



Countryside Days for Schools

13th & 14th June 2018



Teacher Handbook

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Welcome

We look forward to welcoming you and your school to the Englefield Estate this June. We are very proud that our Schools' Days have won the prestigious Sandford Award for the fourth time and have been awarded a Quality Badge from the Council for Learning Outside the Classroom. Both these awards look carefully at our management, the standard of education delivery and the content of what is being provided. Over the years, we have tailored the schools' days' provision to suit the demands of local schools and we are very grateful for all the feedback we get, both before and after each year's event.

We recognise the huge value of education outside the classroom and unashamedly link this to the Health and Wellbeing Policies that are now so central to the priorities for schools across the country.

I very much hope you will find your visit to our Schools' Days an enthralling experience for pupils and a really useful teaching experience for you and your staff.

Richard Benyon.

Richard Benyon



Introduction

The Englefield Estate strives to provide an experience in the countryside for children to enjoy, to remember and importantly to enrich their knowledge of the rural environment.

Being connected to the outside, to wildlife and nature, we consider, are of benefit to the healthy development of imagination and creativity and we see our event as providing an opportunity to venture from the classroom.

There is an ongoing discussion between parent groups and advocates of learning outside which highlights concerns over the lack of opportunity for children to be in the outside as compared to past generations.

It is suggested too that a child's access to nature may determine their level of academic success. Spending time in the outdoors heightens health and happiness and progresses wellbeing.

So whilst there is a growing recognition of the advantages of outside learning and a momentum to deliver the curriculum in alternative ways we hope Schools Days will continue to grow as a site of quality educational experience and play its part



Last year the Countryside Days for Schools applied for a renewal of the Sandford Award for Heritage Education, an award the Estate has proudly held since 2002. We are delighted to have been successful in receiving our fourth award in November 2017 at the national ceremony held in Bath at the Fashion Museum and Assembly Rooms.



The Estate works each year to maintain the quality of the learning experience for schools. We set ourselves high standards and do our utmost to check, upgrade and reshape our provision to meet the demands of a fluid curriculum. Using outside education agencies to assess our practices and our methods gives us an independent measure of the event's integrity and value to schools and to suggest ways to improve.

We were enormously pleased to gain recognition of our work from the Council for Learning Outside the Classroom and receiving their Quality Badge for outside education.

Martina Haynes

Schools' Days Co-ordinator

How it works



ARRIVAL

All schools should arrive in the Deer Park (see site plan) by 9.30am. Please note this deadline is important as it links to the timed routes. Teachers should divide children into the groups indicated in their confirmation on the letter sent to all schools.

Note: Schools arriving late and following a timetabled route should start at the stand nearest their time of arrival so as not to disrupt the schedule.

GROUPS

Your school was sent notification of the route you will be following on the day. If you are following our timed routes your timetable will list the stands to visit and the times to visit. You will follow that route for half the day and for the other half you can choose from the list of flexible route stands listed in the Teacher Handbook.

If you have been designated our flexible route you will be able to plan your entire day by choosing from our list of flexible route stands listed in the Teacher Handbook.

STANDS

Each school group has 25 minutes at each stand. For timetabled groups arriving and leaving the stands is crucial to the flow of the days. If you arrive late, your activity at the stand may be cut short. The same time constraint is applicable to the flexible route so please be aware.

ENGLEFIELD HOUSE

Schools following the timed route will have a chance to visit Englefield House. You will find your selected time to visit on your timetable. Please note there are 2 points of access to the House which are represented on your timetable by the red letters CY (Court Yard) or LG (Long Gallery). You should make your way to the entrance assigned to your school (see site plan).

BREAKS

Lunch is from 12.10pm – 12.40pm. All staff and guides will take their lunch at this time, this is the only break throughout the day so please be aware. You can use the Time Out sections for other essential breaks and rests. In the event of wet weather, shelter is provided as noted on the site plan.

