EXPLORING THE CLWYDIAN RANGE

SUPPORT MATERIALS

If you need further support on specific aspects of outdoor learning these materials can enhance the engaging experiences you are providing. They can support you as you design, plan and implement your curriculum. Outdoor learning is a great way to develop learners' integral skills (creativity and innovation, critical thinking and problem-solving, personal effectiveness, planning and organising). You will want to focus on why learning matters and ensure you are meeting your learners' needs.
These materials show a path that could be taken through the activity. This is not meant to be prescriptive. You should adapt your approach depending on your learners' needs and interests and your local area.

OVERVIEW

Learners find out about the Clwydian Range in terms of where it is, some of its key features and some of its history. They create a living timeline and represent this in two dimensions. Further exploration of the Clwydian Range and Dee Valley will help them to understand how different historical periods impacted on the area. Learners use the class research to make a scaled timeline to represent the most important historical events.

CURRICULUM FOR WALES

Areas explored:

- Expressive Arts
- Humanities
- Languages, Literacy and Communication
- Mathematics and Numeracy

Activity also incorporates aspects of cross-curricular skills outlined in the LNF and DCF.

RESOURCES

Internet enabled device and internet access.
Access to Find out what every symbol means on an OS Explorer map - OS GetOutside.
Means of measuring, e.g. rulers, metre rulers, sports measuring tape, pedometer.
Means of labelling points and showing a timeline outside, e.g. chalk, string, sticks, etc.
Although not essential, taking learners to the Clwydian Range to view these historic artefacts and monuments will only enhance learning.

DOING THE ACTIVITY

- Most tasks require learners to work in pairs or groups.
- Encourage learners to share their ideas, and through open questioning, explain and justify their ideas when possible. Focus questions have been suggested to guide learners through the tasks.
- When taking learners outdoors, it is essential that the Countryside Code is adhered to and any relevant risk assessments have been carried out with risks mitigated.

TASK 1

WHAT DO WE KNOW ABOUT THE CLWYDIAN RANGE?

Explain to learners that this task should help them to find out more about the Clwydian Range and some of its history.

Screen 3

This screen gives information about the location of the Clwydian Range. Ask learners to discuss the questions posed, then to sketch the landscape they think they would find in the Clwydian Range.

Focus questions

- What do you know about the Clwydian Range? How do you know these things?
- How old do you think the mountains are? Why do you think that?
- What features might there be in this landscape? Why?

Screen 4

Ask learners to follow the link to look at the 22 Clwydian Hills interactive map: Clwydian Range Map and discuss the questions posed.

Focus questions

- Where is the most northern point of the Clwydian Range? How do you know?
- Where is the most southern point of the Clwydian Range?
- How far do you think it is between these two points? Why do you think that?
- Where is the highest point in the range? Why do you think that?
- What are the highest and lowest points in the range?

Screen 5

Invite learners to look again at the 22 Clwydian Hills interactive map: Clwydian Range Map and discuss the questions posed.

Focus questions

- Which of these hills have you been to or climbed? When? Who were you with?
- Which of these hills is the nearest to your school? How do you know?
- How far away is it? How could you work it out?

Screen 6

This screen describes the scenic landscapes of the Clwydian Range.

Screen 7

This screen gives details about the Clwydian Range and describes a walking trail to the top of Moel Famau. Ask learners to view the OS map to find the car park and note its coordinates.

Screen 8

Invite learners to find the school on the OS map and make a note of its coordinates. Then, to discuss the questions posed.

Focus questions

- How would you get to the car park from your school?
- Which route would you follow? Why?
- What roads would you travel on? How do you know?
- How far is it from the school to the car park? How could you work this out?

They could use: Distance Calculator - Distance Between Coordinates - Distance Between Cities to work out the distance. Ask them to work out the best route from school to the car park and write and record a set of SatNav instructions for the journey.

Screen 9

To reflect on the previous screen, ask learners to discuss the questions posed.

