



**Woodhorn Education Service**  
Supporting Heritage Organisations in Northumberland

# **Bolam Lake**

## **200th Anniversary**

### **Heritage Education Services Evaluation**



**NORTHUMBERLAND**  
Northumberland County Council



## Summary

Bolam Lake Country Park's Bi-centenary celebration, in the summer of 2016, included a heritage education project delivered by Woodhorn's Education Team.

The following outputs were achieved:

- **8 schools visited** Bolam Lake Country Park over a 5 week period (1 school still pending).
- **370 pupils took part** in a full day of Country Park activities.
- A **new Teacher's Pack** was produced with up to date information and a Hazard List
- A **new workshop**, 'A Perfect View', about the history of the landscape, was developed.
- Existing **workshops were updated** with lesson plans and curriculum links.
- Research undertaken for a **new Interpretation Panel** at Bolam Lake (produced and installed).
- Research undertaken for a **new heritage booklet** about Bolam Lake (currently in production).
- An **Education Plan for Bolam Lake** including aims, a strategy and implementation plan.
- Evaluation of the project and **recommendations for the future**.

## Feedback from teachers

*"This is one of the best trips I have ever been on. The kids loved every minute of it and were very engaged. Thank you so much. We will be back again!"*

*"The staff were incredibly knowledgeable and knew exactly how to pitch it to Year 4 children."*

*"A very good day. Thank you."*





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"Very good activities, children learnt lots and had lots of prior learning recapped."

"Really enjoyable, engaging day, enthusiastic staff. Good range of activities which make the most of these surroundings."



"Well organised, variety of activities which were well paced and engaging. Staff were very knowledgeable and accessible."

"Children very engaged throughout activities. Staff leading activities were fantastic."

"All activities well organised and children really enjoyed it – the range allowed all children to explore their interests."





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### Report

#### **1. Research:**

Historical research was undertaken using primary sources in the Northumberland Archives held at Woodhorn and secondary sources from a selection of publications.

##### **Output:**

- Text and images supplied for a new interpretation panel about the history of Bolam Lake. (See appendix 1).
- Text and images supplied for a new booklet about the history of Bolam Lake. (See appendix 2).

##### **Comment:**

The interpretation panel and heritage booklet will be a lasting legacy of this project. They tell the story of the key people involved in the creation of the lake, including Lord Decies, John Dobson and John Horsley. They also chart the changing fortunes of Bolam Village over time.

#### **2. Advice:**

Woodhorn Education Team provided site specific advice to help shape the development of education services at Bolam, test their robustness and assess their longevity beyond the project. The advice was underpinned by a combination of:

- Desk based research into country park education services, forest schools and national curriculum topics.
- Site visits to Bolam Lake and Plessey Woods.
- Observation of a school visit to Plessey Woods.
- Staff discussions.

##### **Output:**

A Bolam Lake Education Plan, including aims, objectives, strategy and an implementation plan for the duration of this project and beyond. (See appendix 3).

##### **Comment:**

The 'advice' phase of this project allowed us to get to know the staff, the assets and potential barriers to education provision at Bolam Lake and to involve Bolam staff in the work at all stages. The Education Plan incorporates all of the education offer which took place during the project. It also includes actions which could help staff make a transition from delivering project based education services to a fully-fledged education offer. The Education Plan should be reviewed in 9 months.

#### **3. Development of resources:**

This project aimed to showcase the excellent learning potential that Bolam Lake has to offer a new audience of schools. To do this we re-modelled existing Country Park educational activities and added a new heritage linked workshop. The result was a really varied experience for school children, using different spaces (lakeside, meadowland and woodland) and a range of activities (lake dipping, bug hunt, shelter building, landscape drawing and tree walks). Children got to experience all aspects of the site, and took part in 4 – 5 activities over 4 hours. The day was



facilitated by the Woodhorn Education Team and existing staff at Bolam (plus extra specialists brought in: Frances and Barry).

**Output:**

- Creation of a new heritage workshop '*The Perfect View.*'
- New lesson plans for all activities. (See Appendix 4)
- New Teachers' Pack with up to date information. (See Appendix 5)
- Template of a letter/timetable to be sent to schools. (See Appendix 6)
- Spreadsheet to help record data about schools visiting. (See Appendix 7)
- Teacher evaluation questionnaire. (See Appendix 8)
- Training day at Woodhorn (Bolam Lake staff)
- Training day at Woodhorn (Friends of Bolam Lake)

**Comment:**

Working together with Bolam staff to develop and deliver the workshops will help to embed 'good practice' and effective management and delivery of educational resources in the future.

**4. Delivery of Education Activities:**

Local schools were initially invited to take part in this project, but uptake was limited. Therefore we targeted city centre schools in Newcastle and urban areas in South East Northumberland.

The take-up was very good.

5 schools brought KS2 children (year 4, 5 and 6)

2 schools brought KS1 children (year 2)

1 school brought SEN pupils (year 13)

**Output:**

8 schools participated (2 cancelled due to teacher strike action, 1 school is still pending). (See Appendix 9)

370 pupils have taken part in a full day of activities at Bolam Lake during this project.

**Comment:**

The workshops were very popular with Year 4, 5 and 6 pupils (upper KS2).

Facilitating activities - The staff were experienced and knowledgeable at delivering education workshops and working with children. All were excellent and received very favourable comments from teachers and pupils.

Coach parking – perceived to be a problem as the site was unsure of whether coaches could enter and turn in the main car park by the visitor centre. This was not a problem and buses were able to drop off and collect school children safely.

Toilets – The toilet facilities were adequate, but limited. They were always clean, but sometimes a sink/tap was broken. Some schools commented on limited toilet facilities.

Lunch space – there was no indoor lunch space for the school children on days when the café was open. Instead an outdoor space was provided. On wet days, lunches were staggered so that the children could use the small café space alongside general visitors, though this was a ‘last resort’ option. Any future school provision would need to address the issue of an indoor lunch space when the café is open along with adequate storage for bags.

## 5. Evaluation:

All teachers completed a questionnaire. They were asked to rate each activity on a scale of 1 – 5 (1 = boring and repetitive, 5 = enjoyable and engaging). 14 teachers’ completed our Evaluation Questionnaire (See Appendix 10).

### Output:

Bug Hunt	6 teachers rated this	★★★★★
	8 teachers rated this	★★★★★★★
Lake Dipping	1 teacher rated this	★★★★
	3 teachers rated this	★★★★★
	10 teachers rated this	★★★★★★★
Perfect View	1 teacher rated this	★★★★
	6 teachers rated this	★★★★★
	7 teachers rated this	★★★★★★★
Shelter Building	2 teachers rated this	★★★★
	1 teacher rated this	★★★★★
	11 teachers rated this	★★★★★★★

13 teachers said they would come back to Bolam Lake Country Park on a paying visit, with 10 teachers suggesting a fee of £3-4 per pupil and 3 teachers suggesting a fee of £5-6 per pupil.

### Comment:

This is a very good start on which to build future education services at Bolam Lake. All but 1 teacher would pay for a visit to Bolam Park indicating that there is a financial value to delivering education services within this country park.



## **Appendix 1**

### **Bolam Lake Interpretation Leaflet (word count: 1,835)**

#### **Anglo Saxon Settlement**

People have lived in the Bolam area for thousands of years. The name 'Bol' comes from the Scandinavian word for 'hill' and evidence of early village life can be found in the Saxon tower of St Andrews Church, cultivation of the land and the settlement at Slate Hill.