Departure

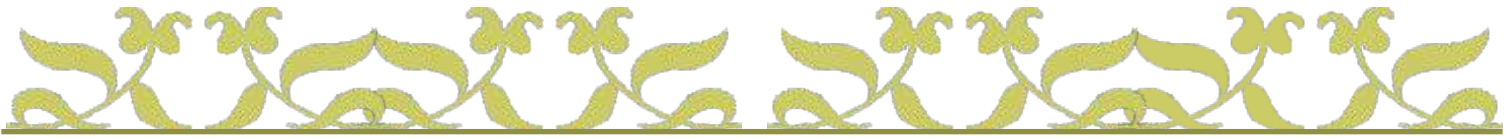
The day ends at 3.05pm. All stands will continue to welcome groups until the site is clear. Transport should arrive on time and wait in the Deer Park as on arrival. Toilets are often crowded at this time so please plan ahead.

EARLY DEPARTURE

Should you wish to leave early it is essential that you give prior notice so that we can prepare staff and for the safety of all.

Topics for 2018

Periods of History



History 1

Englefield House:

The House originates from the eighth century and has been shaped, enhanced and added to through the Tudor and Stuart periods with the high entrance exterior being Victorian. The interior provides lavish décor, rich portraiture and furnishings with ornate pieces of art and sculpture signposting periods of history.

History 2

Museum:

The museum located in the Estate Works Yard is a collection of domestic and agricultural implements used on the Estate. They date to a hard hands-on work ethic in the field and the collection retraces the evolution of working tools and utensils for village living and rural conditions.

History 3

Steam Engine/Saw Mill : Both Steam Engines and the Saw Mill form the hub of a working yard dependent on energy produced to work the machines and maintain the Estate's land and property.

History 4

Steam Machines:

Standing alongside colossal state of the art multi- tasking machines used today to meet modern consumption are examples of farming in the past. Demonstrating the primary source of power in the past which was a huge step forward from the labourious hands on approach prior to the introduction of steam.

History 5

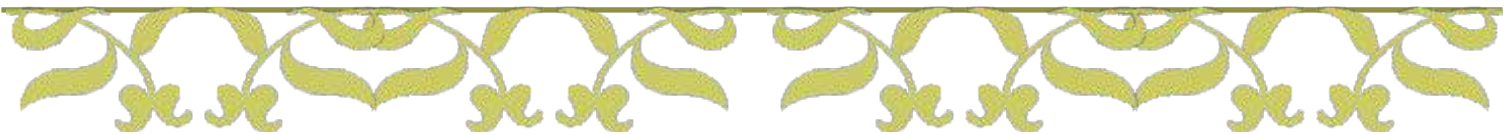
Anderson Shelter:

An original Anderson Shelter in situ. Used for community protection against the ruthless year-long campaign by German bombers in the Blitz.

History 6

Blacksmith's Shop:

This stand relives, the sight, the sound and the smell of a Victorian Black-smith's shop. Importantly children are probably not going to know that horses wear shoes, the reasons for them and certainly not how they are made.



History 6

The Blacksmith's Shop

Location: The Estate Yard

Topics for 2018

Food and Farming

The following stands are representing the elements of food production. The aim is to provide children with an awareness of how their food is produced.

Farming 1

Meat and Milk Production.

The cow represents 2 essential food sources; in the milk they produce and the meat they provide.

On this stand children are carried through the care of cows and the relationship between the milk we drink and the grass they eat. The stand explains the farming routine around cattle that provides for the creamy milk that we all enjoy.

Farming 2

Machinery and Arable Crops

This transfers the focus from milk and meat to grain. This is a stand that demonstrates to children that primarily there is a process that is carried out in the fields surrounding towns and villages. Farming machinery is displayed to give clarity to the stages of arable farming. Our presenter then takes the idea of a harvested crop and what we then do to it to provide recognisable food stuffs.

Farming 3

Sheep Shearing

This stand shows children that animals are important to us for reasons other than the provision of food such as clothing. Children can see how natural fibres grown on the sheep are put to uses. The shearer is essentially taking a raw material from the animal in order to manufacture a natural material for clothing as opposed to man-made fibres.

