

## Seamer and Irton CP School – Forest School

**Topic: Sustainable Woodland overview**

**Year 6** (links into year 1-5 sessions)

**Linked to Science**

### What I will know

- Understand the management of woodlands as a sustainable learning environment.
- Describe woodland management systems in Britain.
- Sustainability in our Forest School location.

### What vocabulary I need to know

- Community management
- Wildlife management
- Facilities management
- Woodland management
- Wider woodland area

### How I will investigate

**Community Management** – Consider factors which affect differing woodland management systems by getting pupils involved within a wider professional network in various site locations. Learners can transfer their skills to home, school and local woodland sites.

- Local forestry commission sites, e.g., Dalby Forest. This woodland has a variety of moorlands, farmland, and deciduous and coniferous ecosystems - some of which are in conservation areas. This woodland provides a great deal of economic value which requires a team of experts to manage and maintain. Taking pupils to this site and inviting leaders from Dalby Forest into our woodland will enhance pupils' understanding of diverse sustainability management.
- Encourage local land-owners/farmers to let us conduct forestry sessions on site. This shows diversity of land structures and how differing ecosystems survive in their environments.

**Wildlife Management** - Join organisations that protect wildlife, e.g., United for Wildlife and the RSPB. Get pupils to look at local risks from pollution, reduced food supplies and how the destruction of habitats can cause dangers including extinction. Use identification and spotter charts/surveys to look for habitats, wildlife, plants and trees, whilst considering habitat creation. Do a questionnaire in school newsletters relating to how we help sustainability in our local woodland environment.

### Sustainable Woodland Management

(This will vary depending on age and ability of the learner and access to location and resources)

**Facilities Management** - For example, public access routes and leisure activities such as tree climbing trails, bike trails and play equipment.

Manage the safety of access to areas via daily health and safety checks, such as clearing pathways from overgrowth and tripping hazards, and removing fungi and hazardous consumables. Environment impact is when usage disturbs the ground layer or impacts re-growth.

### **Woodland Management**

**In our setting:** Have a maintenance plan looking at appropriate changes that will contribute to the woodland's future growth in all required areas; conduct surveys about the plants, leaves and trees onsite; set a short term review date and involve learners in planning meetings; ensure resources and time is made available to carry out any targets.

**Wider woodland area** – The encouragement of re-growth; looking at different ways that make the woodland area most profitable for its manner.

**Coppicing** – a traditional method used to encourage tree/shrub growth. A lot of deciduous trees are coppiced – repeatedly felled at the base and allowed to regrow. A coppiced wood is called a copse.

**Pollarding** - another method used to encourage re-growth. Pollarding is similar to coppicing but involves trees/shrubs being cut back to a stump, rather than to their base. This keeps trees and shrubs smaller than they would naturally grow. Both methods need to be done at the right time of year to make sure the tree can preserve its resources. You should only do this if the woodland will benefit, for example helping the survival of wildlife.