Joydens Wood Resources

UNIT IN BRIEF
To explore the local history of Joydens Wood including focussing on the Anglo Saxons and the Second World War.

CURRICULUM LINKS

History Key Stage 2 – Knowledge and understanding of events, people and changes in the past specifically looking at local history through the Anglo Saxons and World War Two.

ICT Key Stage 2 – Finding accurate information on the internet.

Science Key Stage 2 – Living things in their environment - variety in nature and classification.

Mathematics Key Stage 2 – Recording measurements.

Geography Key Stage 2 – Fieldwork techniques, settlement changes over time, use and create maps.

English Key Stage 2 – Increased vocabulary and looking at language structure, studying Anglo Saxon poetry and modern versions, drama activities including character and role-play to convey stories feelings and emotions.

Art Key Stage 2 – Exploring and developing ideas, using art and craft techniques, using different materials to record information and add imagination, materials and processes in art at different times.

Design Technology Key Stage 2 – Knowledge and understanding of materials.

Physical Education Key Stage 2 – Outdoors adventurous activities, working individually and as pairs and within teams to complete challenges.
### History

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WHO ARE THE ANGLO SAXONS?

SESSION AIMS:
To introduce the Anglo Saxons using ICT skills to research on local and national websites.

http://www.bbc.co.uk/schools/primaryhistory/anglo_saxons/who_were_the_anglo-saxons/


http://www.heritage-explorer.co.uk/web/he/interactivewhiteboardsdetail.aspx?crit=&cid=82&id=3494

WORLD WAR TWO – THE BLITZ

SESSION AIMS:
To introduce/reinforce previous work about World War Two and the influence it had on people’s lives using ICT skills to research.

http://www.bbc.co.uk/schools/primaryhistory/world_war2/

Discuss what the Blitz was and why it happened. Find some images of bombed buildings from London or the Home Counties area from during the blitz and ask the pupils to suggest reasons why there are no children in the photographs. Ask your pupils to imagine that they are in the photographs. How do they think the people might be feeling/how would they feel if it was their house in the photograph? In pairs or groups ask them to write (and perform) a short piece of dialogue between themselves and the people in the photograph.
The history route follows a small section of the Faesten Dic trail, starting from the entrance by the bus stop between two roads, Norfield Road and Fernheath Way on Summerhouse Drive. TQ 507720

Follow the Faesten Dic red trail towards the right at the bench junction.

- There is a large oak on the left hand side, you can use this as the place to introduce the topic of your walk. What has this tree seen?
- How old is the tree, is it older or younger than those around it?
- How do you know?

HOW OLD IS THE OAK TREE?

SESSION AIMS:
To show pupils how to age a living tree.

You will need
- A tape measure

To estimate the age of a living tree, use a tape measure or piece of string to measure the distance around the trunk about one meter from the ground. Every 2.5cm of girth represents about one year’s growth. This gives you a rough idea of the age of a tree, but it is not completely accurate as each tree grows at a different rate depending on its species and its location, in woodland or open landscape.

Collect some oak leaves for leaf windows activity.

A TIME TRAVEL MAGIC SPELL

SESSION AIMS:
An icebreaker activity to get pupils thinking about history and travelling back in time.

You will need
- Pots for the magic water, one per group
- Clean paint brushes, one per child
- Water in a bottle with clove flavouring in it. (This is colourless but makes it smell magical)

Choose a tree with some smooth areas on the bark. Using a brush paint a pattern with the water onto the tree to make a magic spell, you can whisper some time travelling words to help you go back in time. Use the markings already on the bark to help inspire you. Now each step on your walk will take you back in time…

STAY ON THIS MAIN PATH. After the wide track on your left as you walk up the hill you can do a tree trail. Only the woodland trees not the garden hedges. Hazel, oak, sweet chestnut, wild cherry, rowan, sycamore, and birch, which is found further along the path where it is flat.
**Joydens Wood Resources**

**TREE TRAIL**
The tree trail sheet for Joydens Wood History Route

**You will need**
- To stick squares of doubled sided tape next to each picture (it is see through)
- Pencils and clipboards if you are doing the extension activity

Unpeel all the double-sided tape before you start the activity so you can see the pictures. When the children find the correct leaf they can stick it onto their sheet.

**Historical information facts**

**Silver Birch**
Birch is believed to protect against evil spirits, in medieval times, a bundle of birch twigs was carried by the local magistrate on his way to court as a symbol of his authority and as a means of punishment.