#### **Image: St Andrew's Church**

#### **Barons of Bolam**

The Norman Invasion of 1066 brought in a new chapter in Bolam's history. Henry I created the title 'Baron of Bolam' as part of a wider plan to place Norman supporters in strategic positions around the country. The Barons of Bolam ruled over nearby villages and woodland, built a castle, collected payments from villagers and provided a Norman presence on the borders for the next 200 years, until the last male heir died in 1206.

#### **Border Wars and Unrest**

Ninety years after the Barons of Bolam had died out, Bolam found itself at the centre of national politics and events when the War of Scottish Independence started between England and Scotland in 1296. King Edward I needed a strong, military presence in Northumberland so granted the land around Bolam to the de Raymes family. Robert de Raymes came from a distinguished military family and had fought campaigns in Scotland and France. An effigy of a Knights Templar soldier (an elite Catholic military organisation) in St Andrews church is believed to be Robert de Raymes. However, twenty years of continual conflict took its toll, and in 1316 Robert de Raymes petitioned king Edward II stating *"He had lost horses, armour and other goods to the value of a hundred marks, that his houses and lands in Northumberland had been burnt and pillaged and damage done by the Scots to the amount of a thousand pounds, that he no longer derived any income from his property, which had formerly produced fifty pounds a year."*

The devastation caused by war, was compounded by poor harvests and the Black Death, which wiped out between a third and a half of the country's population. Uneasy border relations continued until 1603, when England and Scotland unified under one monarch and Bolam was able to enjoy a more peaceful period of history.

**Image: Shortflatt Tower – on the site of a fortified structure built in 1305 due to war with Scotland, or**

**Image: Effigy of Knights Templar**

### **Peace, prosperity and the arrival of the Landed Gentry**

With peace came prosperity. People returned to Bolam to farm the land. Improvements to roads made trade easier and industry sprung up around slate, coal, limestone, saddle making and thatching. When John Horsely purchased the Bolam Estate in 1727 it was a thriving and expanding community. His son Robert added grandeur to the estate by building Bolam Hall, near the site of the former castle. He died shortly after the hall was complete, in 1809, and his daughter, Charlotte Philadelphia, inherited the estate. She married Reverend John Beresford in 1810 and they moved into Bolam Hall.

**Image: Lord Decies Coat of Arms**

**Image: Birth Certificate of John and Charlotte Philadelphia's 2<sup>nd</sup> child Katherine Georgina.**

### **Reverend John Beresford (later Lord Decies)**

Reverend John Beresford was keen to improve the Bolam Estate, perhaps to reflect the title of Lord Decies which he would shortly inherit. He was familiar with fashionable ideas through the influence of his sister (Louisa) and her husband Thomas Hope – a renowned interior designer – and his uncle, the Marquess of Waterford who resided at the impressive Curraghmore Estate in



County Waterford. Nearer to home, his neighbours were making improvements to their estates. Sir Charles Monck was undergoing building and landscaping work on Belsay Hall and grounds, while Sir John Trevelyan kept a grand estate at Wallington.

John Beresford commissioned a young John Dobson to produce a landscape for Bolam Hall.

**Image: Extract from Affidavit: 'I, John Dobson, architect have been commissioned by ...'**

**Image: portrait of John Dobson**

### **John Dobson and Bolam Lake**

John Dobson was a young aspiring architect assisting Charles Monk on the redesign of Belsay Hall between 1810 and 1815. This is probably how he came to the attention of John Beresford who commissioned him to landscape land around Bolam. This is the only landscaping project Dobson undertook in a long and illustrious career which included the design of Newcastle's Central Railway Station, the east side of Grey's Street and Eldon Square.

John Dobson was influenced by the ideas of Lancelot 'Capability' Brown (who was born only 5 miles away at Kirkharle) and he may have seen a selection of sketches and notes written by Humphrey Repton, which were kept in the library at Belsay Hall.

The landscaping needed to have a purpose – in this case to provide shelter from fierce north westerly winds for Bolam Hall - while incorporating landscaping ideals of variety, association and grandeur. He achieved variety by planting a range of rich ornamental trees such as fir and spruce, intertwined with oak, lime, beech and elm trees. Views toward the 15<sup>th</sup> Century Pele tower at Shortflatt gave the landscape architectural association. But the lake was to provide the grandeur: a jewel in the foreground, reflecting light, providing depth and variety and mirroring the brilliance of the plantation. The lake also

included technical elements such as sluice gates, dams and overflow pipes, which have helped maintain it for 200 years.

The creation of Bolam Lake gave much needed work to local labourers, who were paid 1 shilling a day and only returned if they wanted to. It took 3 years to complete and it transformed the land from boggy marshland into a sheltered beauty spot.

It also transformed the fortunes of Bolam Village.

**Image: Map of Bolam Lake and plantation**

### **Bolam Village 1818 - 1830**

A new vicar arrived at St Andrews church in 1818 and kept a diary of 'occurrences' around the village. Firstly the vicarage was renovated: a coal and ash house was built; a loft room was added to the stables and the vicarage was thoroughly cleaned, painted and wall-papered. Improvements were made to the church with the installation of a new stove to provide heating, and a new Sunday school opened which attracted 60 -70 children. Most of these improvements were paid for by John Beresford. Finally, a new society was formed of 'horses, men and dogs' called the Northumberland Hunt with the object of 'the destruction of foxes and the pleasure which the members have in pursuing these pernicious animals.' Beresford and his guests could also enjoy trout fishing in his new lake. Bolam now had the trappings of a Country Estate.

90 people lived in Bolam Village in 1820. The wider parish had a population of 595. This was a thriving community of agricultural labourers, gardeners, blacksmiths, joiners, woodmen, servants, shopkeepers and their families



The vicar also kept a record of deaths and Bolam, like other places, faced outbreaks of diseases with little medical help. Of the 125 people who died between 1818 and 1830, 1 in 5 were babies, almost 1/3<sup>rd</sup> of deaths were caused by consumption (tuberculosis) and 1 in 11 were caused by scarlet fever. His diary also shows that some people died because they were 'worn out'.

Bolam also suffered a rash of suicide attempts in 1820, when 3 people attempted to take their own lives over a 2 month period (only 1 successfully). Perhaps more worrying are the changes to society in general, with large factories replacing cottage industry and the growth of towns and cities. The vicar writes in 1820: *"This year is a dreadful year for England – sedition, blasphemy and all sorts of evils spreading like wildfire among the lower orders in the manufacturing towns and districts."*

### **Image: Parish Record of Deaths**

### **Bolam Lake Revisited**

Almost 30 years after Dobson completed Bolam Lake and grounds he returned to find the landscape *"in a most neglected state."* His ambition for the lake and plantation included: *"a spread of trees with a hanging and playful outline, giving variety and extent to the whole,"* By 1847 this had become *"a few bare, unhealthy trees, allowing the eyes to pass over the whole surface of the water producing the effect of a mere pond."* He described many of the trees as looking like 'scaffolding poles' carrying 'poor and unhealthy tops' and providing 'no shelter to the house from the cold and heavy north west winds.'

Dobson was furious. He set about identifying what needed to be done, in some cases cutting down 2/3rds of the trees, in the hope that the remaining trees may throw out their branches. He entrusted his plans to Thomas Coxon, a woodman, and hoped that *"the great expense which Lord Decies has experienced I trust will not be entirely wasted."*

The Decies were only to enjoy the Estate for another 50 years. In 1902 they sold the Estate to Mr Frank Buddle Atkinson.

