

Catton Park & Buxton Lodge



A message from Catton Park Trust

Welcome and thank you for your interest in Buxton Lodge set in the beautiful historic Catton Park.

This Induction booklet will provide you and your group with the information required to ensure a safe, fun and learning experience for all whilst using the facilities.

We are privileged to be Trustees of this Park and as a Charitable Trust and volunteers we are able to work in partnership with many organisations at National and Local level to maintain this unique Park.

It is however a constant struggle to attract funding; many regular contributors have been affected by the recent economic downturn. We are looking for beneficiaries, bequests, grants, to maintain the Park and the Lodge. We are completely reliant on such donations and you, as a user, so please give generously.

If you have any ideas or suggestions for improvement please give us feedback on your visit, let us know. We want to ensure more use of the Lodge; all suggestions will be reviewed by the Trustees and if they fit with the Trust's objectives and planning permission your idea may well be the next fundraiser.

We look forward to meeting you soon and again many thanks for using Buxton Lodge.

Catton Park Trustees

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Introduction to the pack

What is this pack about? Who is it for?

The Induction Pack is intended to help group leaders, teachers, youth workers, community groups and members of the public who use Catton Park and Buxton Lodge. The aim is to help users of the Park and Lodge to develop activities and projects to help them to engage with their local environment.

Some activities in this pack are aimed at schools but could also be adapted for adults. It can also be used for out of school clubs, for informal education and youth work.

All group visits are self-led unless the presence of the Warden has been arranged. Therefore it is strongly recommended that a pre-visit meeting is arranged with the Lodge Administrator. The time needed for the pre-visit meeting will vary depending on the group's local knowledge of Catton Park.

Our website www.cattonpark.com is a source of information and ideas.

For enquires or to book Buxton Lodge please contact the Lodge Administrator by email office@cattonpark.com or telephone 01603 423880.

Further details are on page 31.



Introduction to Catton Park

The benefits of learning in a green space

Activities around open green spaces can benefit and enhance learning. The outside environment can appeal to people with a wide variety of learning styles, who can discover new or develop existing skills. Lessons that take place outside the classroom can be among the most memorable experiences.

The benefits that can be gained from learning outdoors are becoming increasingly recognised. The Government's 2011 White Paper on the Natural Environment 'The Natural Choice: Securing the Value of Nature' states that:

'Contact with nature can help us to get a better start in life and to get on in life. There is a range of evidence showing that contact with nature enhances children's education, personal and social skills, health and well-being, leading to the development of responsible citizens'.

Working and learning in Catton Park can be extremely rewarding whether it is a volunteer tree planting, a school group looking at the changing of the seasons, a Beaver Cub group bug hunting or a family enjoying an event.

Getting involved has many potential benefits: developing new skills, learning and understanding, developing greater self confidence, increasing fitness and wellbeing, ability to work with others, sense of achievement, involvement and purpose. It can lead to social cohesiveness, a reduction in vandalism and behavioural problems and increased understanding between generations. It also helps everyone to have a sense of what is special about the place, being able to make a difference and wanting to look after it.

Catton Park as an outdoor facility

Catton Park can offer open green space to schools as an alternative outdoor classroom to the school grounds. If a school lacks green space in their own grounds, then they can come and use a part of Catton Park. There is the opportunity to take part in activities including bird watching, outdoor recreation and sport or finding out about the geology or history.

What is Catton Park?

Catton Park is an open green space on the outskirts of Norwich, which has public access and community usage and is managed by Catton Park Trust.

Catton Park was created using funding from Heritage Lottery, Natural England, four local authorities and donations from local people. Old Catton Parish Council are the sole trustee of Catton Park and its members are responsible for the Park's management.

Introduction to Catton Park

About Buxton Lodge, how it can be used.

The Educational Building in the Park provides groups with somewhere to listen to information about the Park, its history and wildlife, space to take refreshments, access to toilets and baby changing facilities. The Warden's office is also based in the Lodge. The Lodge is fully accessible for wheelchair users.

Buxton Lodge can be used for both formal and informal sessions. It is envisaged that Buxton Lodge will be used to reinforce the outdoor learning, as a place for sharing and for bringing back interesting natural objects for further investigation.

