

**Wear  
Rivers  
Trust**

# **Primary School Education Information Pack**



Wear Rivers Trust offers a wide range of outdoor and indoor education, catering to all needs, throughout the Wear catchment. Our sessions are delivered by education professionals; delivery can be for Early Years, KS1 or KS2 and is linked to the national curriculum.



We have  
river  
expertise  
& insight

Unique  
combination  
of river &  
teaching  
expertise



## LOTC Quality Badge Holders

The 'Learning Outside the Classroom Quality Badge' is the only nationally recognised award that recognises and assesses both the quality of risk management and educational provision. As far as we are aware, we are currently (as of 2024) the only rivers trust educational department to receive this award.

## National Curriculum Links

All of our trips and educational outreach sessions are specifically linked to the national curriculum. Please see the 'Session Options' section for more information on national curriculum links.

## Fun & Engaging

We endeavour to make every session as fun as possible for the children; through adventure, animal interactions and allowing the children to connect with nature! We like nothing more than seeing the children with smiling faces, having learnt plenty, by the end of the day!

## Expertise

All of our education team are educated to degree (or working towards) level, at a minimum, with two having PGCE certification. The team has combined experience of teaching from Early Years to UKS2. Our additional project work on rivers allows us to share in depth geographical and scientific knowledge and provide additional advice regarding rivers, to teachers, if required.

What do  
other  
teachers  
say?

# Teacher Reviews



"My staff were very complimentary of you and how you engaged with the children and they are not easy folk to impress so you must have done a sterling job! You guys have made a real impression on them – thank you so much!"

**-Emma Monaghan, Headteacher @ Gillas Lane**

"The staff at Wear Rivers Trust worked brilliantly with the children. They had high expectations of the behaviour and were approachable and kind towards the children, who really benefitted from their teaching. They also added some brilliant stories and interesting facts to the day which the children loved – so a big thanks from Grangetown. We felt that all the activities were brilliant and hit a lot of our school objectives as well as being entertaining for the pupils and engaging."

**-Allison Wight & Jessica Richardson, Y5 Teachers @ Grangetown**

"The Wear Rivers Trust team were engaging, professional and knowledgeable - the children were extremely interested to find out more and the team ensured that every aspect of the day was used as a learning opportunity. The activities were very well organised, allowing children to apply and develop their knowledge and skills during practical tasks. All of the children learnt so much from the experience and have talked enthusiastically about the trip since returning to school. We would definitely be interested in booking a similar field trip next year."