**Sweet chestnut**
It is thought that sweet chestnut was brought here by the Romans over 2,000 years ago, as the nuts were a good source of energy and could be ground into flour.

**Hazel**
Hazel has a reputation as a magical tree. A hazel rod is supposed to protect against evil spirits, as well as being used for water-divining or wands. In some parts of England, hazel nuts were carried as charms or to ward off rheumatism.

**Oak**
The oak tree has a long history of folklore throughout Europe. The oak was sacred to many people, including the ancient Greeks, the Norse and the Celts.

**Sycamore**
Sycamore was introduced to Britain as a tree to shade people from the sun.

**Rowan**
The rowan has many associations with magic and witches. Its old celtic name is ‘fid na ndruad’ which means wizards tree.

**Cherry**
In the past the sticky resin has been used by children and forestry workers as a bitter-sweet chewing gum. It was thought to promote a good complexion and eyesight and help to cure coughs.

**Extension activity**
In the space provided you could describe the bark of the tree, the shape and rough height it grows and what its seeds are called.
**SOUND WALK**

**SESSION AIMS:**
A sensory activity to encourage pupils to listen to the environment around them and then think about how it has changed over time.

For this walk to work, everyone must be spaced out so they cannot easily talk to each other and disturb other people. As you walk along listen to the sounds around you, count each new sound you hear. Do this for one minute as you walk along.

Gather everyone together to talk about the sounds you heard. Which ones were man made and which were natural. Would you have heard some of the sounds 60-70 years ago (during World War Two)? Would you have heard some of the sounds 1,500 years ago (during the Anglo Saxons period)? What sounds might you have heard in the past that you cannot hear today?

In 1940 during the Second World War two hurricane planes crashed in Joydens wood, one on the 6th September the other on the 7th October, both pilots survived these crashes and both planes crashed very near to where you are standing.

So would a pilot in the battle of Britain have walked past this very tree? Or would the local people coming to rescue him or the children coming to see? Look at a map to see what the local area was like during the 1940's. What would the pilot hear? (animals, planes, bombs, gunfire?) How old is this huge sweet chestnut coppice?

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At the end of this main path you will see an information board. Go straight on onto a small narrow path, which veers left so it is parallel to the main path. Beware of dog poo in this area.

There is a large sweet chestnut, which was coppiced many years ago, pause by this tree.

Collect sweet chestnut leaves for leaf windows activity.
HISTORY

A LOCAL WORLD WAR TWO STORY

SESSION AIMS:
To bring the reality of war to life through this true story recounted by a local person who lived locally during World War Two.

Sourced from http://www.bbc.co.uk/ww2peopleswar/stories/92/a4029392.shtml

I was aged eight living with my mother, father and younger brother Ian in Baldwyns Park, Bexley on the edge of Dartford Heath.

One Sunday I was out on my roller skates when my dad suddenly appeared and took me home. War had been declared and everyone thought we would immediately be subjected to heavy air attack. The sirens sounded but nothing happened. Nothing continued to happen for about a year and life went on pretty much as before. They dug up the playground at school and made an air raid shelter and we were all issued with gas masks which we carried everywhere.

Dad became an ARP Warden and a battery of heavy anti-aircraft guns was installed on Dartford Heath. After dark a strict blackout was enforced. Dad made plywood shutters for all the windows in the house that prevented any light showing and gave protection against flying glass.

Later on an Anderson air raid shelter, named after the then Home Secretary Sir John Anderson, was delivered and installed in the garden. These shelters were assembled from sheets of corrugated iron bolted together and partially buried in a hole excavated for the purpose. The soil dug out of the hole was then piled on top of the shelter which then afforded good protection from everything but a direct hit.

When the daylight raids started we would hurry to the shelters, either at home or at school, but later we became inured to the noise of the guns and we would stay out and watch the battles in the sky. Several aircraft were shot down near Baldwyns Park one, a Hurricane, crashed in nearby Joydens Woods and the pilot baled out. We later saw him being taken back to his base in the back of an RAF truck. Many years later we learnt that the pilot was shot down and killed eight days later.

Eventually the shelter in the garden filled with water and we had an indoor Morrison shelter named after Herbert Morrison who had taken over as Home Secretary and Minister of Home Security under Winston Churchill. These shelters were made of steel sections bolted together in the form of a large table with a steel sheet forming the top. Wire mesh screens could be clipped to the sides after the occupants had crawled in and a system of steel laths fixed to the sides by springs afforded support to mattresses so that a family of four could spend a reasonably comfortable night.
MOULDING A CHARACTER
(Adapted from 101 drama games and activities, David Farmer)

SESSION AIMS:
To follow on from the WW2 story, a drama activity to encourage the pupils to think about the characters in the story and how they were feeling.

