasure Hunt (30 cards): KS2 (1 of 10 SW Corner)



Page Park Treasure Hunt (30 cards): KS2 (1 of 10 SW Corner)



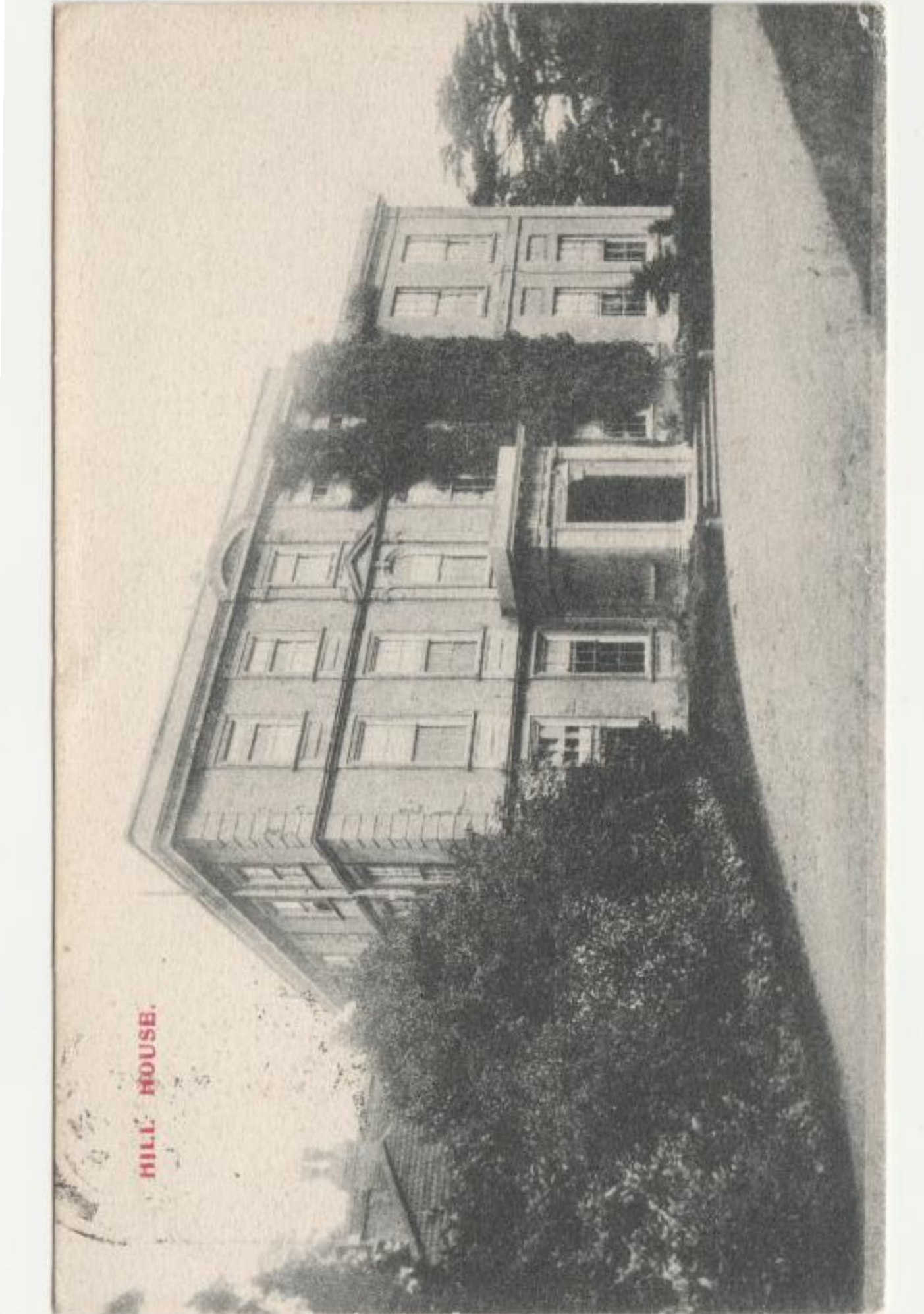
Page Park Treasure Hunt (30 cards): KS2 (1 of 10 SW Corner)