**-Laura Ballentine, Y3 Teacher @ St. Michael's Esh**

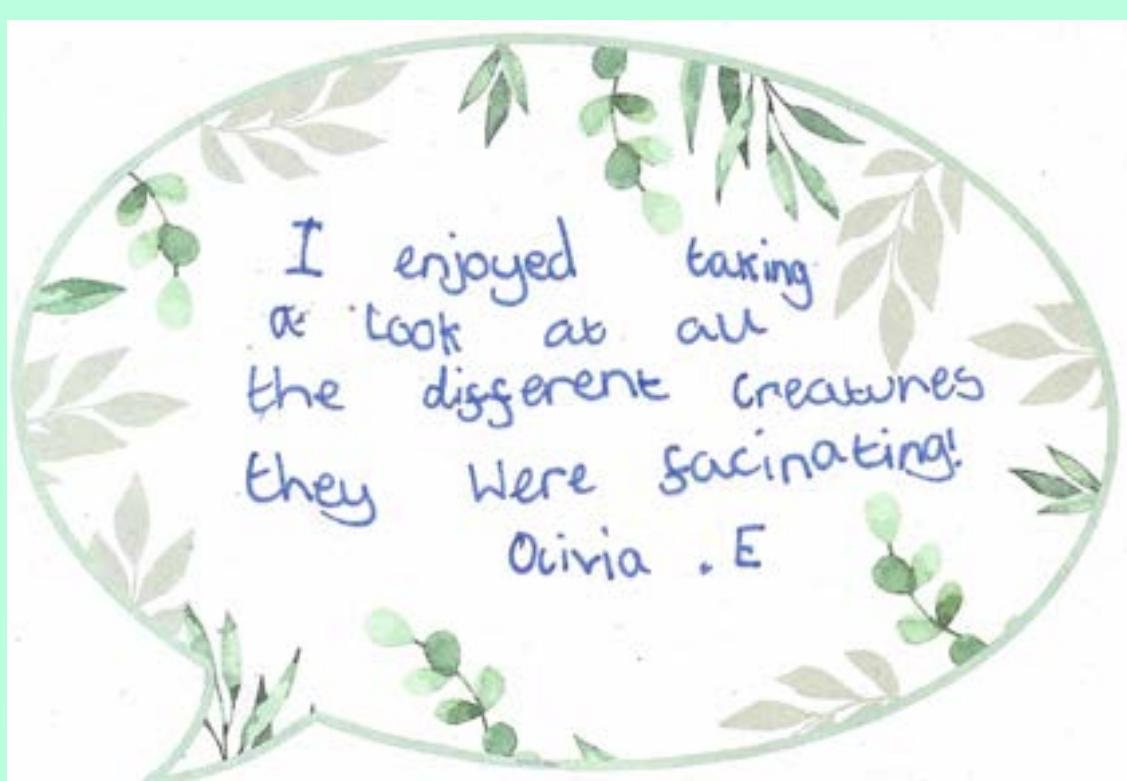
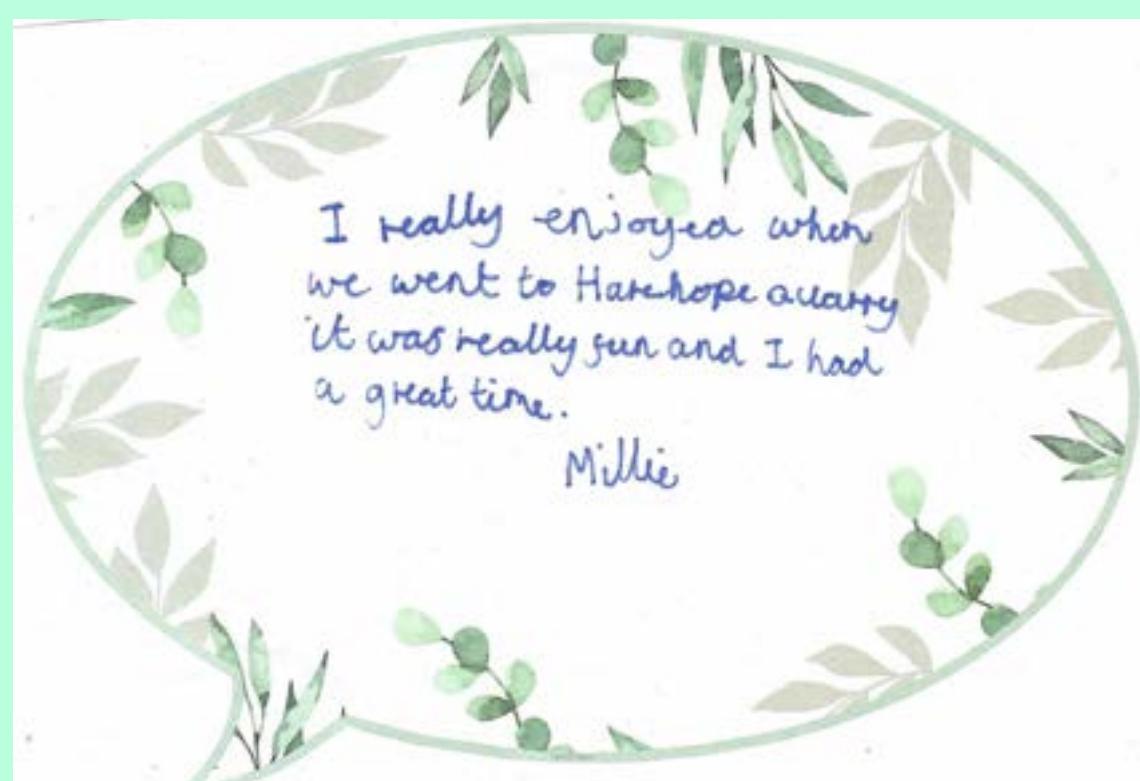
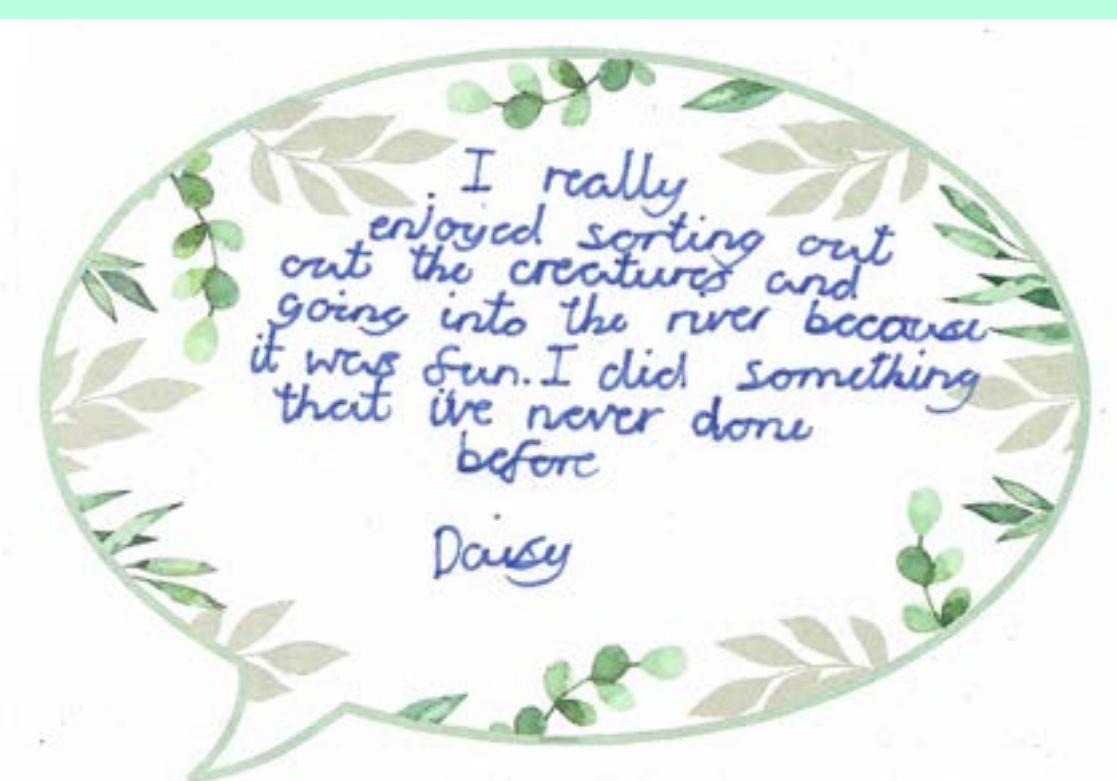
"The children loved this trip! There were many activities that kept the whole class engaged throughout the day. The Education Team were very well organised which ensured the day ran very smoothly. This trip linked excellently with our current river topic and the children learnt so much. The needs of all children were met, and they went above and beyond to ensure it was accessible for our wheelchair user."

**-Emma Robinson, Y5 teacher @ Grangepark**

What do  
the pupils  
think?



# Pupil Reviews



We deliver  
all year  
round

# Making a Booking



## IMPORTANT BOOKING INFORMATION

### Booking Form

We will work with you, and advise, to arrange the best options to meet your classes needs and curriculum aims. To start the booking process, please fill out our booking form and email it to [education.team@wear-rivers-trust.org.uk](mailto:education.team@wear-rivers-trust.org.uk). Once the booking form is received, we will get in touch ASAP with an allocated tutor, potential date and to answer any other queries you may have.