**Image: extract from 1849 Affidavit**

### **Bolam Lake in the 20<sup>th</sup> Century**

Frank Buddle Atkinson was a keen sportsman, amateur jockey and colourful character. He raced in the 1892 Grand National, though his horse, Midshipman, failed to finish. He joined the Durham Light Infantry and fought in World War One, rising to the rank of Captain. He visited New York in 1939 and in 1941 he became the High Sheriff of Northumberland. He was master of the local foxhounds, played in the cricket team and bred pheasants and partridges for sport. The lake at Bolam was well stocked with trout and the estate had a small army of workmen: three gamekeepers looked after the pheasants and six woodmen managed the plantations. The hedges were trimmed regularly and the roadside verges were mown each summer. A private police force patrolled the perimeter to keep out poachers.

However, despite his energy and efforts, by 1945 Bolam had grown wild and Frank Atkinson moved to Surrey where he died in 1953.

During World War Two, Land Girls of the Timber Corps worked on the Estate. They were paid 12 shillings per week to cut timber. Jo and Monica Bogie remember the long hours and learning to drive a tractor to drag timber over the boggy land where it was loaded into lorries. It was very dirty work, and water was rationed: they were only allowed one scoop of water to wash in! Italian Prisoners of War worked alongside them, and although they weren't allowed to fraternise with them, friendships between the women and Italian prisoners sprung up.

The arrival of the motor car and charabancs made day trips from cities and towns into the countryside easier and affordable. Bolam Lake was a popular destination, and in 1970, after years of constant trespass, the Trustees of Bolam Estate decided to sell the lake and adjoining woodland to Northumberland County Council. Bolam Lake and Country Park opened to visitors in 1972 to provide a space for: "passive recreational activities with the



existing rural character and attractiveness of the lake and its surroundings remaining unspoilt.”

**Image: Bolam Park today or,**

**Image: WW2 Land Girls, or**

**Image: Charabanc outing**





## Appendix 2

Bolam Lake was created by the famous architect John Dobson in 1816 and commissioned by the owner of Bolam Estate, Reverend John Beresford (later Lord Deices).

John Dobson had an illustrious career, spanning more than 50 years, designing buildings across the North East of England. Today you can see his work at Newcastle Central Station, (Old) Eldon Square and the west side of Grey's Street, Newcastle.

Bolam Lake is a rare example of his landscaping work. At Bolam he found that “topography unites with history to provide the landscape gardener with a unique opportunity.”

The lake at Bolam was once a boggy swamp, known as the Bolam Bog, but John Dobson aspired to transform it into “an airy landscape of buildings, woods and water.”

To produce the perfect landscape, Dobson used many of the principles crafted by celebrated gardeners such as Lancelot ‘Capability’ Brown, who was born 5 miles away at Kirkharle, and Humphrey Repton. These include: **variety**, **association** and **grandeur**. He included ‘ha-ha’s’ to provide a seamless barrier with uninterrupted views; he planted a range of rich, ornamental trees, such as fir and spruce, intertwined with oak, lime, beach and elm trees to provide a variety of foliage; while views toward 15<sup>th</sup> Century Pele tower at Shortflatt gave the landscape a historical association. The steep sided hill and abrupt rocks around Harnham village in the distance completed the ‘picturesque’ view. But the lake was pivotal to his plans. A jewel in the foreground, reflecting light, providing depth and variety and mirroring the brilliance of the plantation.

The lake and plantation took 3 years to complete, providing much needed work for local people. Workmen were paid 1 shilling a day to build a dam and line the lake with clay. By 1900, the Bolam Estate employed 3 gamekeepers, 6 woodmen and private policemen to patrol the perimeter, but the expense of keeping up the Estate became costly. By 1945 Bolam had grown wild and in 1972 Northumberland County Council bought it as a small Country Park “for

passive recreational activities with the existing rural character and attractiveness of the lake and its surroundings remaining unspoilt.”

Label for ha-ha image

A ‘ha-ha’ is a steep sided ditch which provides a barrier to stop livestock from straying onto other land.



# **Bolam Lake Country Park Education Advice and Planning March 2016**

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## 1.1 Context

Bolam Lake Country Park in Northumberland is 'A gateway to the countryside'. It provides a safe way to experience the countryside. It offers free car parking, a café and visitor centre, toilets and a variety of trails and interpretation panels to help visitors have an enjoyable and informative visit. Bolam Lake countryside assistants and volunteers run a programme of talks and events to promote the park and provide new experiences for visitors. Bolam Lake can provide schools with activities and workshops but these are not actively promoted.

The government, as well as many other statutory educational bodies have raised the status of outdoor learning as being of great benefit to all and particularly school age children. Its provision nationally has been high on the learning agenda growing in the last decade, with influence from our Scandinavian neighbours. The '8-point plan for England's National Parks' (March 2016) highlights the benefits of the outdoors for learning, well-being and health (particularly mental health) making parks like Bolam an attractive and viable venue for schools to visit.

Due to the largely rural landscape of Northumberland, many schools within the county access outdoor learning via Forest Schools. Forest schools are formal outdoor learning programmes that are an '*innovative educational approach to outdoor play and learning*' as well as encouraging a positive outdoor experience. Most Forest School provision comes from within the school itself and teachers and support staff are trained to run sessions. Schools in urban areas that do not have the outside space to support a programme are more likely to look to outside support to enhance their outdoor learning.

Bolam Lake Bi-Centenary Project is an opportunity to review existing education services and plan future education work.

## 1.2 Bolam Lake and Country Park Mission Statement:

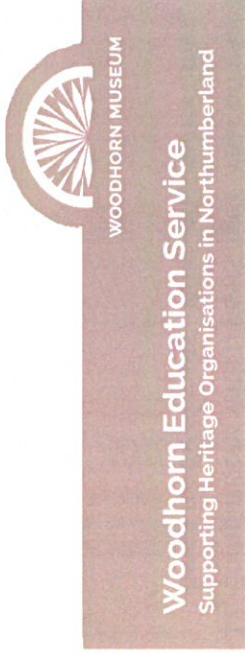
"A gateway to the countryside." "A safe environment to give a flavour of the countryside."



### 1.3 Current Provision

1. Number of School visits  
Approx. 30 schools visit each park every year.
2. Why do schools visit?
  - Environment – simply being somewhere in the countryside.
  - Activities and workshops – pond dipping etc.
  - Having new experiences
3. What number of repeat visits do you get? – most are repeat visits. The sites don't advertise, have leaflets, use website, Northumberland 360.
4. Which key stage groups visit? Any
5. What is your capacity? Café holds approx. 30. Additional marquees can increase the capacity to 60.
6. What are your ratios – Adults: Pupils? 8:1. Parks staff work with groups of around 20 (1 or 2 members of staff, 1 group is usually led by teacher)
7. Do you hold any outdoor learning training or certificates? No (why not? – a good promotional tool).
8. How far do schools travel? Most come from cities – especially Newcastle.
9. Do they pay? £150 per member of staff for a full day. £100 for a half day. Pricing structure could be reorganised.
10. Duration of visit – 10 – 2pm (3 hours + lunch). This is not set, some schools arrive at 9.30 and depart at 2.45pm
11. Perceptions: At/Above/Below capacity? Below. Want to do more, could do more. Need more resources.
12. Comparisons with 5 years ago? Year on year budget cuts. Service is depleted. But no real data to make comparisons. Query whether records are being made of visits. Who, how many times, teacher contact, Key Stage/year group, activities.