The Lodge is fully equipped with an overhead projector, laptop, interactive white board, wifi and an induction loop.

The site provides panoramic views across the Park, including all of the large fenced dog-free area where we expect some of the education activities will take place.

Curriculum areas

Catton Park offers open green space for a wide range of curriculum based activities on individual subjects, especially Geography, History, Science, Art and Design, Literacy and Numeracy. It also lends itself well to cross-curricula or topic work. This pack refers to some curriculum areas and different activities for Key Stages 1 and 2.

Booking Buxton Lodge

To book Buxton Lodge please see page 31.



Introduction to Catton Park

History of Catton Park

The location of the parish of Old Catton, two miles to the north of the city of Norwich, made it attractive for the country residences of Norwich manufacturers and merchants. Catton Hall was built by Charles Buckle, a High Steward of Norwich, in the 1770s. Buckle's intention was that the southern views from his classical house should be over parkland and, in 1778, he took the step of diverting the Catton to Norwich Road (St Faith's Road) so that it ran further westwards and increased the area of parkland. He planted trees along his western boundary and lengthened the entrance drive from the west. The field boundaries in the Park were removed but the trees retained. Trees were planted on the eastern boundary to shield the view of Spixworth Road.

The second phase of landscaping was undertaken by Jeremiah Ives, the next owner and Buckle's son-in-law. In 1788-90 he consulted Humphry Repton. Repton was born in 1752 in Bury St Edmunds and became one of England's most influential landscape gardeners. This was Repton's first commission; to the east he proposed a new entrance from Spixworth Road near Church Street and he opened views across Spixworth Road to Till's Meadow which later became the Deer Park.

This work was implemented in the 1790s and included an ornamental pond near the road. To the south west, Repton enlarged the views from the Park by five plantations in farmland beyond St Faith's Road, one of the plantations being Fiddle Wood.

By the 1790s several country houses had been established at Catton but none of these properties had grounds on the scale of Catton Hall with its sixty acres of pleasure grounds and park.

In 1852 the estate was sold to the Norwich banker John Henry Gurney, who carried out significant changes within the Park. Gurney carried out the second westward diversion of St Faith's Road in 1856 which added 15 acres to the Park including the plantation established in the late 18th century by Repton.

The woodland was augmented by new planting to form a continuous western belt and included Redwoods, newly introduced into the country. The former western belt along the 1778 road was retained within the Park but the road was removed. A new entrance was made at the point where the 1778 road had met Oak Lane, and this had ornamental iron gates with a single storey lodge cottage.

Introduction to Catton Park

A new driveway traversed the Park from south to north giving views over the enlarged Park. A circuit path was made leading from the house through the western woodland. The existing path through the eastern woodland made in the 1840s was continued across the Park and led back to the house along a surviving section of the Repton drive.

Samuel Gurney Buxton, bought the estate from his first cousin, John Henry Gurney, following the collapse of the Overend Gurney bank in 1866. He introduced deer into Till's Meadow, henceforth known as the Deer Park.

The Catton Hall estate remained in the ownership of the Buxton family by descent. During World War II the Hall was requisitioned by the army and the pasture in the Park was ploughed up for arable production. In 1948 Catton Hall and the northern section of Catton Park were sold by Desmond Buxton to Norfolk County Council. In 1964 Desmond Buxton sold the remaining areas of plantation woodland, west of St Faiths Road, to Norwich City Corporation who built the Fiddlewood estate. He retained ownership of the remainder which he vested in his son Andrew in 1966. Farming ceased on the site in 2004.



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History of Catton Park

Artefacts found in Catton Park

Catton Park's importance as a heritage landscape derives not only from its association with Humphrey Repton's early design, but also from being a preserved landscape. The Park contains a wealth of archaeological evidence reflecting human occupation of the area that stretches back nearly 6,000 years. Flint tools, pottery and metalwork have been recovered that date human activity here long before the late 18th Century when Catton Park was first set out. This importance is given further emphasis due to the Park landscape now being enclosed within the suburban development of northern Norwich; this provides us with a unique window, in an otherwise urban environment, through which to observe a lost rural landscape with its past human activity.