### Travel

We understand that travel costs can be a significant expense to any trip, especially in current times. If this is an issue, we can always provide educational outreach within the classroom.

### Payment & Cancellation Policy

A request for payment will be submitted to the school after the session date. Cancellations should be made no less than one week before the booked date. If the session is cancelled less than one week before the booking, the full charge will still apply. Sessions will usually go ahead during inclement weather. If the weather forecast does not look safe for the booking date, the session will be cancelled, at least one day before, and either rearranged for another time or may be brought into the classroom.



# Keeping You Safe



## YOUR SAFETY IS OUR #1 PRIORITY

### Safeguarding

All of our education staff are trained, and up to date, in 'Advanced Safeguarding Children' (Level 2). If a Wear Rivers Trust staff member is concerned about the welfare of a child, they will report this to the class teacher or school Designated Safeguarding Lead. This applies when working in partnership with schools, both inside and outside of the classroom. Wear Rivers Trust will record and report any concerns or disclosures in accordance with their Safeguarding Policy. It is the school's responsibility to follow this concern up where necessary. For more information on our safeguarding policy please contact us.

### Medical Conditions & Additional Needs

When booking a session please inform us (via the booking form) of any medical conditions or additional needs within the group. This will allow us to make any reasonable adjustments to the activities and keep everyone safe.

### Health & Safety

When learning in nature we need to be aware of the risks involved. When the booking form is requested, we will send the relevant activity risk assessments to you, to use as a guide when producing your own. If you have any concerns about any of the risks highlighted within our assessment, please get in touch.



children/adults with medical need to be aware of? If so, please specify	Other
children with special educational needs to be aware of? If so, please specify	



[wear-rivers-trust.org.uk](http://wear-rivers-trust.org.uk)



[education.team@wear-rivers-trust.org.uk](mailto:education.team@wear-rivers-trust.org.uk)



07456928171



[WearConserving](#)



[WearEducating](#)



[In school & outdoor delivery](#)



Entire River Wear Catchment



Registered Charity: 1094613



LoTC Quality Badge Certification

# Our Responsibilities

All our staff are  
Outdoor First  
Aid trained



## First Aid & Food Safety

All of our staff are trained in outdoor First Aid and have obtained the ITC Certificate in Outdoor First Aid (SCQF Level 6) for incidents specific to the environment. However, First Aid is still the school's responsibility.

Philip and Katie have received food handling training (Level 2 Food Hygiene & Safety for Catering) to ensure we comply to standards if preparing and cooking food on campfires.

## Behaviour, Public Spaces & Ratios

Wear Rivers Trust staff will lead and run sessions but we kindly remind schools that the behaviour of the children is the school's responsibility. The majority of our sites contain public access, with no control over members of the public possibly present. It is important that schools consider that their staff to pupil ratio is sufficient accordingly. We advise at least a 1:6 staff: pupil ratio for all of our trips, that is appropriate for the environment, nature of the sites and activities being covered..

## Storage

Due to the nature of the outdoor sites we use, unfortunately no secure storage is available. A WRT member of staff will have their car within a short walking distance if any valuables need to be stored. Please contact the team prior to the visit if this is an issue.

***\*Please note: Prior to the trip, it is the responsibility of the school to obtain any sort of required informed consent, for the trip, from their respective grown ups.***

Don't  
hesitate  
to contact  
us!

# What to Bring



## BE PREPARED WHATEVER THE WEATHER

All children and adults should dress appropriately for the day. We advise PE kit or sports clothing as opposed to school uniform.

### Cold & Wet Weather

- Waterproof clothing (preferably jacket and trousers if possible)
- Base layers (or plenty of thin layers)
- Warm jacket
- Wellies or old trainers
- Woolly hat



### Dry & Sunny Weather

- T-shirt & joggers (shorts not advisable; cover legs by river to avoid bites)
- Sunscreen (must be provided by school/grown ups before arrival)
- Sun hat
- Extra water

### Other Items

- Water bottles
- Packed lunches
- Spare socks, joggers & additional clothing (some children/adults may get wet!). \*Also we advise that the school group leader carries a full extra set of clothing in case of emergency.



We hope to reduce your travel time

We use multiple locations all over the Wear

# Our Sites



**DETAILED RISK ASSESSMENTS HAVE BEEN COMPLETED FOR EVERY SITE WE USE**

## WEAR CATCHMENT WIDE

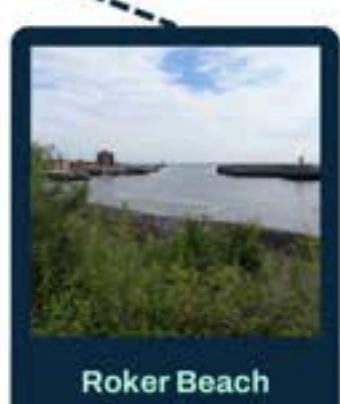


Congburn Centre  
Edmonsey  
(River Cong Burn)



Riverside Park  
Chester-le-Street  
(River Cong Burn & River Wear)

## WEAR EDUCATING



Roker Beach  
Sunderland  
(Mouth of River Wear)

## WEAR CATCHMENT WIDE

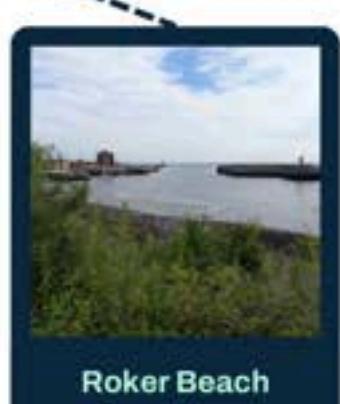


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Weardale  
(Source of River Wear)



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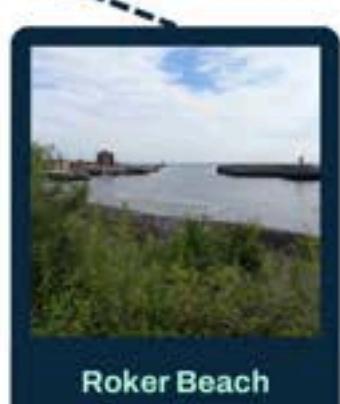