Farming 4

Food Chains

This stand demonstrates the essential stages of plant reproduction. Through play and activity children are taught the interdependence of plants and insects and how one compliments the existence and reproduction of the other.

Farming 5

Newbury and District Farming and Agriculture Society

Compliments the Meat and Milk stand but includes the meat of pigs and the milk of goats.

Farming 6

BCA - Berkshire College of Agriculture

This year we have a stand provided by the BCA. Their stand will be manned by students currently studying agriculture, and the intention is to hold a mini sheep auction.

Topics for 2018

Sustainable World

The following stands are representations of how we sustain our environment, how the management of habitats and wildlife forms the basis of protecting the environment and how good management and the encouragement of local markets contribute ultimately to a healthier world.

Sustainability 1

Walled Garden:

Much of the food we eat has traveled hundreds, even thousands of kilometers to reach us. The carbon emissions from transport and refrigerated storage are a significant contributor to climate change. Throughout the life of the Estate the Walled Garden has been the local pantry, growing and providing fresh seasonal fruit and vegetables in situ, negating the need for distribution costs and emissions.



Sustainability 2

Gamekeeping:

Over the last 40 to 50 years the countryside has changed dramatically due to intensive farming practices and past government legislation. An important part of the gamekeepers work therefore, is to create and maintain good, healthy habitat beneficial to all wildlife so making his role crucial to the health of the countryside.

Main jobs under sustaining the countryside:

- Growing game crops which provide shelter and food for wildlife
- Pest and predator control

Sustainability 3

Forestry:

Growing trees is fundamentally essential to the oxygen content in our atmosphere but also the carbon dioxide reduction. So trees are vitally important to human existence. However they can also provide a sustainable source of building material and fuel to substitute less sustainable materials such as concrete and steel.

Wood as a fuel releases carbon dioxide when it is burnt but the equivalent amount is taken as the trees grow, this is known as (carbon capture).

Estate: The Estate grows trees as and when older trees are ready for felling thereby replacing new for old and balancing the ecology. The wood is sent to the Works Yard to use for making windows and doors and to maintain the housing stock using home grown sustainable timber. The wood is also used for fuel. Our Head Forester will demonstrate the importance of wood and its uses.

Sustainability 4

Bee Keeping:

The humble bee represents an important part of our food production. It belongs to a group of pollinators who initiate the first stages of plant reproduction. Without this insect in our gardens and our fields there would be a dramatic decline in plant crops. At this stand children will be able to inspect a hive and will learn about honey production.

Topics for 2018

Environment

The environment around children is often taken for granted and replaced by the immediacy of technology and the domination of an ever expanding leisure industry. The aim of this area of study is to provide a list of alternative pursuits easily reached in the garden or a few steps away from the home.

Environment 1

Environment Agency

The Agency team bring a selection of exhibits which demonstrate the life in our rivers and waterways. At this stand the intention is to extend children's knowledge of the diverse habitats of animals. The team will offer close inspection of water creatures and will teach about the importance of river courses.

Environment 2

Moths and Butterflies

We venture out into the garden and parks with this stand. This stand gives a fascinating insight to the life cycle of these day and night creatures. The children will see some magnificent specimens close up and will learn how easy it is to study them in their natural habitats.

Environment 3

Thames Water

This stand links well to the Environment Agency as it builds on the idea of the necessity of water and the consequences of water wastage.

Environment 4

Falconry

Whilst the ponds and woodlands provide a spectacle of life the sky plays its part in providing aerobatic displays of skill and cunning. Children can see what populates our skies close up and learn more about the habits of such regal raptors.

Environment 5

Ferrets

Further afield we will find the natural predators of the British countryside and at our Ferret stand children can enjoy the vitality and the incredible agility of these wonderful animals.

Environment 6

Garden Trail

This stand provides an outside garden area full of diverse species of flora and fauna. To encourage the children we have created a trail for them to follow and to find the variety of plants, shrubs and trees contained in the garden.