Ask the group to imagine they are the pilot from the story who has crashed in this unfamiliar area, picking their way through the woods. How would you be feeling, what might you be thinking? Allow them to act out the character. Now imagine you are a local person who saw the plane crash and you are searching for the pilot, how would you be feeling, what might you be thinking? Act out this new character.

When you reach the clearing with the logs get into groups and discuss how you felt as each character. Next, one of the group becomes an actor playing the pilot the others are going to mould the pilot character as they imagine him as he is walking away from the wreckage of his plane. The actor must stand in a neutral position like a statue, no talking or discussion is allowed from this point onwards. The aim is to sculpt the character together until they reach a consensus. The sculptors carefully move the person’s body into place. If a particular facial expression is required, it may be made by one of the sculptors and shown to the statue, who then copies it. Then you can repeat the activity with another actor being a person coming to find the pilot.

EGG BOX TREASURES

SESSION AIMS:
To encourage pupils to look more closely at the environment around them as they walk from one location to another and encourage descriptive vocabulary.

You will need
- An egg box one per child or group
- Egg box treasures teacher’s sheet

Ask the pupils to find six different objects to put in the box, each object should feel different to the others. Then ask them to think of a word to describe each object. Alternatively you can write a word in each of the six compartments and get the children to find an object that fits the description. Example words; fluffy, straight, twisty, thin, thick, rough, smooth, soft, hard, bright, camouflaged, heavy, light.
HISTORY

PATROLLING THE DEFENSES
(A version of grandmother’s footsteps)

SESSION AIMS:
To bring history to life by playing a game relating to the actual history that happened in this very location.

One person is an Anglo Saxon and they stand with their back to rest of the group at the top of the bank. The others are Roman soldiers and they start further down the slope away from the bank, then they try to creep up to the Saxon and tap them on the shoulder. However at any moment the Saxon can turn around suddenly. If they see anyone moving, they point at them and that person must return to the start. Whoever taps the Saxon on the shoulder becomes the next Saxon patroller and the game starts again.

SAXON EYES GAME

SESSION AIMS:
To bring history to life by playing a game relating to the actual history that happened in this very location.

One child is the Saxon and stands on the bank. The Saxon shouts “Saxon eyes are closing” and closes their eyes. The other children run off to hide somewhere out of sight of the Saxon. The aim is to sneak closer, they must reach a new hiding place and be out of sight again by the time the Saxon shouts “Saxon eyes are opening, three, two, one” and opens their eyes. At this point any child that the Saxon can see and point at is out. The game continues until someone tags the Saxon or everyone is out.

When you reach the wide track and have seen the wooden information panel about Faesten Dic imagine you have travelled right back in time, about 1500 years from now and you are an Anglo Saxon from Kent on the lookout for Romans threatening to invade your county.

Continue straight on the Faesten Dic path, when you reach the next open area on the Faesten Dic, you can play…

These sheets have been designed to be shared. Feel free to photocopy and provide to colleagues. All resources are available at woodlandtrust.org.uk. The Woodland Trust is the UK’s leading woodland conservation charity dedicated to the protection of our native woodland heritage. woodlandtrust.org.uk The Woodland Trust is a registered charity, nos. 294344 and SC038885.
AERIAL MAP-MAKING
(adapted from ‘I love my world’ Chris Holland)

SESSION AIMS:
To introduce maps and directions and to encourage pupils to put their thoughts of how the landscape would have looked 1500 years ago into a creative aerial map.

You will need
• A compass

Find an area of off the path and ask the group to stand in a toe-to-toe circle. Stick a straight stick into the ground in the middle of the circle. Ask the group to name something that you will see on every single map you look at. The answer is the cardinal directions, north, east, south and west; but how do you determine which way is north? Use a compass. We can do this today, but the Anglo Saxons did not have compasses so how did they know where north was? There are many natural indicators of direction.

Using the sun
Place a stick in the ground and mark the shadow end with a stone, allow enough time to pass for the shadow to move several centimetres. Mark the end of the shadow with another stone. The two stones lie on the west-east line, and the shadow moves from west to east. But this method relies on the sun shining.