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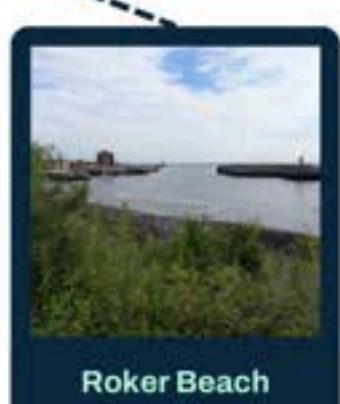


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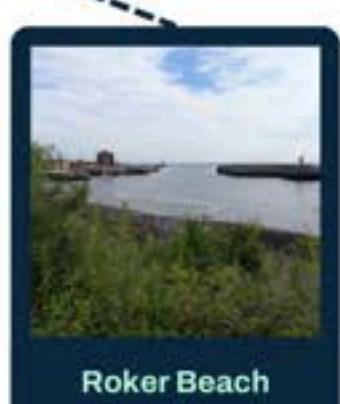


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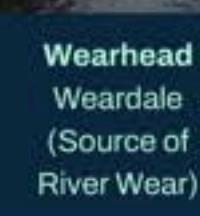
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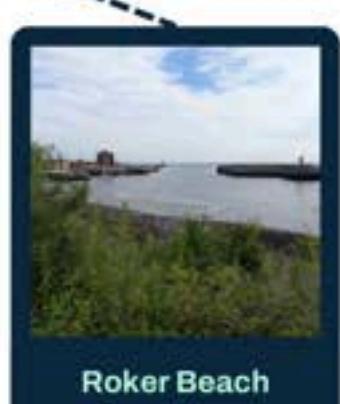


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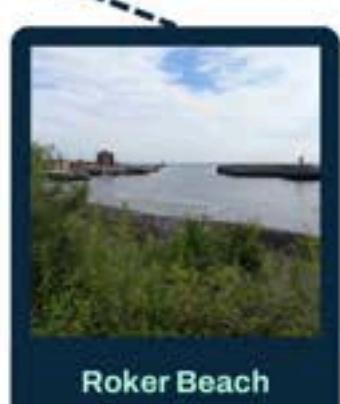


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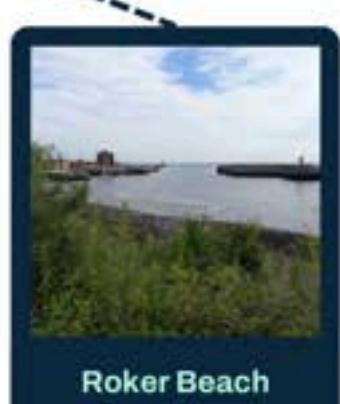


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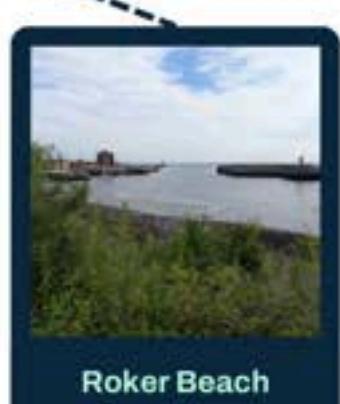


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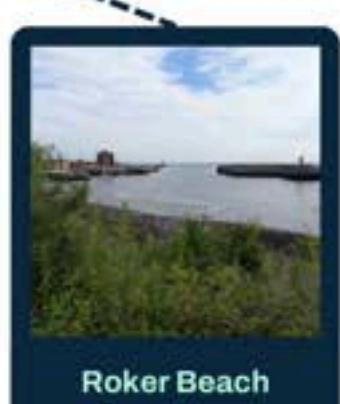


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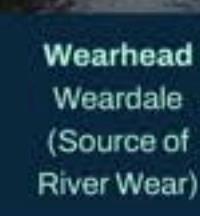
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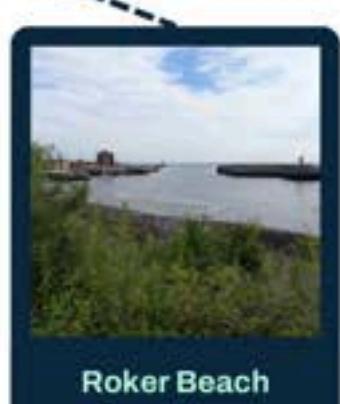


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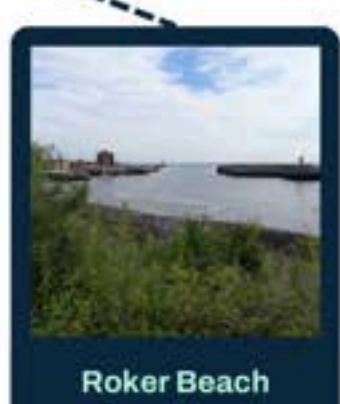


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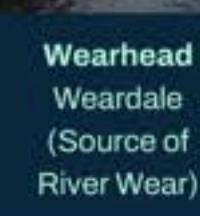
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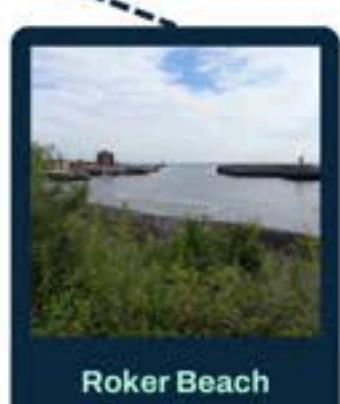


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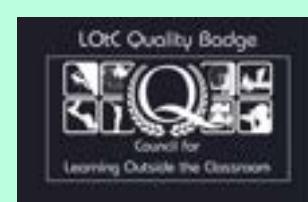
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We can deliver at different sites

We cater for all KS2 year groups

# River Trips



## LAUNCH YOUR RIVER/GEOGRAPHY TOPICS WITH THE RIVER EXPERTS!

### River Trip @ Harehope

**Morning Session:** Introduction, H&S briefing, nature reserve walk: identifying & observing human and physical features. Arrive at site similar to a river source and children take scientific river measurements.