In April and September 2006 heritage surveys were carried out to recover artefact materials remaining in the Park landscape. Both surveys were organised by a resident of Old Catton. Detailed archaeological data on all artefacts recovered has been produced by the Identification & Recording Service (IRS) based at Gressenhall. This data is now deposited on the Norfolk Heritage & Environment Record (NHER), and can be accessed online at:

www.heritagenorfolk.gov.uk enter NHER 24898 for Catton Park and search the relevant data on metal detecting and field walking.

Both surveys have produced an astonishing array of data from a landscape which was for 180 years or so sealed under grassland. Most of the recovered artefacts have not been subject to the normal intensifying damage of modern chemical fertilizers and mechanised agricultural machinery. As a consequence the condition of many artefacts is of noticeably better quality than normally found elsewhere. The artefacts are no longer on display in Buxton Lodge, but can be viewed and handled by prior arrangement with the Warden.

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Some of the finds that were found range from Roman times to modern day, this includes:-

- Roman coins
- Saxon ring
- Medieval metal artefacts - belt-buckles, furniture mounts, parts of metal cooking pots, lead cloth-making seals, coinage and merchants' tokens
- Lead weights
- Buttons
- Tokens
- Musket balls
- Sporting cartridge cases
- Lead toy soldiers c.1900-1920
- First & Second World War cartridge cases and bullets; various small pieces of melted airframe and 50mm calibre bullets

Flints

Worked prehistoric flints have been recovered from across the entire Park. Many are simply flakes or *debitage* (waste) from flint-tool making. These are very difficult to date, but probably reflect both Neolithic and Bronze Age activity. A couple of areas in particular reflect probable Early Neolithic (c.4500-3000 BC) tool-making. Early Neolithic flint working sites are not common in Norfolk, and the nearest of note to the Park have been identified at Colney, Ringland Hills and Whitlingham.

Pottery

The earliest pottery recovered was from the Late-Saxon period (c.850 -1100 AD). A single Thetfordware jar rim reflects late Saxon domestic occupation, which is also supported by metal detecting finds. Medieval pottery (c.1100 – 1500 AD) was recovered from across the landscape. Most of this consisted of un-glazed sherds and rims, and reflects the increased domestic nature of medieval Catton already evident in the metal detected finds.

It is probable that this medieval pottery was manufactured in Norfolk either in Norwich or at Grimston in west Norfolk.

Imported pottery finds date from c.1550 AD onwards, consisting of continental stoneware jugs and jars from the Rhineland. The later period up to c.1700AD (and beyond) reflects the widespread use of Glazed Red Enamelwares (GRE) typically found throughout Norfolk. These pottery finds reflect everyday domestic wares. No high status wares were found.

Exploring Catton Park

Discovering your local area

Maps are a great starting point for many activities, allowing us to decode the past and present, to understand more and for exploring our local environment.

Mapping activities relate to a wide range of subjects: Geography, History, Science, Literacy, Numeracy, ICT, Art, Design and Technology, PHSE, RE and Citizenship.

Orienteering

Catton Park has its own permanent orienteering course. Orienteering is an exciting outdoor adventure sport which involves walking or running whilst navigating around a course using a detailed map and sometimes a compass. The aim is to navigate in sequence between a set of control points (wooden posts in Catton Park) and decide the best route to complete the course in the quickest time. It does not matter how young, old or fit you are, as you can run, walk or jog the course and progress at your own pace.