Topics for 2018

Community

Englefield came to exist as a village through its connection with Englefield House. The village structure has changed over the centuries and the residents may not be dependent on the Estate anymore but The Street and St Mary's Church still form the basis of the original settlement.

Community 1

The Street

This is a walking stand which is accompanied by a work sheet. Children will be encouraged to view what is around them and to spot architectural aspects on buildings.

Community 2/3

The Church/ Churchyard

St Mary's church provides a place to inspect a Christian church and to walk the interior and exterior of this village centrepiece.

Skills

As a business Englefield Estate employs the expertise of many people who have knowledge and experience of construction, horticulture, farming etc. in order to keep the land and property well

Skills 1

Bricklaying

At this stand children will be able to try a bit of bricklaying. Wearing safety clothing they can build their own brick wall and see how they compare against their class mates.

Skills 2

Market Garden

Children can join in on the games and competitions aimed at promoting horticulture

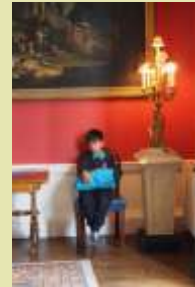


STANDS

ROUTE 1

History 1

ENGLEFIELD HOUSE



History 2 - MUSEUM

Location: The Yard



Farming 1 - MEAT & MILK

Location: Parkland



Sustainability 1 - WALLED GARDEN

Location: Drive



Sustainability 2 - GAME KEEPERS

Location: Parkland



STANDS

ROUTE 2

History 1

ENGLEFIELD HOUSE



History 3 - STEAM ENGINE/SAW MILL

Location: The Yard



Farming 2 - MACHINERY & ARABLE CROPS

Location: Parkland



Farming 3 - SHEEP SHEARING

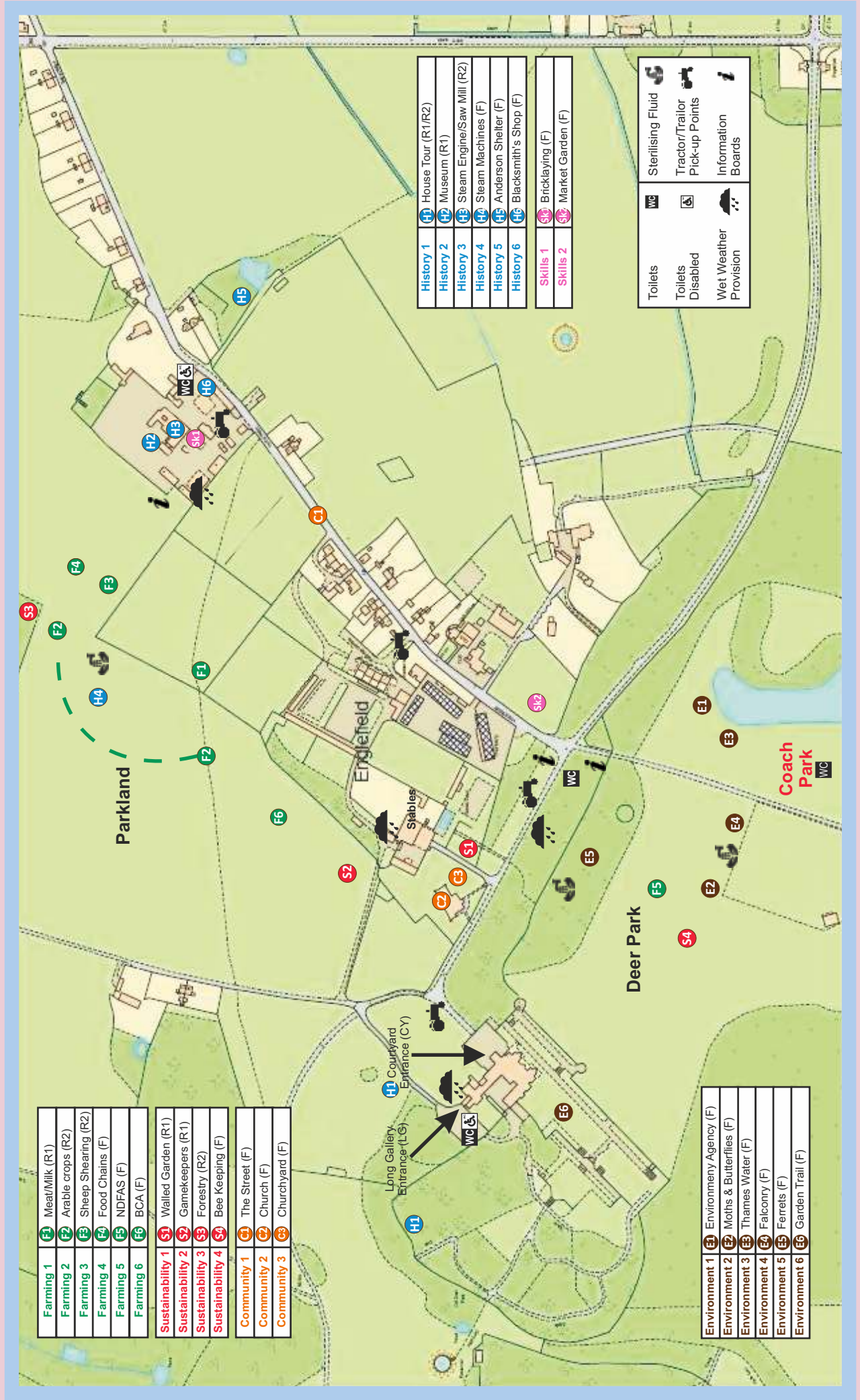
Location: Parkland



Sustainability 3 - FORESTRY

Location: Parkland





STANDS

FLEXIBLE ROUTE

History 4

STEAM MACHINES

Location: Parkland



History 5

ANDERSON SHELTER

Location: Opposite The Yard



History 6

BLACKSMITH'S SHOP

Location: The Yard