**Lunch:** Sheltered outdoor pods and tenting available

**Afternoon Session:** Repeat measurements middle course river and analyse findings. Follow up work (e.g. line graphs) can be made with data obtained, post trip.

**Toilets:** two outdoor compostable toilets on site. Disabled provision can be made in nearby indoor classroom if we are made aware well in advance.

### River Trip @ Auckland Park

**Morning Session:** Introduction, H&S, river walk identifying & examining river features.

**Lunch:** Picnic by castle walls. Access to toilets within a 2 minute walk.

**Afternoon Session:** Live invertebrate analysis and classification.

**Riverfly** - kick sampling of river bed. Examination & classification of live river invertebrates. Biodiversity analysis.

**Toilets:** Auckland Tower has male, female and disability access within a short walk of river.

### River Trip @ Chester-Le-Street

**Morning Session:** Introduction, H&S, children take river measurements, making comparisons of tributary and main channel.

**Lunch:** At Riverside Park seating area.

**Afternoon Session 2:** River fly - kick sampling of river bed. Examination & classification of river invertebrates. Biodiversity analysis.

**Toilets:** public toilets available next to cafe and seating area.



We can deliver at different sites



We cater for all KS2 year groups

# River Trips



**WE CAN ADAPT ANY OF OUR TRIPS TO MEET THE NEEDS OF YOUR CLASS**

## River Trip @ Congburn Centre

Morning Session: Introduction & H&S briefing. Conduct repeat river measurements and compare with the typical 'Bradshaw Model'.

Lunch: Large indoor room available

Afternoon Session: Live invertebrate analysis and classification.

Riverfly - kick sampling of river bed. Examination & classification of live river invertebrates. Biodiversity analysis. Creature adaptation analysis.

*Toilets: we have use of the garden centre's toilets, which contain a minimum of 3 cubicles in both male & female toilets. A disabled toilet is also available.*

## River Trip @ Wearhead

Morning Session: Introduction & H&S briefing. River walk to Burtree Waterfall. Pupils will identify numerous physical features on route. Pupils conduct width, depth and velocity measurements in the river, comparing their results to the river mouth at Roker, Sunderland.

Lunch: @ Wearhead Village Hall, which can accommodate up to 50 people

Afternoon Session: Live invertebrate analysis and classification.

Riverfly - kick sampling of river bed. Examination & classification of live river invertebrates. Biodiversity analysis. Creature adaptation analysis.

*Toilets: we have use of 2 unisex toilets in the village hall. Please note: disability toilets and access is not available at this site.*

**DON'T HESITATE TO CONTACT US REGARDING WHICH TRIP WOULD BE BEST SUITED TO YOUR YEAR GROUP!**

**WHY NOT TAKE YOUR PUPILS ON A JOURNEY FROM SOURCE (WEARHEAD) TO MOUTH (ROKER)?...**

Linked to  
National  
Curriculum  
objectives

# Coastal Trips

£460 per  
day with  
room hire



## ROKER BEACH EXAMPLE SESSION

### Morning Session

- Drop off @ National Glass Centre (SR6 0GL).
- Map Walk. The class will observe and identify features of the River Wear, as well as examining the human and physical features (using the map's key) on their way towards the marina.
- Sunderland 'tufa' stalagmites visit @ Sunderland Marina.

### Lunch

- The class can have their packed lunches, looking out on the iconic pier and scenic surroundings.
- Public toilet access is also available here.

### Afternoon Session

- Rock pooling: includes species identification.
- Worm digging: identifying worm sand casts, separating through sieving to discover worm species.
- Walk to Roker Park via Roker Ravine: discussion of geological features, linking to the Ice Age, erosion and weathering.
- Pick up from Roker Park (SR6 9NB).

*\*Transport to be arranged by school; bus costs not included.*

*\*Available dates are tide dependent.*

Linked to  
National  
Curriculum  
objectives

# Outreach (in school) Offers

We can  
come to  
you!



 Wear  
Rivers  
Trust

## Rivers Interactive Assembly

- We bring the river into your school!
- A fun and interactive way of introducing your rivers topic
- Children are taught the features of a river from source to mouth, with key vocabulary being highlighted
- Access to school hall (large indoor space) required

## Riverfly in the Classroom

- One of our most loved activities by kids and grown ups alike!
- We bring the river (literally!) into the classroom in large white buckets
- In small groups, children are taught how to identify common UK river invertebrates based on their features and behaviour
- Children can complete follow up work using the data to create bar and line graphs and are taught what the creature abundance can tell us about the pollution within the river

## River Day in the Classroom

- Morning: Intro; Rivers Interactive Assembly; Children create their own river system
- Afternoon: River Fly in the Classroom; River Fly scientific analysis of findings, linking to water quality, pollution and biodiversity.

*\*Wear River Trust education staff may also include specific objectives or topics covered relating to rivers upon request to support previous/future classroom/outdoor learning.*

We can link learning to your school's curriculum

# Price List



## Pricing (including VAT) Full Day Trips

<30 pupils	31-60 pupils	61+ pupils
£460	£660	£860

\*Please note that it is the responsibility of the school to arrange their own transport to the venues.