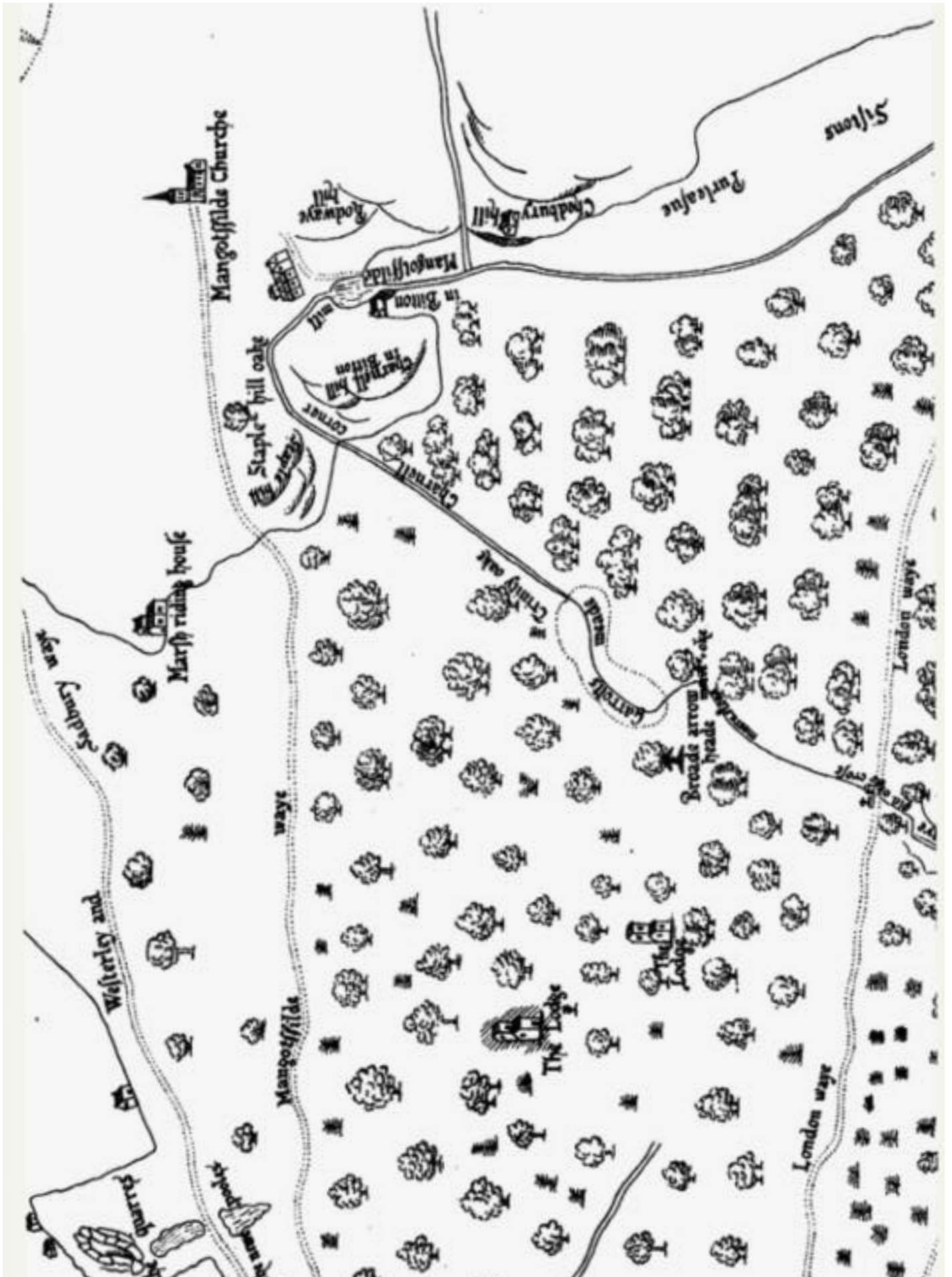


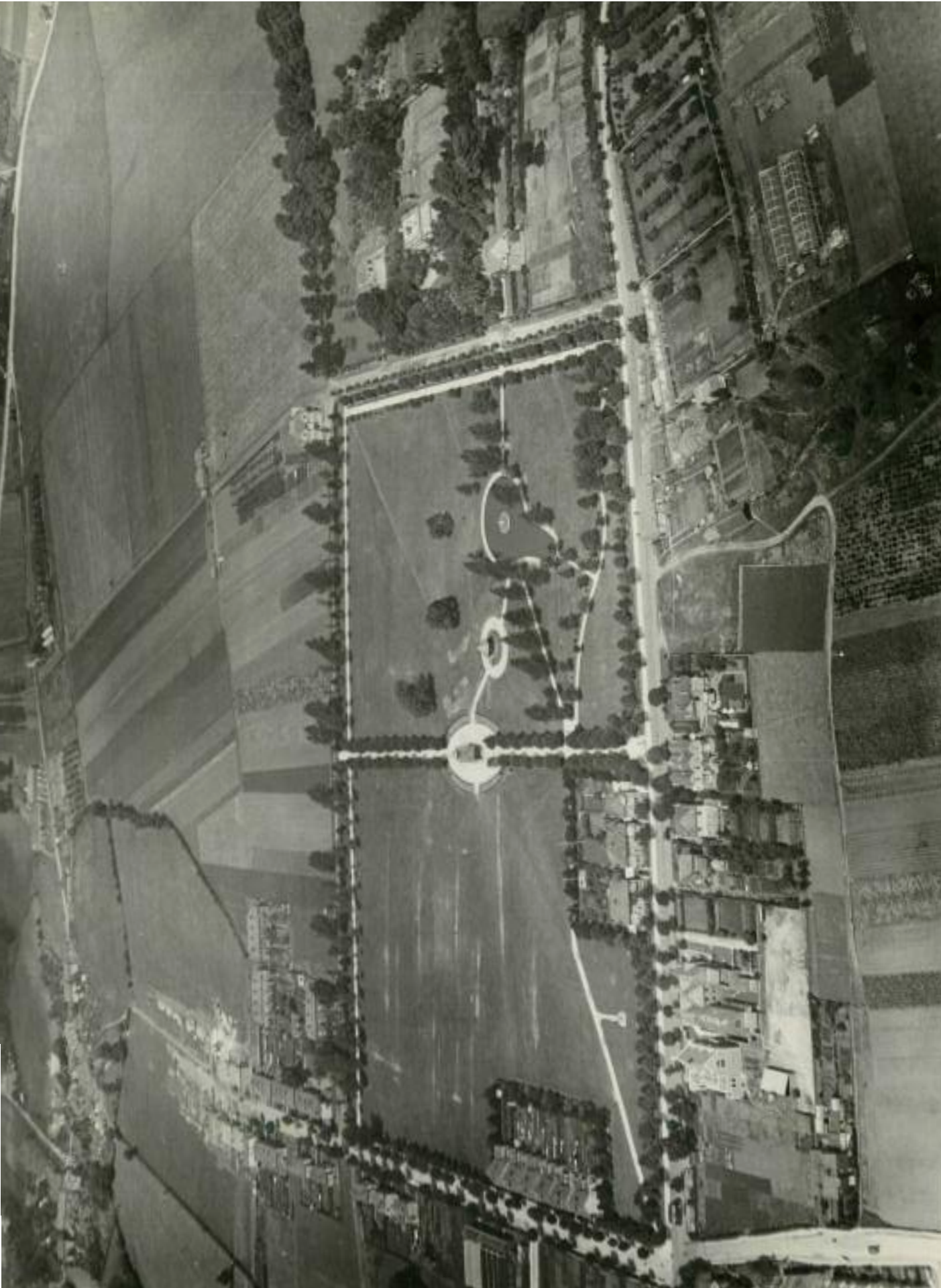
Page Park Treasure Hunt (30 cards): KS2 (1 of 10 SW Corner)