Farming 4

FOOD CHAINS

Location: Parkland



Farming 5

NDFAS

Location: Deer Park



Farming 6

BERKSHIRE COLLEGE OF AGRICULTURE (BCA)

Location: Parkland

NEW STAND FOR 2018

Sustainability 4

BEE KEEPING

Location: Parkland

NEW STAND FOR 2018

STANDS

FLEXIBLE ROUTE

Environment 1

ENVIRONMENT AGENCY:

Location Deer Park



Environment 2

MOTHS AND BUTTERFLIES:

Location Deer Park



Environment 3

THAMES WATER:

Location Deer Park



Environment 4

FALCONRY:

Location Deer Park



Environment 5

FERRETS:

Location: Deer Park



Environment 6

GARDEN TRAIL:

Location: Englefield House



Community 1

THE STREET:

Location: The Street



Community 2 & 3

CHURCH /CHURCHYARD :

Location: The Drive



Skills 1

BRICKLAYING:

Location: The Yard



Skills 2

MARKET GARDEN:

Location: Deer Park



Health and Safety at Englefield Days for Schools



KEEPING INFORMED

It is important that all involved in the Schools Days are rigorously kept informed of our policies and procedures. Our publications on Health & Safety, Lost Child and Safe Guarding are distributed to all who support the days.

CERTIFICATION

Key staff are certified by the Disclosure and Barring Service (DBS) both at basic and enhanced level.

EVENT PRACTICES

1. Contact details of schools and teachers are at hand at all times .
2. Radio contact is in operation throughout the days for immediate help and instruction.
3. Public and private vehicle movement is restricted as far as possible to entry and exit times.
4. All stands and areas are risk assessed and hazards reduced. Our Health and Safety publications are available online under Education.
5. Free standing information boards are located around the site for guidance and emergency contact details.

GOOD PRACTICE

We consider it important that all measures are taken to keep children safe in the countryside. As there will be opportunities to touch animals it is advisable to wash hands after each animal encounter and before eating.