## Outreach (in school) Offers

Option	<30 pupils
Rivers Interactive Assembly (1 hour)	£125
Riverfly in the Classroom (1/2 day)	£250
River Day in the Classroom (full day)	£400



We can link learning to your school's curriculum

# National Curriculum Coverage



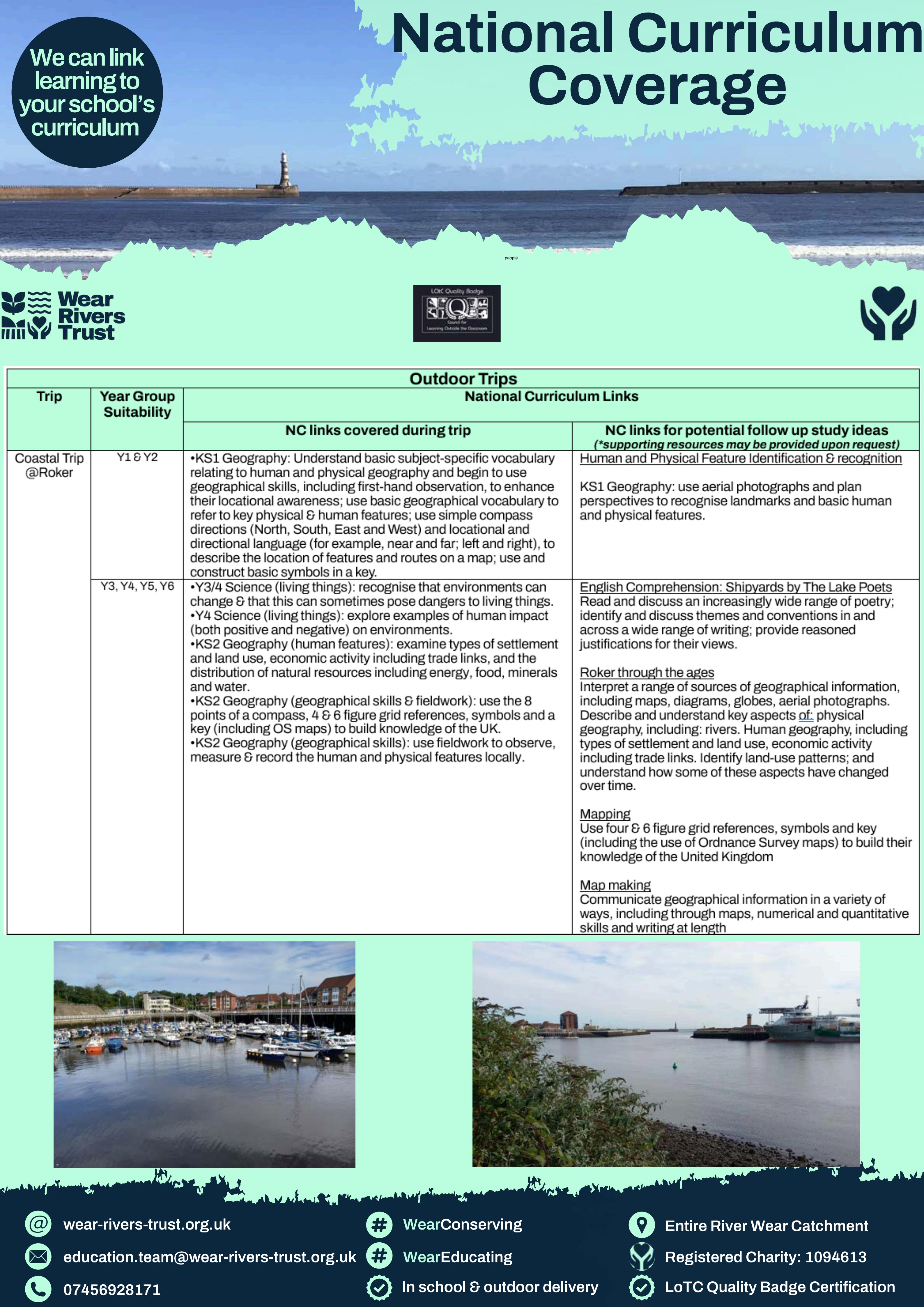
## Outdoor Trips

Trip	Year Group Suitability	National Curriculum Links	
		NC links covered during trip	NC links for potential follow up study ideas (*supporting resources may be provided upon request)
River Trip @Harehope	Y3, Y4, Y5, Y6	<ul style="list-style-type: none"> <li>•KS2 Geography (locational knowledge): identify human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</li> </ul>	<p>Graphing data results from trip river measurements</p>
River Trip @Auckland Park	Y3, Y4, Y5, Y6	<ul style="list-style-type: none"> <li>•KS2 Geography (physical features): study rivers, mountains, *volcanoes and earthquakes (only covered at Harehope), and the water cycle.</li> </ul>	<ul style="list-style-type: none"> <li>•Y5/6 Science: record data and results of increasing complexity using scientific scatter graphs or line graphs</li> </ul>
River Trip @Chester-Le-Street	Y3, Y4, Y5, Y6	<ul style="list-style-type: none"> <li>•KS2 Geography (geographical skills and fieldwork): use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods.</li> <li>•Y5 Science: identify the effects of water resistance and friction, that act between moving surfaces</li> <li>•Y5/6 Science: report findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results</li> <li>•Y5/6 Science: take measurements, using a range of scientific equipment, with increased accuracy and precision, taking repeat readings when appropriate</li> <li>•Y6 Maths (measurement): use, read, write and convert between measurements of length</li> </ul>	<p>Explaining scatter/line graph data using comparison knowledge of two different sections of river, that were measured on river trip</p> <ul style="list-style-type: none"> <li>•Y5/6 Science: identify scientific evidence that has been used to support or refute ideas or arguments. Including causal relationships</li> <li>•Y5 Maths(statistics): complete, read and interpret information in tables; decide which representations of data are most appropriate and why</li> <li>•Y6 Maths (statistics): interpret and construct line graphs and use them to solve problems</li> <li>Y6 Maths (statistics): calculate and interpret mean as an average</li> </ul>