Focus questions

- What problems did you find when completing the task?
- How did you solve these problems? Why did these things work?
- What did you learn that could help you with similar tasks in the future?
- How could you test the accuracy of your SatNav instructions?

Screen 10

This screen gives a photograph of Moel Famau with a building at the top. Explain to learners that for many people living in the area and especially on Merseyside, Moel Famau and this building hold a great significance.

Screen 11

Ask learners to discuss the questions posed.

Focus questions

- What do you think this building might be? Why do you think that?
- Who might have put this building there? Why?
- When do you think it might have been built? Why do you think that?

Then, to read the article and discuss it in a group: Visit to hill with 'fabled chippy' at the top was rite of passage for generations.

Screen 12

This screen gives details about the Jubilee Tower.

Screen 13

Explain to learners that the Jubilee Tower is a Grade II listed building. Ask them to discuss the questions posed.

Focus questions

- What do you think a Grade II listed building might be? Why do you think that?
- What other grades of building might there be? How do you know?
- What do you think a listed building would look like? Why?
- What features might it have? Why do you think that?
- Why do you think the Jubilee Tower is a listed building?

Screen 14

This screen gives details about how buildings become listed and what the listings mean. Ask learners to discuss the questions posed.

Focus questions

- Approximately, how many listed buildings are there altogether in Wales? How did you work this out?
- Why do you think there are so few Grade I listed buildings in Wales?
- Roughly, how many Grade II listed buildings are there in Wales? How do you know?

Screen 15

Inform learners that they will go outside to look around the local area for buildings that they think might be listed and take photographs and make notes about each one. Ask them to discuss the questions posed.

Focus questions

- What are we looking for?
- What are the signs and clues that a building might be listed?
- Could we ask someone? Who?
- What other evidence might there be?

Screen 16

Take learners outside to search for listed buildings.

TASK 2

HOW DO WE CREATE A TIMELINE?

Explain to learners that in this task they will find out how to create a living timeline and represent this in two dimensions.

Screen 3

Ask learners to discuss the questions posed.

Focus questions

- What is a timeline? How do you know?
- How do you create a timeline? Why do you think that?

- What steps do you need to take? Why?
- How do you decide what date to start and end the timeline with? Why?
- How long does a timeline need to be? Why?
- How do you decide on what scale to use? Why do you think that?

Screen 4

Explain to learners that they are going to make a 'living timeline' in the school grounds that shows one member of the group's time in school. Before they make their timeline, ask small groups of learners to discuss the questions posed.

Focus questions

- How many years does your timeline need to show? How do you know?
- When will the timeline start? Why?
- When will the timeline end? Why?
- What scale will you use for the timeline? Why?
- How will you measure out your scale?
- How will you mark out your timeline?
- What are the main events you need to show on the timeline? Why have you chosen these?
- How will you work out where to put them on the timeline? Why do it like that?
- How will you show the main events on your timeline? Why do it like that?

Screen 5

Once learners have planned, ask them to go outside and create their timeline.

Screen 6

Invite learners to reflect on the task by discussing the questions posed.

Focus questions

- What were the issues when creating your living timeline?
- How did you overcome these issues?
- If you could make your timeline again, what would you do to improve it?

Screen 7

Inform learners that they are going to make a two-dimensional (2D) version of their living timeline showing one member of the group's time in school. Then, to discuss the questions posed.

Focus questions

- How long was the living timeline? How long can the 2D version be? How do you know?
- How will you adapt the living timeline to make a 2D version?
- What scale will you use for the 2D timeline? Why?
- What are the main issues when creating the 2D timeline? How will you solve these issues? Why do it like that?
- What are the advantages and disadvantages of the 2D timeline? Why?

Screen 8

Ask learners to access and read the 'Criteria for creating a timeline' document and follow its advice to create their timeline.

Screen 9

Invite learners to share their timeline with another group, asking them to consider:

- How well does the 2D timeline fit with the advice in the document?
- How could the 2D timeline be improved? Why would these things improve it?