For more guidance go to www.hsebooks.co.uk

Important Information



FIRST AID

The Estate currently has 11 fully trained staff in First Aid. All areas of the Estate are covered by at least one trained personnel. Our first aid procedure is set out in the policy documents issued to all staff, and teachers are fully briefed in the Health and Safety booklet provided in the Teacher Pack.



ROUTES

Route 1 is split between morning and afternoon. There is a timed half and a teacher led half. Teachers will need to see their own school timetable, included in the Teacher Pack, to find out which they are doing first, unless they have been allocated the Flexible Route in which case choices should be made from the list of Flexible stands only.

Route 2 is as Route 1 but schools will visit different stands.

Flexible Route is a route that can be tailored to meet the needs of the teacher or class. You will find a list of all the stands you can choose from in this book.



HOUSE TOUR

If you have been selected to follow Route 1 or 2 you will find your time to visit Englefield House on your timetable in the Teacher Led part of the day.

Please note the House tour starts either at the front Courtyard (CY) or at the Long Gallery (LG)- please see your timetable to find which entrance you have been given. You will be expected to find your own way to the House although the tractor-trailer shuttle is at your service.

NO PHOTOS IN THE HOUSE PLEASE.



TRACTOR TRAILER

The tractor trailer will be running regularly from Englefield House to The Yard. You can hitch a lift as you walk around the site at specific pick-up points (see tractor symbol on the site plan).



SIGNS

All topic signs are given a colour code and each stand within that topic area matches that colour, eg. the topic area of farming is green so stands within that area will also be green. All information and learning tools linked to that topic will be matched to that colour. Hopefully this should make planning and getting around the site much easier.

EDUCATION

All stands offer opportunities to tie into the National Curriculum subjects aims and objectives within the programmes of study. The grid below will give you the areas of study that could be covered by the stand.

Learning does not stop at the requirements of the national curriculum and there are other aspects of life that children should be aware of, so included in the grid is our selection of topics about wildlife, climate and food nutrition which we feel are of equal importance with academia.



Stand	Key Stage	National Curriculum	Healthy World
Farming 1	1,2	Art: Exploring Environments. Science: Living things in their environment.	Food/Nutrition, Climate. British Nutrition Foundation (BNF) www.nutrition.org.uk
Farming 2	1,2	Science: Living things in their environment.	Wildlife, Climate
Farming 4	1,2	Science: Green plants 3a, b, c.	Food/Nutrition, Climate. www.nutrition.org.uk
Sustainability 1	1,2	Science: Green plants: Living things in the environment.	Food/Nutrition. http://sustainablelivingguide.com
Sustainability 2	2	Science: Humans and other animals; Living things in their environment.	Wildlife www.gamekeeperstrust.org.uk
Sustainability 3	2	Science: Living things in their environment.	Wildlife, Climate www.forestry.gov.uk/carboncode
Community 1	2	Geography: Enquiry and Skills 1c	
Community 2/3	2	Religious Education: Knowledge & understanding the world: History	
Environment 1/2/3/4/5/6	2	Science: Living things in their environment.	
History 1/2/3/4/5/6	2	History: Chronological Understanding; Knowing and Understanding of Events, People and Changes in the Past.	
Skills 2/4	2		

Acknowledgements



John Simonds Trust for Education
Rushall Farm
Bradfield
Berkshire
Tel: 0118 974 4547



Mrs J Balsdon
Barn Elms Farm
Dark Lane, Bradfield
Berkshire
Tel: 0118 974 4744

Fred Cooper & the Denton Crew
West View Farm
35 Henwick Lane
Thatcham
Berks. RG18 3BN

Environment Agency
Fisheries
Red Kite House
Howbery Park
Wallingford, Oxon.
OX10 8BD