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### **Comment:**

The education service is currently run on an ad-hoc basis. No data is collected which could provide information about visiting patterns, services are not advertised to schools in leaflets, emails, website, most schools who visit have been before. This is largely due to lack of resources and staffing to run a more formal education service. It does not reflect the quality of the activities or resources available to schools.

## **2. Mission, Brand and Environment**

### **2.1 Mission: What are you setting out to achieve?**

A variety of activities (centred on doing and experiencing) – please could you think more about what you would like your education services to achieve (in terms of what you would like to do, number of users, what kind of service you would like to provide – is this the same as other country parks or does it have any unique bits.

### **2.2 Brand values**

What kind of organisation are you: Passionate, disconnected (from each other because of rota working and large geographic area), knowledgeable.

### **What kind of organisation would you like to be?**

- a) Who you are? Chris (P/T casual – later full time for duration of project as Development Officer), Andrew (P/T casual), Ian (P/T casual) and Graham (F/T)
- Skills – animal trapping, pond dipping, practical conservation, planting, habitat improvement and development, river stuff, bush craft, mini beasts, environmental science.
  - Experience – 2 x 8 years + 1 x 4 years + 1 x new and no education experience.



- Knowledge/qualifications

Various teaching qualifications, environmental management and science degree, knowledge of country parks, engineering.

- Networks – NCC, Active Northumberland

- Partnerships – Northumberland Wildlife Trust (potentially) but in reality don't work with other organisations.

- Expertise  
(see skills)

- Team – **is there a wider team to include here?** eg. Frances Povey, other members of staff who work in catering/shop, key colleagues who you work with in NCC

b) What you offer

No marketing material – They don't **offer** schools anything. Schools have to ask.

c) Where you operate

Bolam, Plessey Woods, Druridge Bay

d) How you communicate

Telephone (not always manned) and email. Using google docs which could potentially help to coordinate staffing and bookings. Limited face to face communication due to work rotas and working on different sites.

## 2.3 Environment

### 2.3.1 SWOT Analysis and Implications

The SWOT analysis and its implications are an important part of the overall picture for the Museum's consultancy arm. – Definitely complete this

Strengths	Weaknesses
<p>'Can do' attitude of staff</p> <p>Staff are encouraged to work to their skills and take the initiative.</p> <p>Manager good at delegating, staff respond with good team work.</p> <p>Lots of trust within the team.</p> <p>A good shared vision/passion for the job.</p> <p>Facilities at each of the sites (carparking, room, toilets, picnic benches)</p> <p>The environment</p>	<p>Under resourced – staff cuts</p> <p>Communication is poor – people work on rotas, they don't always have face time with colleagues for weeks at a time.</p> <p>Varied job role – cover everything – litter, dealing with public, running education sessions, running weekend activities, working on projects.</p>
Opportunities	Threats
<p>Health and Wellbeing funding</p> <p>Mental health Funding</p> <p>Obesity funding</p> <p>Provide corporate services</p>	<p>Politically at risk – a department that has been restructured and reduced.</p> <p>Low priority for the Council – unless this can be changed.</p>



<p>Links with HE and FE for student placements (to increase capacity).          Forest Schools.          The fact that they don't promote their services at all, yet everything is in place for them – they could achieve good results quickly and be a 'good news' story for a council struggling to maintain customer service/education functions.</p>	
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### 2.3.2 SWOT Implications

1. Improve communication internally between the team and externally with customers. This is essential to delivering a cohesive and professional education service. Work around this will feed into branding and marketing and enhancing the education offer.
2. Review the current education offer (themes, age groups, seasons). Some of the team felt that the current workshops were repetitive to deliver. No evidence of activities being themed. Re-positioning the activities may enthuse the team and help create a buzz around the education work.

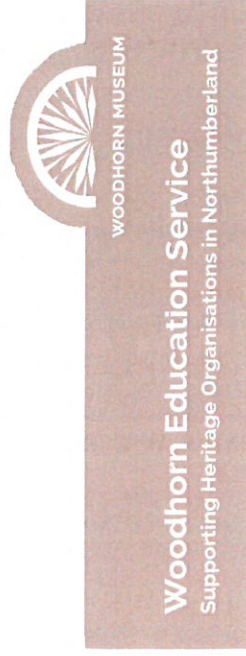




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3. Data collection: measure what matters to the organisation (who visits, why they visit, what they think about the site etc.). This will help you to plan effectively and fundraise successfully.
4. Devise and implement a marketing and branding strategy. Currently the country parks do not advertise education sessions to schools. It is quite difficult to find useful information about school visits on websites. This needs to be improved.
5. Funding and investment. Explore new funding options for future education work which includes forest schools, social value (health and well being), arts award and other national and regional initiatives.



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### 3. Collaborators and Competitors

#### a) Collaborators

**Plessey Woods Country Park, Northumberland:** part of the 3 sites that are run together. This site is more accessible and centrally located for schools. It has a more prominent status on the NCC website, that it offers educational opportunities and is a “*countryside classroom*”.

**Druridge Bay Country Park, Northumberland:** part of the 3 sites that are run together. This again has a more prominent place on the NCC website with an offer of educational opportunities and listing a contact number. Northumberland Wildlife Trust run sessions near here (see competitors below). They do not work in isolation and share staffing and resources (eg. equipment and marquees).

**Active Northumberland:** who use their site to deliver activities – mixed results? Louis Perallis, member of Active Northumberland, is the contact and is highly regarded by the country parks.

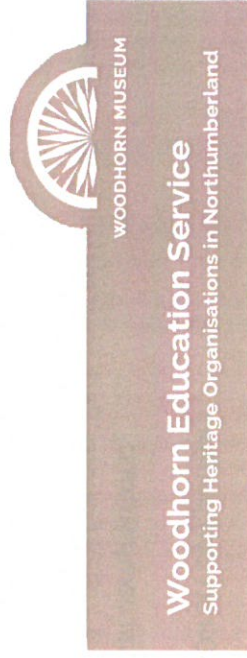
**Leading Link:** Recently worked with the Leading Links team, Bedlington, on an art project at Plessey Woods this could be the catalyst for more art based and community collaborations.

**Possible collaborations:** Sustrans...Northumberland Wildlife Trust...University...

#### b) Direct competitors

#### Local competitors:

1. QEII Country Park (currently no educational offer)



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2. Bedlington Country Park (currently no educational offer)
3. Wansbeck Riverside Park (currently no educational offer)
4. Blyth and Seaton Sluice Links and Foreshore: there is an educational offer for a small charge.
5. Newbiggen Bay and Promenade
6. Choppington Community Woods and Local Nature Reserve: although it has no facilitated educational offer there is a very comprehensive and engaging pack downloadable for groups visiting.
7. National Trust: who have properties nearby, Wallington Hall
8. English Heritage: who have Belsay Hall nearby
9. Kirkharle...

#### **Regional competitors:**

10. Tyne Riverside
11. Tyne Green Country Park, Hexham
12. Rising Sun and North Tyneside Council Parks department who produce very good quality programmes and promotional material (contact directly for further information).
13. The Country Trust: is a national educational charity to enable access to the countryside. They work with urban schools with high deprivation including; farm visits, residential trips and food discovery projects. Ford Castle is listed on their website.
14. Northumberland Wildlife Trust: this has a comprehensive schools programme with specific and structured activities that can be chosen by schools and delivered at different venues. These venues (competitors) are Druridge Bay (see above), Big Waters at Seaton Burn and St Nicholas Park in the grounds of St Nicholas Hospital, Gosforth.