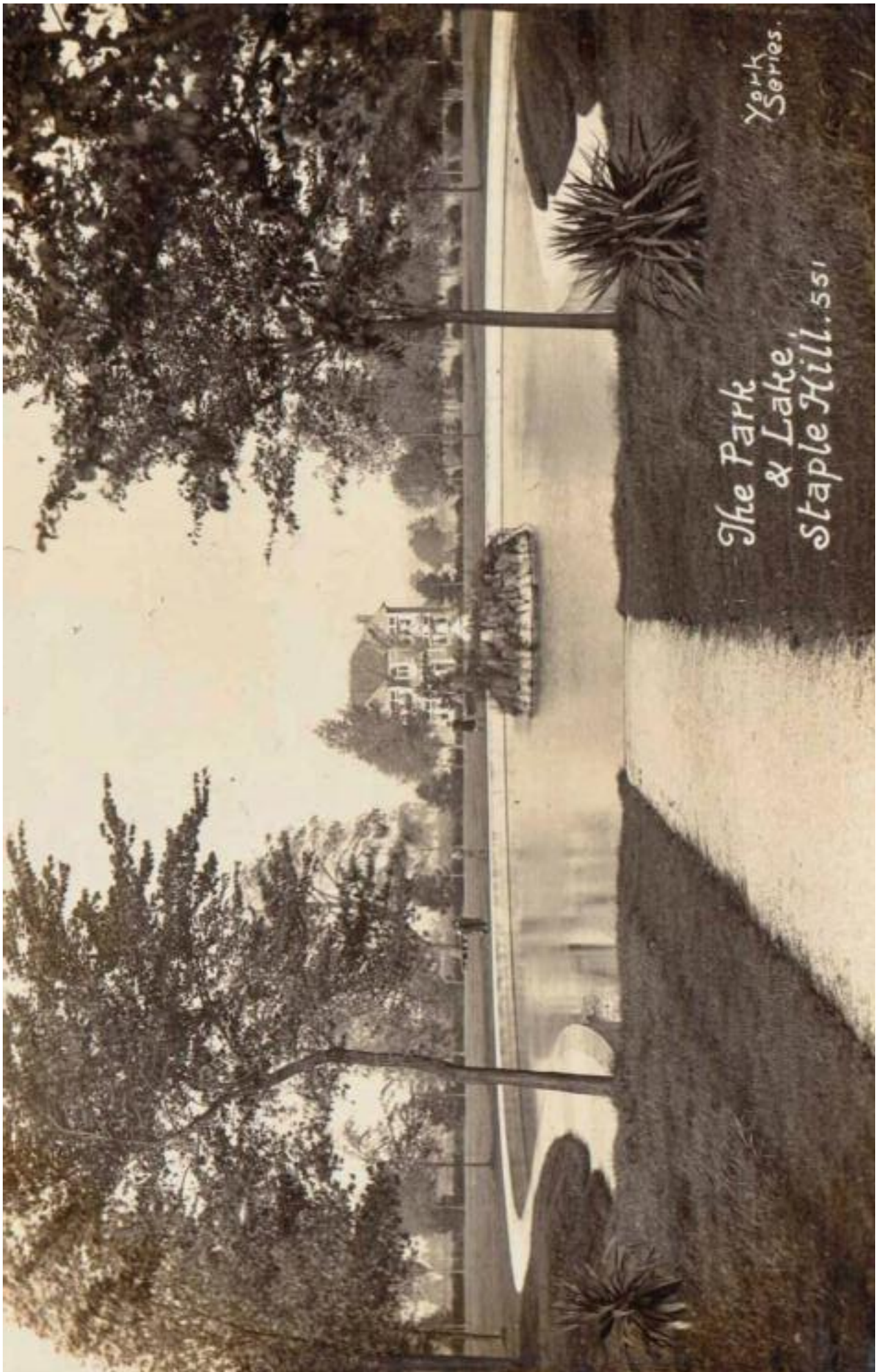