Ferrets for Fun
Tothill House
Tothill, Burghclere
Newbury
Berks
RG20 9ED

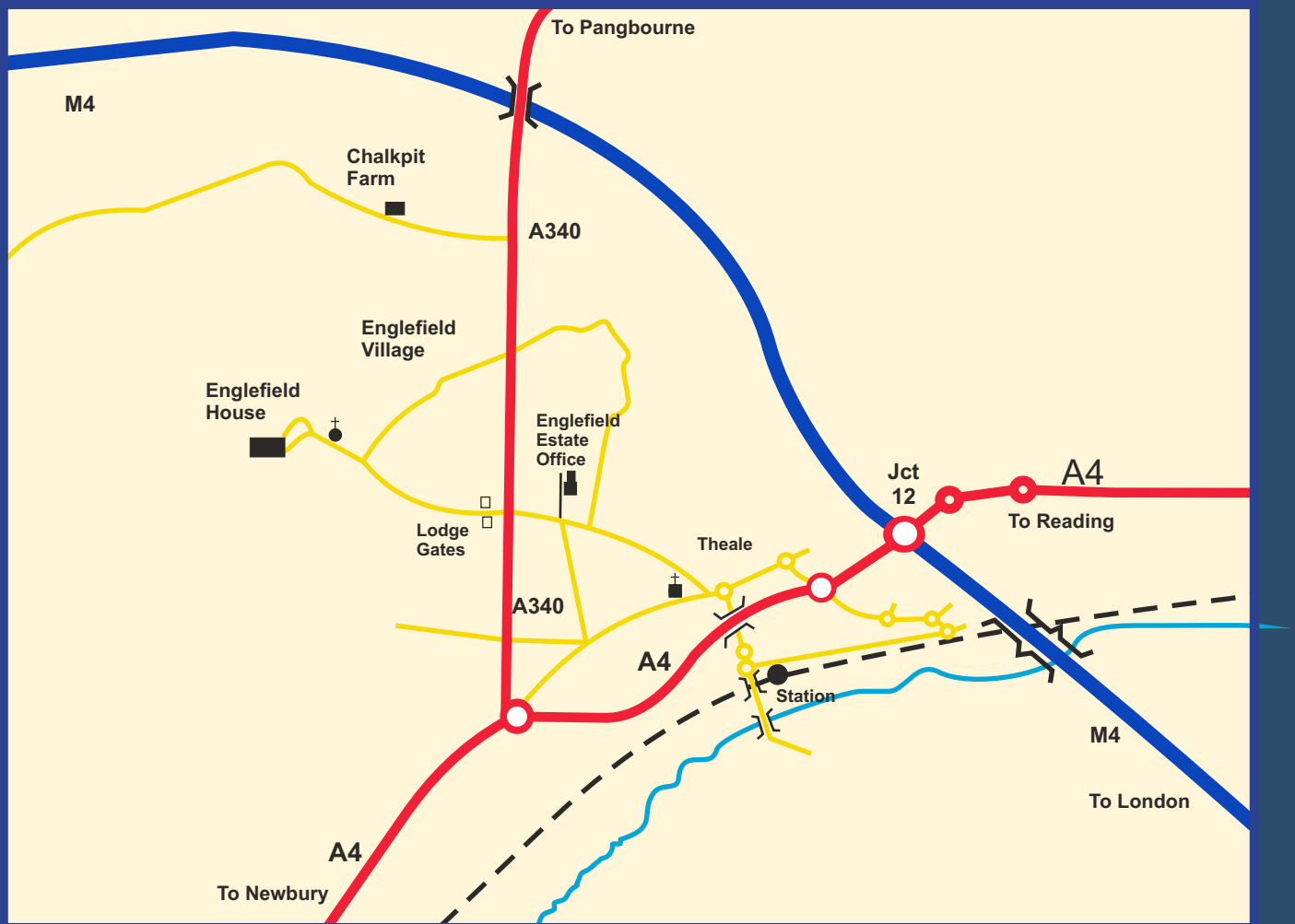
Berkshire College of Agriculture (BCA)
www.bca.ac.uk
Tel: 01628 824 444

Reading & District Bee Keepers
Association (RBKA)
www.Rbka.org.uk

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Thanks go to all staff and friends who help with the Countryside Days for Schools

How to find us



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Site plan

Site plan