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Tel 01670 624477 e-mail: [education@woodhorn.org.uk](mailto:education@woodhorn.org.uk)

#### 4. Facilities Checklist:

1. Coach Parking
2. Shop
3. Education room (for lunch)
  - Sinks
  - Tables and Chairs
4. Toilets
  - Girls (No.)
  - Boys (No.)
5. Hot water
6. Current Capacity (due to space/staffing)?

Y/N – No. Buses can drop off pupils off in the car park and park within it.

Y/N – Yes. Limited stock, but some pocket money range stock.

Y/N – Yes, use café when closed to the public.

Y/N Yes in toilets

Y/N 30 chairs and 7 tables, plus picnic benches outside and upto 3 marquees.

Y/N Number 3

Y/N Number 2 plus a urinal

Y/N Yes

30 indoors only. 60 using marquees outside.

#### 7. Opening days for visits?

these dates.

#### 8. Opening times for visits?

#### 9. No. of staff?

#### 10. Materials

#### Cleaning

- Mops/buckets/clothes
- Hoover
- Dustpan and brush
- Bins, bin bags and recycling

Please confirm days that the café is closed to the public and we'll try to book schools on

10am – 2.30pm

2 per session: Project manager and site assistant. Plus Woodhorn staff

Yes

Yes

Yes

Yes

<ul style="list-style-type: none"> <li>Other</li> </ul>	
Non-consumables	
<ul style="list-style-type: none"> <li>Scissors</li> <li>Paintbrushes</li> <li>Pencils/sharpeners/rubbers</li> <li>Binoculars</li> <li>Bug hunts materials (nets etc.)</li> <li>Clipboards</li> <li>Other</li> </ul>	<div>No – Woodhorn to provide</div> <div>Yes</div> <div>Yes</div> <div>Ltd Number</div> <div>Ltd number</div> <div>30</div>
Consumables	
<ul style="list-style-type: none"> <li>Paper</li> <li>Glue</li> <li>Paint</li> <li>Colouring pencils</li> <li>Other</li> </ul>	

## 5. Policies and Procedures

- Risk Assessment
- Mission Statement
- Insurance
- Child Protection Policy
- DBS Checks – Most staff do not have current DBS checks. Chris does from a part time job with St. Oswalds.

## 6. Training

### Results:

Ian would like training on delivering workshops and working with objects and archives and possibly tours.

Chris would like to develop communication skills and object handling but is OK at managing visits and delivering workshops and tours.

Andy is very able at delivering workshops, tours and managing visits. I think he might find it interesting to see how we deliver education sessions in a museum as CPD.

## 7.0 Aims and Objectives

### 7.1 Aims

Review current education provision and identify opportunities to develop education provision during the Bolam Lake Bi-Centenary project.

### 7.2 Objectives

Remember to keep these SMART - Specific, Measurable, Achievable, Realistic, Time-tabled

1. Review current provision of activities to schools through a dissemination day at Woodhorn, led by Victoria and Caroline in April.
2. Produce lesson plan and script format for each of the activities offered to schools, flowing from the dissemination day. Complete by end of April.
3. Identify themes, seasons and age ranges to help brand the education offer at Bolam by end of April.
4. Agree the strategy for forward planning of education services as informed by this document by end of April.
5. Produce comment cards to collect evaluation from audiences at events during Summer 2016.
6. Collect evaluation from pupils and teachers who take part in the bi-centenary education workshops during Summer 2016.
7. Introduce procedures for managing school visits across Bolam and Plessey Woods by Summer 2016.
8. Introduce data collection for school visits by Summer 2016.
9. Use the education report as a tool to raise funds for marketing and branding during Autumn 2016.
10. Re-launch education service with marketing, staffing, procedures and data collection in place Spring 2017.





## 8. The Strategy – this section will be completed following the dissemination day at Woodhorn

### 8.1 Benefits

- What can we provide
- We are uniquely placed to do this, because:

### 8.2 Product ie. workshop/activity

This is where you will define each product even more precisely.

- Product description
- Price
- Promotion
- Place
- People

## 9. Implementation Plan

This sets out the practical ways in which you will deliver the objectives

Objective	Area for Development	Action	Who	When	Resources needed	Priority	Expected outcome
1. Review current provision of activities to schools through a dissemination day at Woodhorn	Develop and restructure what is on offer at Bolam. Create a baseline for staff training.	Arrange a dissemination day at Woodhorn. Gather current materials and evidence from the team.	Team, VC and CM	April	Flip charts, paper, pens, examples of Woodhorn's materials, refreshments, lunch	High	Team building Better communication about education within the team Better communication about education to external customers New skills
2. Produce lesson plan and script format for each of the activities offered to schools, flowing from the	Review and restructure 4 existing workshops. Include lesson plans/learning objectives into a new teachers pack	Discuss existing workshop at the dissemination day. Identify links with National Curriculum. Identify learning objectives, activities, outcomes for each	VC and CM	End April	As above	High	Re-focus existing workshops Produce written resources for staff training and

dissemination day.		workshop	Team, VC and CM	End April	Education brochures	High	development
3. Identify themes, seasons and age ranges to help brand the education offer at Bolam.	Researching National Curriculum links to KS1 and 2 Examples of branding	Present research at the development day at Woodhorn	Team, VC and CM	End April	Education brochures	High	communicating educational assets
4. Agree the strategy for forward planning of education services as informed by this document.	Complete the Planning document	Send Education, Advice and Planning document	FP, GM	End April		High	Northumberland Country Parks management team approve the plan
5. Produce comment cards to collect evaluation from audiences at events.	Identify what we want to find out about our audiences Age, gender, reason for visit, enjoyment levels, qualitative information	Produce and distribute comment cards. Review information and make informed decisions about future events.	Project manager	Summer Term	Comment cards, box for collection	High	Quantitative and qualitative evidence of visitor usage of Bolam Lake.
6. Collect evaluation from pupils and teachers	Develop key question around school visits	Create a survey monkey online questionnaire, Record visit experiences	VC and CM	Summer Term	Questionnaire, photographs, pupil	High	Inform future education developments



who take part in the bi-centenary education workshops.	(photographs and quotations) Observe learning, enjoyment and behaviour during visit			evaluation	
7. Review procedures and policies for managing school visits across Bolam and Plessey Woods.	Be familiar with: NCC's Child Protection Policy and Good practice guidelines for country parks. Review existing Risk assessment/hazard list Develop bookings system which encompasses staffing, space, resources and invoicing.	Bolam Project manager	Summer 2016	High	Easier for schools to make booking to visit. More effective management of staff and resources to deliver education services.
8. Introduce data collection for school	Develop systems for collecting data about	Bolam Project	Summer 2016	High	Evidence of school visits.



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visits.	school visits		Manager		system		
9. Use the education report as a tool to raise funds for marketing and branding.	Funding application support from VC (optional). Develop a marketing strategy. Produce an education leaflet/brochure Advice about various school networks.	Ernest Cook grant application. Produce an education brochure. E:mail schools in Northumberland, North Tyneside, Newcastle, Gateshead	Project manager + VC (optional )	Autumn 2016	Education leaflet	Med.	Increased knowledge of visiting patterns. Contacts for direct marketing. Evidence for funding applications. Funding application submitted. New education brochure. Increased number of school bookings.
10. Review of education activities	Review the effectiveness of marketing, staffing, procedures, data	Make recommendations for further developments.	NCC Country Park	Spring 2017	Data Evaluation	Med.	An embedded, effective education service which has been

to date.	collection and content of workshops.		Managers and VC (optional)	Education brochure Policies and procedures	tested and trialled. A forward plan for 2017-2020.
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## 10. Costings

How much is the implementation of this plan going to cost and what are the benefits (triple bottom line)?