We can link learning to your school's curriculum

# National Curriculum Coverage



## Outdoor Trips

Trip	Year Group Suitability	National Curriculum Links	
		NC links covered during trip	NC links for potential follow up study ideas (*supporting resources may be provided upon request)
Coastal Trip @Roker	Y1 & Y2	<ul style="list-style-type: none"> <li>•KS1 Geography: Understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness; use basic geographical vocabulary to refer to key physical &amp; human features; use simple compass directions (North, South, East and West) and locational and directional language (for example, near and far; left and right), to describe the location of features and routes on a map; use and construct basic symbols in a key.</li> </ul>	<p><u>Human and Physical Feature Identification &amp; recognition</u></p> <p>KS1 Geography: use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p>
	Y3, Y4, Y5, Y6	<ul style="list-style-type: none"> <li>•Y3/4 Science (living things): recognise that environments can change &amp; that this can sometimes pose dangers to living things.</li> <li>•Y4 Science (living things): explore examples of human impact (both positive and negative) on environments.</li> <li>•KS2 Geography (human features): examine types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> <li>•KS2 Geography (geographical skills &amp; fieldwork): use the 8 points of a compass, 4 &amp; 6 figure grid references, symbols and a key (including OS maps) to build knowledge of the UK.</li> <li>•KS2 Geography (geographical skills): use fieldwork to observe, measure &amp; record the human and physical features locally.</li> </ul>	<p><u>English Comprehension: Shipyards by The Lake Poets</u> Read and discuss an increasingly wide range of poetry; identify and discuss themes and conventions in and across a wide range of writing; provide reasoned justifications for their views.</p> <p><u>Roker through the ages</u> Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs. Describe and understand key aspects of physical geography, including: rivers. Human geography, including types of settlement and land use, economic activity including trade links. Identify land-use patterns; and understand how some of these aspects have changed over time.</p> <p><u>Mapping</u> Use four &amp; 6 figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom</p> <p><u>Map making</u> Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length</p>



We can link learning to your school's curriculum

# National Curriculum Coverage



## In School Outreach

Trip	Year Group Suitability	National Curriculum Links
Rivers Interactive Assembly (1 hour)	Y3, Y4, Y5, Y6	<ul style="list-style-type: none"> <li>KS2 Geography (locational knowledge): identify human and physical characteristics (including hills, mountains, coasts and rivers), and land-use patterns.</li> <li>KS2 Geography (physical features): study rivers, mountains and the water cycle.</li> <li>Y3/4 Science: recognise that environments can change and that this can sometimes pose dangers to living things.</li> <li>Y4 Science (Living things): explore examples of human impact (both positive and negative) on environments.</li> </ul>
Riverfly in the Classroom (1/2 day)	Y1, Y2,	<ul style="list-style-type: none"> <li>Y1 Animals: Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals); Understand how to take care of animals taken from their local environment and the need to return them safely after study; Work scientifically by: using observations to compare and contrast animals first-hand, describing how to identify and group them; grouping animals according to what they eat.</li> <li>Y2 Living Things &amp; their habitats: Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other; Identify and name a variety of plants and animals in their habitats, including microhabitats; Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food; Explore 'micro-habitats'. Describe the conditions in different habitats and micro-habitats and find out how the conditions affect the number and type(s) of animals that live there.</li> <li>Animals Y2: Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</li> </ul>
	Y3, Y4, Y5, Y6	<ul style="list-style-type: none"> <li>Y3/4 Science: explore and use classification keys to help group, identify and name a variety of living things.</li> <li>Y3/4 Science: recognise that living things can be grouped in a variety of ways.</li> <li>Y6 Science: identify how animals are adapted to suit their environment in different ways.</li> </ul>
River Day in the Classroom (full day)	Y3, Y4, Y5, Y6	<ul style="list-style-type: none"> <li>KS2 Geography (locational knowledge): identify human and physical characteristics (including hills, mountains, coasts and rivers), and land-use patterns.</li> <li>KS2 Geography (physical features): study rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> <li>Y3/4 Science: recognise that environments can change and that this can sometimes pose dangers to living things.</li> <li>Y4 Science (Living things): explore examples of human impact (both positive and negative) on environments.</li> <li>Y3/4 Science: explore and use classification keys to help group, identify and name a variety of living things.</li> <li>Y3/4 Science: recognise that living things can be grouped in a variety of ways.</li> <li>Y6 Science: identify how animals and plants are adapted to suit their environment in different ways.</li> </ul>