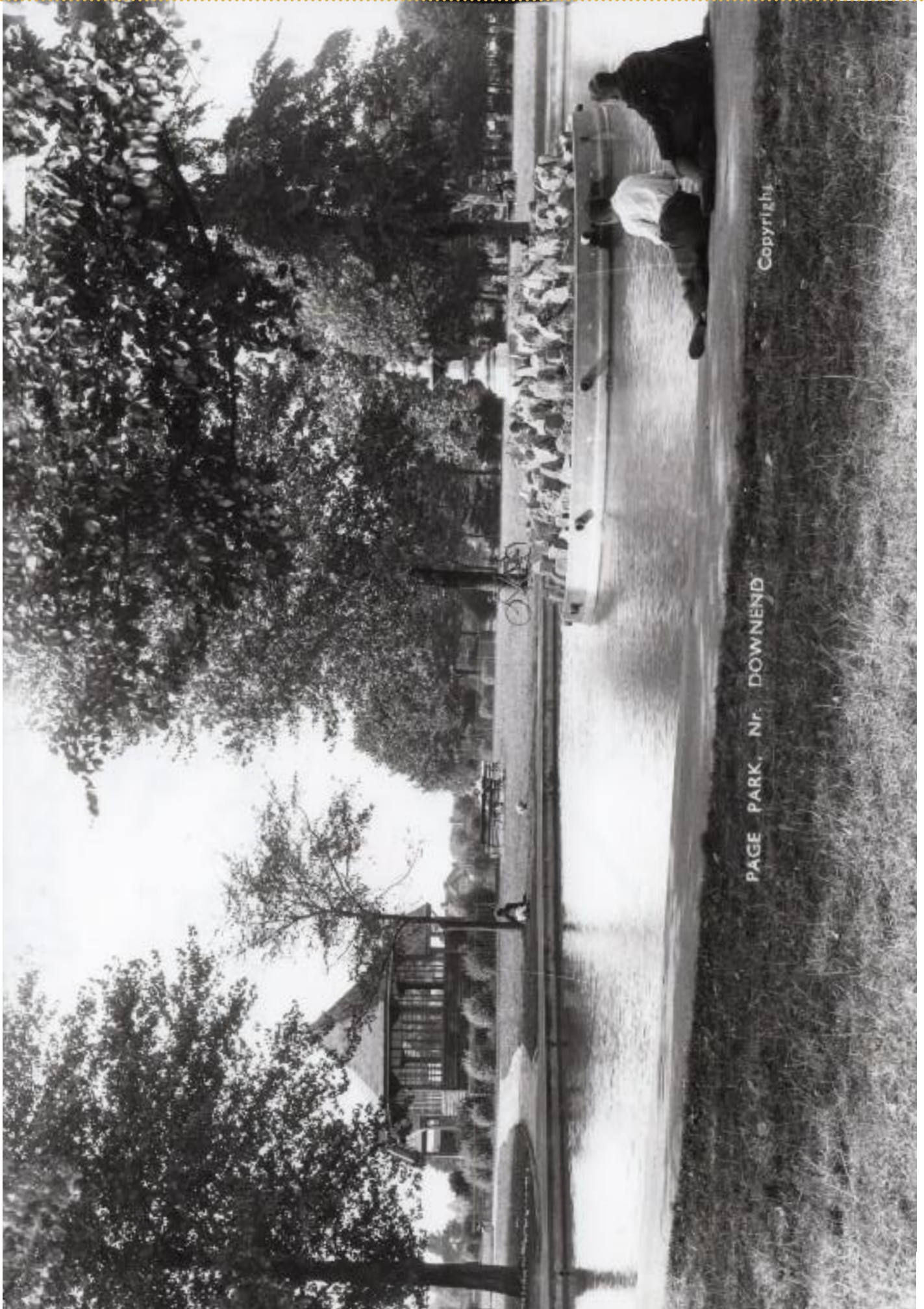


The Park, Staple Hill, Bristol.