Benefits	£ (if relevant)	Costs	£ (if relevant)
Social Value Financial Value Employment Audience Development Achieving objectives of NCC Evidence for future funding/partnerships		Staffing Reprioritising of resources Rationalisation of services Rationalisation of skills, experience and expertise.	





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## 11. Evaluation

To be completed once the implementation plan is final. It is likely to include:

- Evaluation forms
- User feedback



Lesson Plan - The Perfect View			
<b>Learning Objective:</b> <i>Formal elements of landscaping, historical information and art techniques</i>			
<b>Curriculum Links:</b> <i>Art -KS2</i> <ul style="list-style-type: none"> <li>• <i>Perspective</i></li> <li>• <i>Shape</i></li> <li>• <i>Tone</i></li> <li>• <i>Colour</i></li> </ul> <i>History</i> <ul style="list-style-type: none"> <li>• <i>Historical information about landscaping and the landed gentry - early 18<sup>th</sup> Century</i></li> <li>• <i>Significant local person</i></li> </ul>			
<b>Location:</b> Lakeside			
Time	Activity	Resources	Learning Outcome
10mins	<b>Introduction:</b> What constitutes 'A perfect view'. (variety, association, grandeur, focal points, views, architecture, practical benefits, space, height).  What is the view before us: (describe what you can see) Explain: Who were the Key people (John Beresford and John Dobson).	Historical information:  Eg. maps	Possible new vocabulary <ul style="list-style-type: none"> <li>- Topography</li> <li>- Architecture</li> <li>- Focal points</li> <li>- Grandeur</li> <li>- Landscaping</li> <li>- Association</li> <li>- Skyline, treeline etc.</li> </ul> Historical information Processes of change and consequences.



	What/who were the key Influences (Belsay and Wallington, Repton, Monck and Brown) and why.		Literacy skills: Describing, presenting, making associations, connections and contrasts.
30mins (10mins sketching each part of the view).	<p>Before and After view</p> <p><b>Looking and Sketching</b></p> <p>Use the viewfinder to focus on the skyline/distant view.</p> <p>Notice: shapes, colour, number of trees.</p> <p>Compare with view from your bedroom window.</p> <p>Sketch an outline of the line which separates the sky from the trees.</p> <p>What other part of the tree can you see?</p> <p>Use the viewfinder to focus on the lake.</p> <p>Notice: mood, colour, shape, reflection, movement, evidence of wildlife.</p> <p>Sketch an outline of the lake you can see in your viewfinder.</p> <p>Use the viewfinder to focus on the foreground.</p> <p>Notice: number of trees, size, shape, definition, tone, light and shadow, grass, flowers and other details (mini beasts).</p>	<p>Graphite sticks</p> <p>Viewfinders</p> <p>Clipboards</p> <p>Cushions/blankets</p> <p>Folded A3 white cartridge paper</p>	<p>Communication skills speaking and listening as part of a team with turn taking.</p> <p>Understanding of how to use simple equipment.</p> <p>Close observation, noticing differences in perspective (size, quantity), mark making.</p> <p>New vocabulary</p> <ul style="list-style-type: none"> <li>- See words in activity description.</li> </ul>

10mins	<b>Completing the Perfect View</b> Unfolding the paper. Connecting the lines to complete the picture. Add colour, light, shadow,	Oil pastels Hand wipes	Reinforce learning and new vocabulary, Work creatively to interpret the view before them.
5 mins	<b>Plenary</b> Review the work produced. Compare to the view being sketched. Talk about the elements in the drawing.	Easel	Reflecting on the 3 elements in the drawing (distance, lake, foreground). Size and quantity of trees in the distance and nearby. Colours. Details





Lesson Plan – Lake Dipping			
<b>Lesson Observation:</b> <i>To explore the water habitat and identify the different living things within this habitat</i>			
<b>Curriculum Links:</b> <i>Geography – KS1 and KS2</i> <ul style="list-style-type: none"> <li>• <i>Collect, analyse and communicate a range of data through fieldwork experience.</i></li> <li>• <i>Use basic geographical vocabulary – lake, water bed, season etc.</i></li> </ul> <i>Science – KS1 and KS2</i> <ul style="list-style-type: none"> <li>• <i>To work scientifically to: observe closely and use simple equipment, identify and classify, gather and record data.</i></li> <li>• <i>KS1 – Identify and name a variety of common creatures, describing and comparing their structure. Identify that living things live in different habitats and name a variety of plants and animals in their habitat.</i></li> <li>• <i>KS2 – Recognise that living things can be grouped and use this to help identify a variety of living things using common observable characteristics, recognising how environments change and the effects of this.</i></li> </ul>			
<b>Location:</b> Lakeside pier			
Time	Activity	Resources	Learning Outcome
5mins	<p><b>Introduction</b> to pond dipping – an overview of workshop.</p> <p><b>Stating the rules</b> – stay in one place, lie down and keep hold of the net.</p> <p><b>Instructions</b> on how to do pond dip:</p> <ul style="list-style-type: none"> <li>• taking turns to use the net,</li> <li>• lying down on the mat to lower it into the water,</li> <li>• working in pairs,</li> <li>• Putting into the bucket to observe.</li> </ul>	<p>Equipment to demonstrate activity (see main activity resource)</p>	<p>Understanding the rules</p> <p>Description of what is expected during the activity.</p> <p>New vocabulary</p> <ul style="list-style-type: none"> <li>- Habitat</li> <li>- Lake</li> <li>- Levels of water – surface, middle, bed etc.</li> </ul>

	<p><b>Upper KS2</b> Collect samples from different levels of lake, Identify using identification sheets Record findings</p>		
10mins	<p><b>Main activity :</b> Make sure that each pair has their equipment and enough space to work. Each pair takes turns to lie down on mat and fish with the net catching and placing what they find in the bucket.</p> <p>Facilitator to have a large tally sheet to keep a record of what is found by the group.</p> <p><b>Upper KS2</b> As above, but differentiate different parts of the lake.</p> <p>Record their findings.</p>	<p>Nets x 10 Buckets x 10 Tally sheet for group</p>	<p>Communication skills: speaking and listening, Working together and taking turns. Using simple equipment. Collecting data. Record findings. New vocabulary - Creatures that could be found? (Glossary of terms relating to water habitats)</p>
10mins	<p><b>Interim Plenary</b> Feedback their findings to group leader who creates a tally. What is common/unusual</p> <p><b>Upper KS2</b> Present their findings. Evaluate their findings: What is common in lakes, anything unusual? Do their findings differ in different parts of the lake?</p>	Group Tally Sheet	<p>Sharing and presenting finds with the class/group. Identifying different creatures with some groups able to classify and group these. Recognising similarities/differences.</p>

10mins	<b>Main Activity</b> Continue pond dipping activity	As above	As above
10mins	<b>Final Plenary and Clean up</b> What have we done - did it go well - what have we found? Was this what we expected (in terms of quantity, variety etc.)? Sanitise hands	Anti-bacterial gel. ID recording sheet	Reinforce learning and new vocabulary. Knowledge and expertise of countryside staff to provide explanations about why these creatures are important and explain the findings. Identify any misconceptions in knowledge. Understanding the implications of science and the need to return the creatures to their habitat.