We can link learning to your school's curriculum

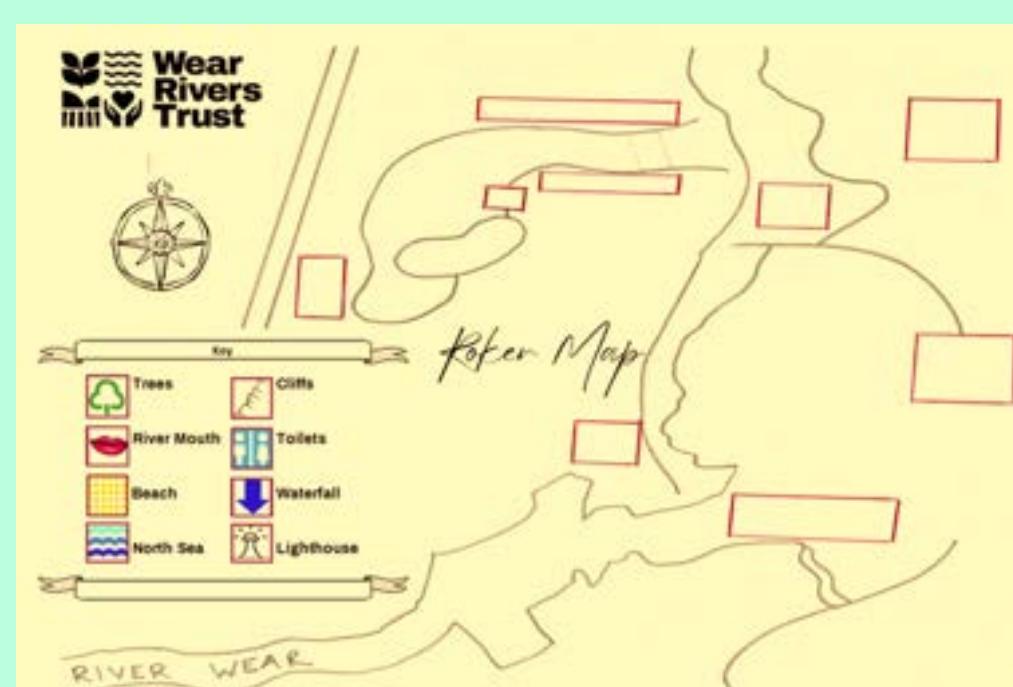
# National Curriculum Coverage



## Our Awards (combination of classroom and outdoor learning)

Award	Year Group Suitability	National Curriculum Links
Nature Detectives Award (3 x ½ day sessions in school & 3 x ½ day trips)	Y1, Y2	<ul style="list-style-type: none"> <li>•Y1 Animals: Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals); Understand how to take care of animals taken from their local environment and the need to return them safely after study; Work scientifically by: using observations to compare and contrast animals at 1<sup>st</sup> hand, describing how to identify and group them; grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells</li> <li>•Y2 Living Things &amp; their habitats: Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other; Identify and name a variety of plants and animals in their habitats, including microhabitats; Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food; Explore 'micro-habitats'. Describe the conditions in different habitats and micro-habitats and find out how the conditions affect the number and type(s) of animals that live there.</li> <li>•Animals Y2: Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>•KS1 Geography: Understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness; use basic geographical vocabulary to refer to key physical &amp; human features; use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map; use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; and use and construct basic symbols in a key.</li> </ul>

Activate Windows



We can link learning to your school's curriculum

# National Curriculum Coverage



Award	Year Group Suitability	NC links covered during trip	NC links for potential follow up study ideas (*supporting resources may be provided upon request)
Wear Warriors Award (4 and a ½ days)	Y3, Y4, Y5, Y6	<ul style="list-style-type: none"> <li>•KS2 Geography (locational knowledge): identify human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>•KS2 Geography (physical features): study rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> <li>•KS2 Geography (geographical skills and fieldwork): use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods</li> <li>•KS2 Geography (locational knowledge): identify human and physical characteristics (including hills, mountains, coasts and rivers), and land-use patterns.</li> <li>•Y3/4 Science: explore and use classification keys to help group, identify and name a variety of living things.</li> <li>•Y3/4 Science: recognise that living things can be grouped in a variety of ways.</li> <li>•Y3/4 Science: recognise that environments can change and that this can sometimes pose dangers to living things.</li> <li>•Y3/4 Science: recognise that living things can be grouped in a variety of ways.</li> <li>•Y4 Science (Living things): explore examples of human impact (both positive and negative) on environments.</li> <li>•Y5 Science: identify the effects of water resistance and friction, that act between moving surfaces.</li> <li>•Y5/6 Science: report findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results.</li> <li>•Y5/6 Science: take measurements, using a range of scientific equipment, with increased accuracy and precision, taking repeat readings when appropriate.</li> <li>•Y6 Maths (measurement): use, read, write and convert between measurements of length.</li> <li>•Y6 Science: identify how animals and plants are adapted to suit their environment in different ways.</li> </ul>	<p><u>River Poetry (English)</u> Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader; perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p><u>Campaign Posters (English; persuasive writing)</u> Select appropriate grammar and vocabulary, understanding how such choices can change and enhance <u>meaning</u>; discuss and evaluate how authors use language, including figurative language, considering the impact on the reader; distinguish between statements of fact and opinion</p> <p><u>Bird boxes or bird seeds balls (D&amp;T)</u></p> <p><u>Design</u> Use research and develop design criteria to inform the design of functional products that are fit for purpose. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p><u>Make</u> Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p><u>Evaluate</u> Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p><u>Technical knowledge</u> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p>



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# WearConserving



# WearEducating



In school & outdoor delivery



Entire River Wear Catchment



Registered Charity: 1094613



LoTC Quality Badge Certification



**Wear  
Rivers  
Trust**

# Meet the Team

**Primary &  
Early Years  
Expertise**

**Over 15  
years of  
teaching  
experience**



**Wear  
Rivers  
Trust**



**WEAR  
EDUCATING**

## Philip Parker



- Senior Education Officer
- Engineering undergraduate degree (BSc.)
- PGCE in Primary Education from Durham University
- Over 10 years of teaching experience, in all KS2 year groups
- Started working at the trust in April 2023
- ITC Certificate in Outdoor First Aid at SCQF Level 6
- River invertebrate monitoring trained

 philip.parker@wear-rivers-trust.org.uk

## Katie Hook



- Education Officer
- Studying Primary Education (BA Hons)
- Level 3 Early Years Educator
- Level 3 Forest School Leader
- 4 years primary teaching experience in EYFS
- Started working at the trust in April 2024
- Certificate in Paediatric First Aid (12 hours)
- ITC Certificate in Outdoor First Aid at SCQF Level 6

 katie.hook@wear-rivers-trust.org.uk

## Jack Rivers



- Education Officer
- Childhood Studies BA (hons) undergraduate degree
- PGCE in Primary Education from Durham University
- Over 3 years of primary teaching experience
- Previously a lead trainer for a national charity
- Adult & youth mental health First Aider
- ITC Certificate in Outdoor First Aid at SCQF Level 6

 jack.rivers@wear-rivers-trust.org.uk

## Mark Davinson



- Education Lead
- Designated safeguarding lead; Advanced safeguarding children (Level 2)
- BA degree in History
- School governor
- Over 25 years experience in community project & event planning
- 4 years teaching in the lifelong learning sector
- 4 years experience teaching accredited courses in IT
- Expertise in sustainable drainage solutions
- ITC Certificate in Outdoor First Aid at SCQF Level 6

 mark.davinson@wear-rivers-trust.org.uk

*\*Please be aware that, on occasion, particularly during busy periods, a different member of staff may be provided, other than those stated above.*



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**WearConserving**



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**In school & outdoor delivery**



**Entire River Wear Catchment**



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