Using the stars
On a clear night when the stars can be seen, look for the star that stands still, the North Star. Not much help during the day though.

Using trees
Trees standing on their own or the top of the highest woodland trees standing above the rest, are affected by the wind and the sun. The sun will encourage greater growth on the southern side of the tree; this is shown by more horizontal branches growing on the southern side and more vertical branches growing on the northern side. The highest branches are the best guides for this.

Now that you know which way north is, ask the person standing at the north of the circle to find something to represent the North Pole. Draw a line from the North Pole to the South Pole and from east to west. Ask the people at these points to find something to represent each of these directions as well. Now ask the group to imagine they are a bird soaring above this land 1,500 years ago in the time of the Anglo Saxons, close their eyes and imagine what things they would see. Wooden houses, smoke from fires, the faesten dic, woodland, rolling hills and valleys, pathways where people have been walking, fields, farm animals. Would the people have lived in big towns or small villages? Next everyone in the group is going to create an aerial map of Joydens wood from 1,500 years ago, using natural objects to represent the features.

KENNINGS I

SESSION AIMS:
To introduce the popular past time of Anglo Saxon Kennings.

A traditional Anglo Saxon pastime was making up riddles and mini-riddles called kennings. A kenning is a way of describing something without saying what it is. In poetry it’s a list of kennings, usually made up of lots of two-word descriptions. They often use lots of alliteration. In Anglo Saxon times swords had names like “death-bringer” or “wound-maker”.

Ask the group to sit in a circle imagining they are the Anglo Saxons, passing the time away one evening. As a group you can make up some poems with kennings or do an eye spy sort of game with the things they can see around them. Here are some examples to get you started…

Hard-hearted, earth-eater, water-drinker, sun-seeker
I am a …Tree

Fluffy nest dweller, acorn-thief, tree top scrambler
I am a …Squirrel

Fine-jumper, fabulous-singer, great-hopper, green-darter
Grasshopper by Fiona, age seven, Our Lady Immaculate School, Tolworth, London, UK

Night-flyer, mouse-eater, silent-swooper, head-twister, taloned-taker.
Owl by Finn, nine, Chippenham, UK
ANGLO SAXON WEAVING AND BRAIDING

SESSION AIMS:
To use a creative activity to encourage pupils to think about the everyday lives of the Anglo Saxons.

Anglo Saxon people wore clothes made from woolen cloth or animal skins. Men wore tunics, with tight trousers or leggings, wrapped around with strips of cloth or leather. Women wore long dresses. Women spun the wool from sheep and goats to make thread. They used a loom to weave the thread into cloth.

LOOM-FRAME WEAVING
(as individuals or groups)

You will need
- 3 or 4 straight sticks
- elastic bands
- wool or string
- scissors

Make a frame by lashing the sticks together in a triangle or a rectangle, you can use the elastic bands or the string to do this. Tie the wool to one corner and wrap the wool around the frame gradually working across with the threads about 1cm apart. Tie off the string. Weave in natural materials.

You can do the same as loom frame weaving using a forked stick or a length of flexible wood like willow, holly, hazel or ivy bent and tied into a circle.

BRAIDING

You will need
- 4 small sandwich bags
- 4 different coloured wools each about 1 metre long
- Scissors

In pairs, each person has two bags and puts some small stones or earth inside each one to weigh them down. Tie a piece of wool to each bag. Gather up the other ends of the wool and tie them to a branch above your head, the bags should hang down to about waist height.

To do the braiding two children should stand facing each other, holding a bag in each hand.

The children then exchange the bags in their right hands by letting them swing towards the other person at the same time. They then exchange the bags in their left hands in the same way. Keep on repeating this and the braiding will form at the top of the wool.

NB. It's important that when exchanging bags, each person makes sure their bag passes to the outside of the other person's bag i.e. to the left side when passing the right hand bags and to the right side when passing the left hand bags (this is easier to do than explain!).

Collect materials for natural dyeing activity; oak twigs, pine cones, nettles, elderberries, blackberries etc.
Follow the path between the pine trees. Imagine you are an Anglo Saxon who has just finished a stint patrolling on Faesten Dic, you are feeling tired from patrolling, but you are still marching as a true Saxon.

To shorten the visit you can walk directly back to the path that runs along by the houses if you go back to the Faesten Dic interpretation panels and turn right and turn right again at the end until you reach the bench junction.

Follow the way markers.

You can play the character moulding games again this time for a Saxon in the junction area once you have walked down the steps.