Roger Angerson







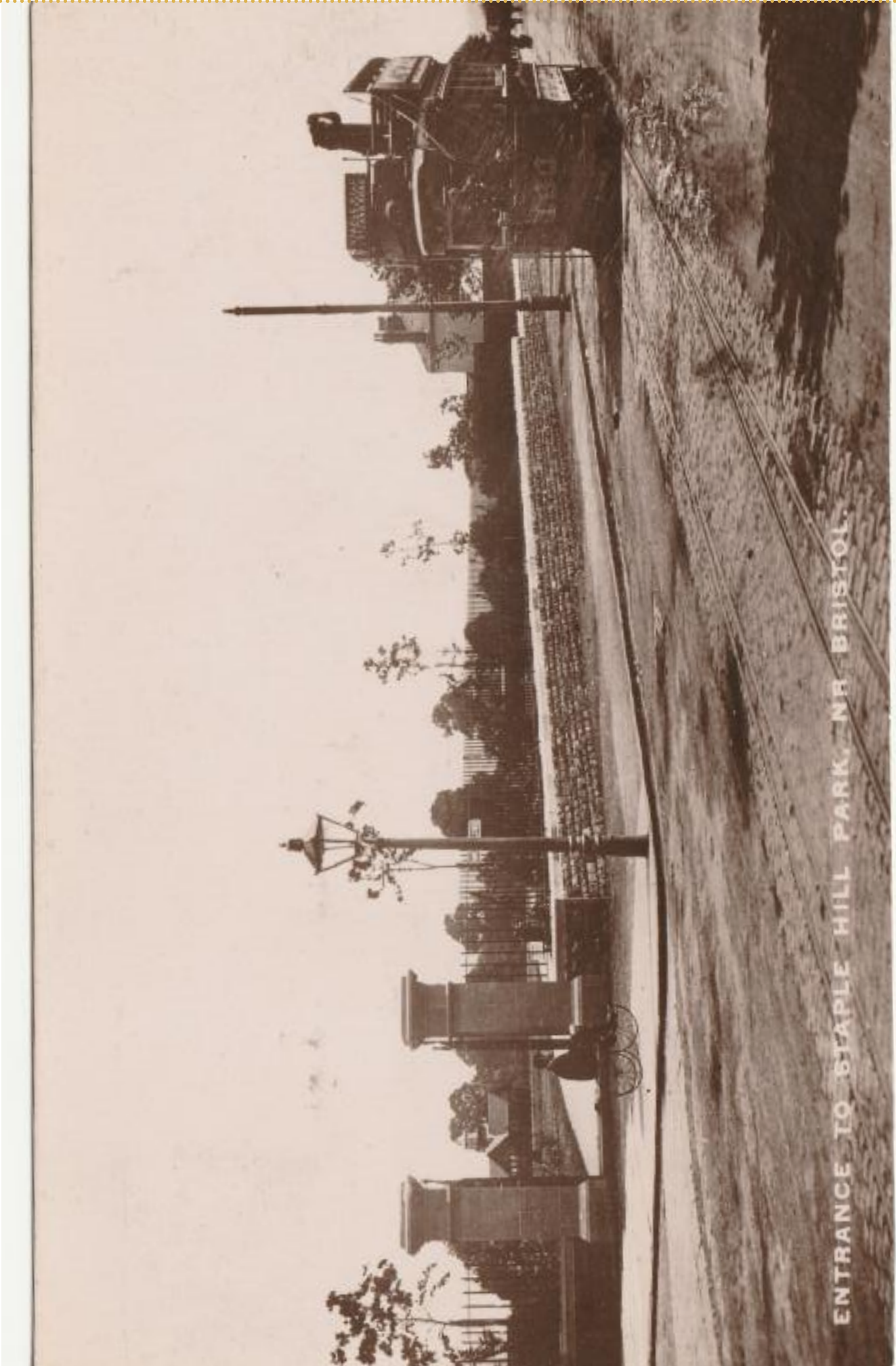


STAPLE HILL
PARK. BRISTOL.