Lesson Plan – Mini Beasts Safari			
<b>Learning Objective:</b> <i>To explore different habitats and identify the different species found</i>			
<b>Curriculum Links:</b> <i>Geography – KS1 and KS2</i> <ul style="list-style-type: none"> <li>• <i>Collect, analyse and communicate a range of data through fieldwork experience</i></li> <li>• <i>Use basic geographical vocabulary – forest, lake, soil, vegetation, season etc.</i></li> </ul> <i>Science – KS1 and KS2</i> <ul style="list-style-type: none"> <li>• <i>To work scientifically to: observe closely and use simple equipment, identify and classify, gather and record data.</i></li> <li>• <i>KS1 – Identify and name a variety of common creatures, describing and comparing their structure. Identify that living things live in different habitats and name a variety of plants and animals in their habitat.</i></li> <li>• <i>KS2 – Recognise that living things can be grouped and use this to help identify a variety of living things using common observable characteristics, recognising how environments change and the effects of this.</i></li> </ul> <i>Indirect connections with:</i> <ul style="list-style-type: none"> <li>- <i>Plants and rocks</i></li> </ul>			
<b>Location:</b> Pheasant Field and trees			
Time	Activity	Resources	Learning Outcome
5mins	<b>Introduction:</b> to mini beasts – an overview. Exploring the countryside for living things. What do you think you might find? Do you expect to find a lot or only a few things? What do we call the environment where living things live?  <b>State the rules:</b> Rules – look before you touch, don't hurt what you find/be gentle, stay within boundaries set.	Equipment to demonstrate (see main activity resource)	Understanding that rules are important and what is expected during the activity.  Possible new vocabulary <ul style="list-style-type: none"> <li>- Habitat</li> <li>- Forest</li> <li>- Trees</li> <li>- Meadow</li> <li>- List of creatures</li> </ul>

	<p><b>Instructions:</b>          Work in small groups          Rotate around different habitats.          How to use the equipment          Detailed observations - shape, size, number of legs, colour.          Recording your findings</p>		that could be found
30mins (10mins in one area moving around - use whistle or instruction)	<p><b>Main activity:</b>          Set the groups off searching for mini-beasts in 3 different areas. Grass area; underneath rocks and stones, in branches of trees.          Rotate every 8 - 10 minutes.          Record, tally and draw what has been found.          The facilitator will direct a small group to work with them (5-10mins) in an area with trees or higher bushes. Using the large canopy net to catch tree and bush creatures. More information can be given here about habitats, the creatures found, effects and seasonal changes etc.</p>	<ul style="list-style-type: none"> <li>• Pots and magnifiers</li> <li>• Large canopy canvas nets</li> <li>• Butterfly nets</li> <li>• Trays</li> <li>• Clip boards with ID charts</li> <li>• Recording sheets</li> </ul>	<p>Communication skills speaking and listening as part of a team with turn taking.          Understanding of how to use simple equipment.          All identify different creatures with some groups able to classify and group these.          Recognition of similarities in characteristics/structure.</p> <p>New vocabulary</p> <ul style="list-style-type: none"> <li>- Creatures that could be found</li> </ul>



	<p><b>Upper KS2</b> Use a more detailed recording sheet.</p>		
10mins	<p><b>Plenary:</b> Discuss what has been found - any trends, anything unusual, and anything that you didn't know but do now? Refer back to introduction: did they find what they expected? What other factors might affect your findings? (Weather, season, time of day). Why are the creatures important?</p>	<ul style="list-style-type: none"> <li>• Antibacterial wash for hands</li> </ul>	<p>Reinforce learning and new vocabulary, Knowledge and expertise of countryside staff to provide explanations about why these creatures are important and explain the findings. Identify and address any misconceptions in knowledge. Understand the implications of science that moving and handling can have an impact and the need to restore the habitats.</p>



Lesson Plan – Bush Craft Survival			
<b>Learning Objective:</b> <i>To work as a team using problem solving skills to build an appropriate shelter and light a fire to cook with.</i>			
<b>Curriculum Links:</b> <i>Science KS1 and KS2 –</i> <ul style="list-style-type: none"> <li><i>Using simple equipment to build a fire, understanding the process and materials that are needed to do this.</i></li> <li><i>Understand the different materials required for building a den and why these are suitable.</i></li> </ul> <i>DT KS1 and KS2 –</i> <ul style="list-style-type: none"> <li><i>Using creativity and imagination, pupils design and make products that solve real and relevant problems.</i></li> <li><i>Design, make and evaluate their building gaining technical knowledge through an exploration of strength and stability.</i></li> </ul>			
<b>Location:</b> <i>In the trees beside the meadow or behind the visitor centre</i>			
Time	Activity	Resources	Learning Outcome
5mins	<p><b>Introduction:</b> An overview of the activity - surviving in the outdoors. They will need shelter and fire (for warmth and cooking). Setting the challenge of building a shelter. Going through the criteria: it needs to be strong, sturdy, waterproof and big enough.</p> <p>Going through materials: tarpaulin, rope, wood and loose materials found in the country park.</p> <p><b>State the rules-</b> no running, carry logs/sticks upright and do not enter the fire ring/go beyond boundaries. Reiterate these rules at beginning of shelter building and fire making.</p>		Understanding that rules are important and what is expected during the activity.



5mins	<b>Instructions</b> Explain that the pupils will work in groups of 4 or 5. Mark out the boundaries where the children must stay within. Identify the materials it is ok to use during shelter building. Identify the materials they are not allowed to use during shelter building. Demonstrate types of shelters which they could use or they can come up with their own design.	Equipment to demonstrate some features of shelter building. Eg. Junctions on branches, acceptable sizes of logs, etc.	
40mins	<b>Shelter Building</b> There will be supplies ready for groups to use and choose from. Each group needs to work together getting advice as necessary.	<ul style="list-style-type: none"> <li>• Tarpaulin x 10 sheets</li> <li>• Lengths of wood/poles</li> <li>• Rope - short lengths</li> <li>• Stop watches and whistles</li> </ul>	Pupils will have learned how to take risks, becoming resourceful, innovative and enterprising. Team building - pupils will have worked together collaboratively to create an appropriate design. Problem solving, testing and evaluating their structures.
15mins	<b>Feedback, judging and testing</b> Each group showcases their shelter, the idea, the planning and the execution. What worked, what didn't work, what they would change.	Judging best shelter by testing them against the criteria. Prize?	Presenting ideas and showcasing their creations.

15mins	<p><b>Fire Building</b></p> <p>Go through rules and materials. Groups will either build a small fire as a team or a large fire will be built for groups with cooking of marshmallows.</p>	<ul style="list-style-type: none"> <li>• Baking trays</li> <li>• Bark</li> <li>• Sand</li> <li>• Birchwood (dead)</li> <li>• Flints</li> <li>• Cotton Wool</li> <li>• Marshmallows/skewers</li> <li>• Hand wipes</li> </ul>	<p>Understanding the materials needed for building a fire Practicing skills needed for fire building. Understanding external factors which affect fire (rain, wind, dampness and materials). Fire safety rules.</p>
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## Bolam Lake Country Park



## Teachers Information Pack

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Education Team: **Victoria Coxon and Caroline Metcalfe**

Education Department  
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Ashington  
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**Bolam Lake Country Park Education Team:** Belsay, Northumberland, NE20 0HE, 01661 881234