The 'Criteria for creating a timeline' document can be accessed again from this screen.

TASK 3

HOW CAN WE MAKE A TIMELINE OF THE CLWYDIAN RANGE AND DEE VALLEY?

Explain to learners that this task will help them to understand how different historical periods impacted on the Clwydian Range and Dee Valley. They will make a scaled timeline to represent the most important historical events.

Screen 3

Explain to learners that the Jubilee Tower on Moel Famau dates to the early 19th Century – over 200 years ago. Ask learners to visit the webpage The Jubilee Tower - Clwydian Range and Dee Valley AONB and read more about the Jubilee Tower. Then, to discuss the questions posed.

Focus questions

- What were the issues with building the Jubilee Tower?
- Why does the Jubilee Tower have architectural and cultural significance?
- What are the Jubilee Tower's connections to royalty? Why do you think that?

Screen 4

Explain to learners that throughout the rest of this task, they will collect information about the history of the Clwydian Range and Dee Valley. They will use this information to create a timeline for the Clwydian Range and Dee Valley.

Invite learners to start the first draft of their timeline with the information they have found out about the Jubilee Tower on Moel Famau and discuss the questions posed.

Focus questions

- How many years does your timeline need to show? How do you know?
- What scale will you use for the timeline? Why?
- Your timeline is likely to have long time periods without any activity – how will you show this?

Screen 5

Explain to learners that the Clwydian Range and Dee Valley National Landscape is 390 square kilometres of remarkable historical reminders, representing a rich diversity of landscape, industry and culture, including:

- Iron Age hillforts
- Bronze Age burial and ritual monuments
- Roman roads
- mediaeval castles and remains
- limestone cliffs
- a World Heritage Site.

Screen 6

Inform learners that they are going to search on the internet to find out about a period in history and what evidence of this period can be found in the Clwydian Range and Dee Valley. Then, they will report their findings to the rest of the class in a one-minute presentation.

Invite learners to follow this link: Historical Timeline - Clwydian Range and Dee Valley AONB to look at the timeline and watch the video. Then, to discuss the questions posed.

Focus questions

- What different periods in history have you found out about?
- How far back do these go? How do you know?
- Which period in history will you research? Why?
- What do you expect to find out? Why do you think that?

Screen 7

Ask learners, in their groups, to decide how they will carry out an internet search to find out about one of the periods in history and what evidence of this age can be found in the Clwydian Range and Dee Valley.

Remind them that to carry out internet searches they need to consider:

Before researching...

- How will you carry out this research? Why?
- What search terms could you use? Which are the best? Why?
- What type of sites will be the best to look at? Why?

When assessing information/data...

- How do you know the information/data is reliable? How could you find out?
- Could the information/data be biased? Why do you think that?

Screen 8

Ask learners to use the QuADS grid provided to plan and carry out their search.

Screen 9

Invite learners to look at the information they have gathered from the internet search and, in their group, to consider the questions posed.

Focus questions

- What are the key pieces of information? Why do you think that?
- What could you leave out? Why?
- How will you present this information? Why?
- How will you make sure your presentation is only one-minute long?

Screen 10

Invite learners to present the information they have gathered to the class. Ask the audience to jot down any interesting points about the historical periods that could be used in their own timeline.

Screen 11

Ask learners to add the information the class has gathered about the historical periods to their timeline and to discuss the questions posed.

Focus questions

- Where on your timeline should this information be added? Why?
- How will you summarise the information?
- Think about how well your timeline is working in terms of its size and scale. Do you need to amend your timeline, if so, how?

Screen 12

Ask each group to look back at the document 'Criteria for creating a timeline' they used in Task 2 and discuss the questions posed.

Focus questions

- How well does our timeline meet each of these criteria?
- How could we amend our timeline so that it meets these criteria better?
- How could we make our timeline more interesting?

Then, ask them to finalise their timeline.