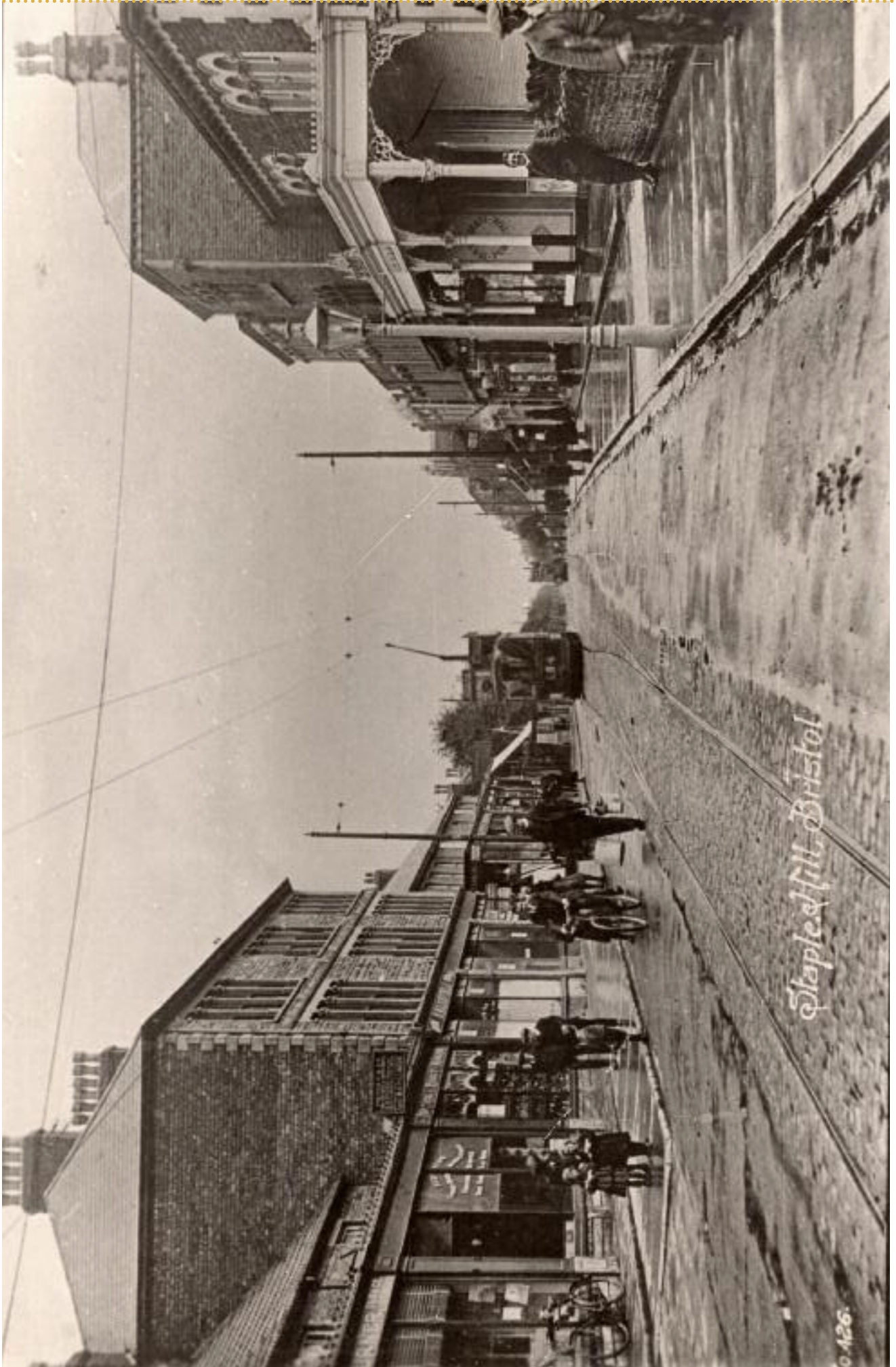
STAPLE HILL PARK, NR BRISTOL.











Roger Angerson









Page Park Explorers

Produced by Ruth Coleman and Helen Adshead, 2019