Supported by

**The National Lottery**<sup>®</sup>  
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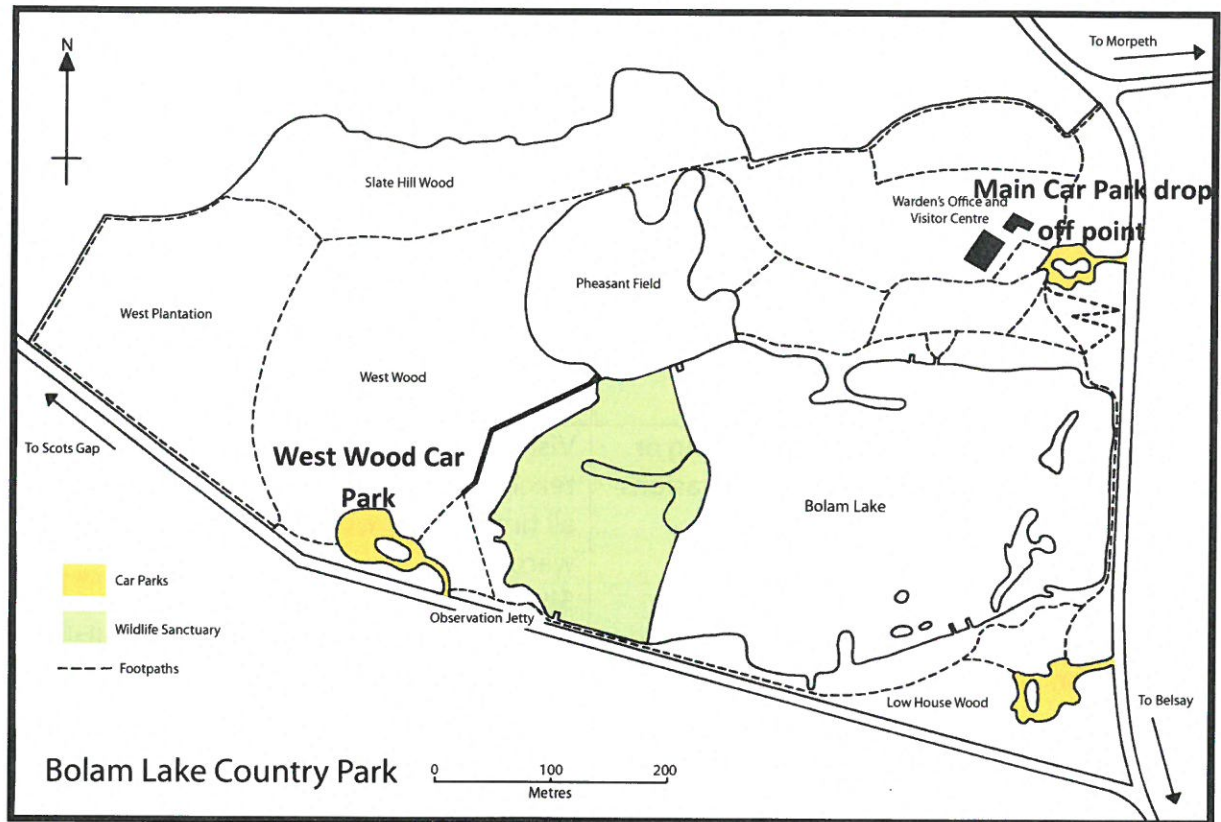


## Planning your visit

Bolam Lake Country Park is an outdoor environment including lake, woodland and meadow areas. During your visit, we will be using all three environments. To help you plan your visit, please use the following checklist.

- Ensure that pupils bring warm, waterproof clothing and sturdy footwear we suggest wellies and a sun hat and sun cream for hotter weather.
- Bring a spare set of generic clothing in case a child should get wet (e.g. sweatshirt and jogging pants).
- Pupils must be supervised at all times during their visit. The Park staff will give specific safety details and information when needed.
- If your group is using the lunchroom for packed lunches, please clear all rubbish in the bin bags provided.
- Please arrive at Bolam Lake for 10am. The drop off will be in the **Main Car Park** close to the visitor centre. Please make your group aware that the car park will be in use by other park visitors. The coach can then park in this car park or in **West Wood Car Park**.
- Collection is between 2.00 and 2.15pm at the Main Car Park or at West Wood car park (see map for details).

## Map of Bolam Lake



## Hazard Identification Sheet – Bolam Lake Country Park

It is the responsibility of teachers and group leaders to complete their own risk assessment prior to their visit on site. This is usually a requirement specified by local education authorities. The following information is intended as a preparatory tool, and does not replace a teachers or group leaders own risk assessment.

Hazard	Potential risk	Hazard Advice
Cars/coaches at drop off point	Visitors could be knocked down while crossing the road/walking across the car park	Children should be warned of the hazards and supervised by the school staff at all times when on site. Speed limit applies within the car park area. Children should walk sensibly in pairs with adult supervision at front, middle and end of line.
Site vehicles in park	Injuries associated with low speed collisions	Speed limits apply within the park. Groups to be observant during time in park.
Uneven ground, rough surfaces, hidden obstructions and overhanging vegetation and trees	Could lead to tripping or falling and cuts/abrasions	Visitors are warned to be careful through the teachers pack. Groups should be supervised at all times. Staff will also give general verbal warnings. Site is monitored regularly for any specific issues and first aid materials are available at the visitor centre.
Exposure to adverse weather conditions	Could contribute to illness	Groups advised to wear appropriate clothing for outside activities.
Exposure to litter and other debris	Health hazards associated with contact with rotting food and human waste	Visitors are warned to be careful through teachers pack. Groups should be supervised at all times and site staff will give verbal warnings as necessary. Site is monitored and bins are located around the park.
Dog Fouling	Possibility of contracting associated diseases with contact	Site notifications enforcing use of dog waste bins and signs requesting to clean up after dogs. School staff and site staff to ensure children are aware of being observant during activity. Anti-bacterial hand wash and washing facilities available
<b>Lake Dipping:</b>  Immersion in water	Could result in infection, hypothermia or drowning	Safety talk by site staff on water hazards with careful observation by school staff during activity.

Minor injuries from equipment	Cuts or bruises	Children to observe safety warnings at all times and to cover any wounds/sores on their hands with waterproof plasters. Antibacterial wash available to clean hands.
Submerged debris in the lake	Cuts/bruises and infections	Safety talk given by staff on the use of the equipment. Supervision at all times by school staff during activity.  Safety warnings given prior to activity. Regular litter picks and monitoring of the water by site staff to limit hazard.
<b>Survival Skills:</b>		
<b>Fire Building</b>		
Fire	Burning and/or smoke inhalation	Safety talk given by site staff prior to activity with supervision and support given at all times by school staff.
Minor injuries from equipment	Cuts and bruises	Safety talk given by staff on the use of the equipment. Supervision at all times by school staff during activity.
Child protection	Isolated children on site could be vulnerable'	Organised groups must provide adequate supervision according to their recommended group ratios.





Dear,

I am writing to confirm that has booked a visit to Bolam Lake Country Park on 2016 to celebrate the Bi-centenary

- The booking is to take part in a suite of outdoor learning sessions, including lake dipping, mini-beast safari and survival skills.
- The booking is for year pupils.
- The day will run from 10am till 2pm.
- The coach will drop off on the road at the visitor centre car park and park at the West Wood car park. The group will walk to the West Wood car park for collection at the end of the day.
- There are a block of toilets located at the visitor centre (open to the public).
- There will be an indoor lunch space provided and marquee for overflow of larger groups.

Please let us know before your visit if your group have any disability related access requirements or if your party has any behavioural, emotional or learning needs.

I have attached a timetable for your visit and a teacher's pack which includes Hazard Identification sheet and background information about the site.

We look forward to seeing you at Bolam Lake.

Yours sincerely,

Caroline Metcalfe  
Education Coordinator  
Woodhorn Museum