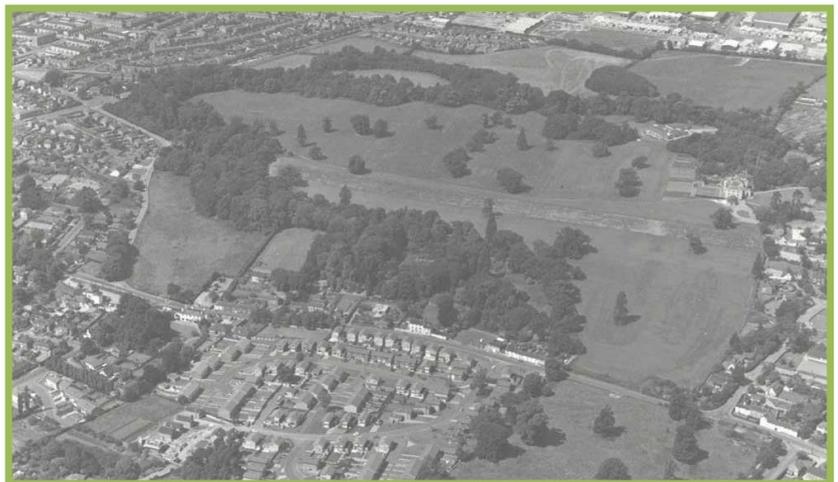
Orienteering can take place anywhere from remote forest and countryside to urban parks and school playgrounds. It is a great sport for runners, joggers and walkers who want to improve their navigation skills or for anyone who loves the outdoors. Orienteering maps are available via the website www.cattonpark.com.

Landscape of the Park

The character of a landscape is a result of the interaction between natural and man-made factors. It can vary from a small patch of ground to a vast mountain range, from urban or cultivated land to a vast wilderness.

Catton Park in its heyday spanned 600 acres surrounded by countryside. It was ploughed for the war effort in the 1940s and then returned to meadowland in 2006.

As well as the physical environment, our perception and experience of the landscape is not just visual but also comprises of a mix of senses including; sound, smell and touch.



Exploring Catton Park

Landscape photography & sketches

To draw, sketch and / or take photographs from direct observation. Develop observation, drawing or photographic skills. Drawing can involve different views:- close ups, longer distance views, capturing different aspects of the Park.

Mini landscape assessment

Get children to look at, think about and discuss the landscape in Catton Park in closer detail, its physical characteristics, what features they can see and how to describe it (e.g. high low, hilly, steep, flat). Think about Catton Hall, the main gates at South Lodge, trees, the wildflower meadow and fencing.

Comparing the past, present & future

Using old photographs, artwork, writing and maps depicting the area in former times, then compare to the present day.

Landscape poems and descriptive writing

To create a poem or piece of descriptive writing based on children's experience of Catton Park.

Wildlife and Habitats

The natural habitats within Catton Park lend themselves to work towards the KS1 and KS2 *Sc2 Life Process and Living things Science targets*.

Habitats within the Park

The total area of the Park is 28 hectares (70 acres). The Park is made up of two main habitats, the 19 hectares (49 acres) of Wildflower Meadow, replanted in 2006 and the 8 hectares (21 acres) of mixed Woodland that surrounds it. These two different habitats provide a contrasting home for a wide range of wildlife across the changing seasons.

Wildlife within the Park

The Park is home to a wide variety of living creatures including birds, mammals and insects.

Minibeast hunting in the Park

A Field studies resource box, available for use by groups, provides all of the necessary equipment to carry out a session investigating the Minibeasts in the Park's habitats.

Exploring Catton Park

Wildlife and Habitats activities

All of the following activities are available from the resource boxes in Buxton Lodge. These are just some ideas; the nature detectives website has a lot more!

Sampling with hoops and quadrants

Children can find out more about habitats and what grows there. Begin to develop identification skills and try out simple scientific sampling techniques.

Mini beast / bug hunt

Discover where different invertebrates and small animals live and to develop identification skills. Develop understanding of life cycles and adaptation to the environment.

Leaf shape bingo game

How many different leaves can you spot in nature? Green, flat, long, small, spiky, curled, lobed, yellow, large, oval, brown.

Changing of the trees through the seasons

Watch the changing of the seasons

Measure height of trees

Using a clinometers (provided in the resource box) and your trigonometry find out which of the trees are the highest in Catton Park.

For more information on birds, trees and wildflowers please contact the Office to request an activity guided by the Park Warden (see page 31 for contact details).

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The Catton Park Warden

The Catton Park Warden is responsible for the day to day running of Catton Park, looking after the wild flower meadow and woodlands.

You can request the involvement of the Warden in your visit. The Warden's attendance will be subject to his other work commitments. We recommend that you discuss this at an early stage. A charge may be made for these activities.