On your way back you can imagine you are an Anglo Saxon hunter on the look out for something to catch and kill for your next meal. You have a bow and arrow and a sling shot as your weapons, you must walk quickly and quietly so as to not scare the wildlife but to cover as much ground as possible before it gets to dark. You may find a large animal, which needs lots of preparation and is hard to carry back and will slow you down.

Before you leave you need to do the magic time travel spell once again to reverse the magic, choose young trees near the bench junction.

At this junction coming down the steps turn left and follow up the track off of the way marked trail, turn right at the junction and then turn left at the bench junction. This will take you to where you entered the wood

KENNINGS 2

SESSION AIMS:

To reinforce the kennings activity on site, using creative language to make riddles and kennings using historical and modern day themes.

At school you can extend the kennings activity you did in the woods, you can even include some longer riddles or modern day examples. Use the internet to research the Exeter Book.

A bird-dresser, a wind-presser, a pillow-filler, a poet-quiller, an arrow-aimer, a dust tamer, a cobweb-breaker, a tickle-maker, a headaddress-sticker, a pocket-pricker, put these together, I'm a ———

Feather, by Tony Mitton from Fluff, Orchard Books, 2000

I go through the wood in silence
And come out onto the snow
Where I leave my print although I have no footsteps
Where I speak your heart although I cannot breathe
I am... the lead in a pencil

Lip-smacking, thirst-quenching, ace-tasting, motivating, good-buzzing, cool-talking, high-walking, fast-living, energy-giving, cool-fizzing

Pepsi, advert form the 1970's available on You-Tube
LEAF WINDOWS

SESSION AIMS:
To reflect upon the visit and the activities by visually reinforcing the historical and natural history aspects of their visit.

You will need
- Your collected leaves
- A computer
- A laminate sheet
- Scissors
- A book or strong material to be a temporary tray

Using the leaves you collected during your walk oak, sweet chestnut, pine, silver birch. Use the internet to print off some images of Anglo Saxons, an RAF pilot and hurricane plane. Carefully cut around the images. Put your laminated sheet open onto a book or strong material to be a temporary tray. Lay your leaves and images onto your laminated sheet to make a decorative historical window. You could also include the title Joydens Wood and the date on your window. When you are happy with the position of everything close the laminated sheet over your items and an adult will be able to laminate your window. The windows can be displayed against your classroom windows.

NATURAL DYEING POST

SESSION AIMS:
To use natural products to dye material, to think about how people in the past have used nature in their everyday lives and put this into a modern day context.

You will need
- The items you collected on your walk to use to dye the material (oak twigs, blackberries, elderberries, pine cones, nettles)
- Some onion skin and any other plants you'd like to try a as dyestuff
- A saucepan
- Pure cotton wool
- Cooker

Get some water boiling in the saucepan
Put in one of the dyeing plants and some cotton wool, you will need to use at least the same weight of dyestuff as cotton wool, but preferably try to cram in as much as will fit.
Boil for an hour
The oak twigs and pine cones should make brown, onion skins make yellow, blackberries or elderberries for purple and nettles make a yellowy-brown.

Discussion topics: How does using natural materials to dye cloth limit the Anglo Saxons? What colours would be difficult to make? Why might the Anglo Saxons prefer to be wearing natural coloured clothes? Using natural materials to make things, what other examples can they think of? How has this changed in the modern day? What can we do and make that the Anglo Saxons could not?
ANGLO SAXON PLACE NAMES

SESSION AIMS:
To teach about the origins of place names and how they often describe the landscape or past activities in a given area.

You will need enough ordnance survey explorer maps or printed maps of the area around Joydens Wood to work in small groups. Alternatively use the Google maps website and you can view road names as well.

Many of our place names originate from the names chosen by the Anglo Saxons. Some places were named after the local chieftain and some were chosen because of the landscape features.

Have a look at your local area on a map and see how many different names you can find which originate from the time of the Anglo Saxons.

Use the maps to count the number of places with the following names in them:
- **Ley** = wood or clearing in a wood
- **Borough** (burh in Anglo Saxon times) = powerful town
- **Ham** = village
- **Den** = place in the woods for feeding pigs
- **Ing** = people (Hastings in Sussex – Haesta’s people- Haesta being the local chieftain)
- **Wick** = produce of a farm

Here are some other places, which have Anglo Saxon names, use the internet to find out what they mean;
- Oxford
- Essex
- Reading
- Chiselhurst

Can you find any more Anglo Saxon names?