For example:

Charcoal Making

The Warden makes charcoal in the Park. Using timber felled from the surrounding woodlands and the same techniques that have been in use for hundreds of years. The Warden will demonstrate the process from start to finish.

The finished product can be used in BBQ's or as charcoal sticks for charcoal drawing activities. These are for sale at events and from Buxton Lodge.

History and parkland trees

The Warden can guide a group around the Park. The content of the tour can be tailored to your group. e.g. the History of the Park or the trees.

For more information on the above, please contact the Lodge Administrator.

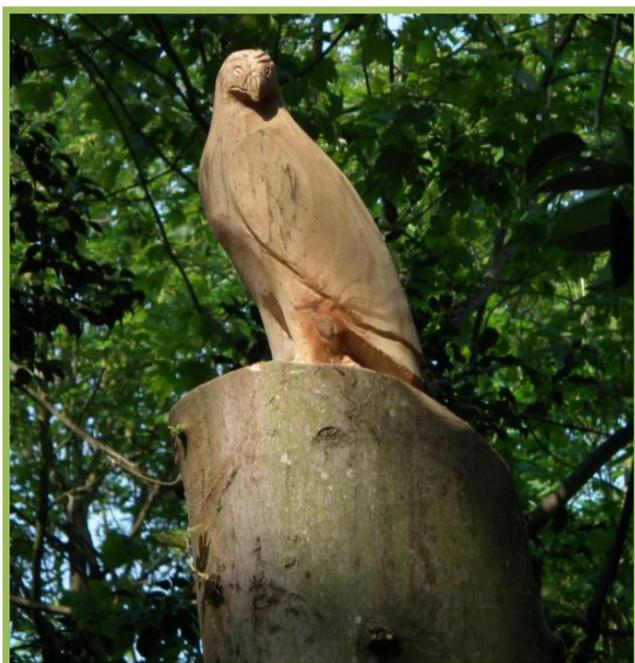


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Sculpture Trail

Catton Park's Sculpture Trail is made up of five chainsaw carvings in trees around the Park. These were designed and created by local wood carver.

There is also a beautiful story telling chair that can be seen and used in Buxton Lodge. These sculptures can be enjoyed during a gentle walk around the Park or as an inspiration for themed artwork.



A map of the location of the sculptures is available on the website.

www.cattonpark.com

Exploring Catton Park

Explore your senses – lesson plan



Introduction

This resource is part of a project to create a series of session plans aiming to help people utilise Catton Park.

National Curriculum Links:

EYFS: Communication and language. Moving and handling. Understand the world. Exploring through natural materials.

Science

Y1 – Plants. Animals including humans. Everyday materials. Seasonal changes.

Y2 – Living things and their habitats. Animals including humans.

Learning objectives:

Children will

1. Gain an understanding of the senses in relation to humans and animals.
2. Name which body part corresponds to a sense.
3. Be able to use descriptive words and patterns.

Key Words Seed, leaf, bark, roots, twig, branch. deciduous

Activity

Sound – Listening Map

1. Stand in a circle and demonstrate how to listen really carefully, like a deer would in the forest. Explain that you can cup your hands around your ears like a deer. Stand with eyes closed, feet still and just listen.
 - What can they hear?
 - Birds singing?
 - Cars in the distance?
 - Rain dripping?
 - Wind blowing?
 - People walking and talking?
 - Dogs barking?

Give each person a listening map and find a space to sit and listen. They can make recordings by drawing or writing the sounds that they can hear around them.

This teaching session and additional teaching ideas have been designed to help young children begin to understand and appreciate their local landscape.

Resources

- Paint swatches (from DIY stores)
- Listening maps (small pieces of card with 'me; in the centre)
- Crayons
- Paper
- Water
- Pencils
- Picnic
- Yoghurt pot

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Touch – Hug a tree

2. Encourage the children to find a tree to hug. - What does the bark feel like?

- Is it rough or smooth? -

Hard or soft?

- Warm or cold? -

Wet or dry?

- Can they see any patterns on the bark?

- Are there spots, cracks, stripes or lumps?

After hugging the tree, use the side of the crayons and paper to do a bark rubbing to record the interesting patterns that they felt.

Look at different trees and discuss similarities and differences.

Smell – Woodland Fragrance

3. Stop in an open space with lots of fallen things on the ground. - Give out yoghurt pots.

- Pour a little water into each pot and tell students they will need to find a stick for mixing.

- To turn the water into “Woodland Fragrance” they need to add woodland materials and mash them up with the stick.

- Encourage students to keep sniffing their perfume and tweak it by adding new materials.

- At the end, get them to make fragrance trail (by tipping the perfume onto the ground) for a woodland animal to sniff when they are gone.

- Discuss why woodland animals need to use their sense of smell e.g. to find food or to communicate (e.g. by marking territory)

Sight – Colour Match

4. Investigate the colours in the woodland. -

The children will need to look ready.

- Get out the colour swatches and hand one randomly to each child.

- Ask the children to colour match natural items to the colour on the swatch card

- Call them back and get them to swap cards.

- Which colours were easiest to spot?

- Which colours were the hardest?

- Were all of the colours natural or were any of them from something man-made?

- Were any of the things they picked up left behind by an animal or a human?

Taste – Woodland picnic

5. Have a picnic outdoors! Catton Park has a great child-friendly, dog free, fenced in picnic area with access to Buxton Lodge for facilities.

6. Conclusion of session

a) Can the children identify the different senses and what parts of the body they use?

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DIY Minibeasts – lesson plan



National Curriculum Links:

Science

KS1 and KS2: Working scientifically

Y1 – Animals including humans

Y2 – Living things and their habitats. Animals including humans.

Y3 – Animals, including humans.

Y4 – Living things and their habitats. Animals including humans.

Y5 – Living things and their habitats. Animals including humans.

Y6 – Living things and their habitats. Evolution and inheritance.

Learning objectives:

To give the children an understanding of:

4. The concept of the design process and relate this to minibeasts and other animals
5. The key body features of land invertebrates and how they are adapted to their various habitats
6. Use equipment to capture and study land invertebrates
7. Use simple keys to identify creatures caught
8. Specific adaptations by designing and making a minibeast

Key Words Brief, research, initial, final, evaluation, minibeast, habitat, design, adaptation, shelter, urban, environment, insect, abdomen, thorax, antenna, camouflage, predator, prey.

Note

The photos which the children take and photos of their sketches and final art pieces will work well as part of a display and can be used in their record of achievement.

This teaching session and additional teaching ideas have been designed to help young children begin to understand and appreciate their local landscape.

Resources

- Field Studies resource box
- Paper
- Pens
- Camera to record activity
- First Aid Kit
- Medical information
- Risk Assessments

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Before your visit

7. Introduction: (15 - 20 mins)

What animals would be termed 'minibeasts' and the word habitat?

- The term minibeast is a more child friendly term for any small invertebrate. An invertebrate is an animal without a backbone and there are a vast range of different species; insects, arachnids, worms, slugs and snails are all invertebrates.
- Habitat - the place where an organism lives and finds food, water and shelter

How pupils should treat the creatures they might discover when minibeast hunting.

- Never pick up minibeasts using hands because pupils could be hurt by the insects, for example the sting of a bee or wasp or biting ants.
- Also the children may hurt the minibeasts if they pick them up and accidentally squash them.
- Delicate creatures such as butterflies and dragonflies should not be caught as their wings can be damaged in the process.

Look at some examples of minibeasts, especially insects which have three parts to their bodies: head, thorax and abdomen. The six legs and the wings are attached to the thorax. The antennae and large compound eyes allow the insect to explore its habitat and search for food, and help prevent it from becoming prey to other animals.

8. Discussion of the design process (15 - 20 mins)

- a) Brief - Pupils are given the brief to design a minibeast that has a special adaptation in order to help it survive in its habitat
- b) Research - Pupils are asked to carry out research on existing minibeasts in a variety of habitats. This will be done by conducting a minibeast hunt and looking carefully at the creatures caught. Then drawing any interesting features they see.
- c) Initial ideas - drawing any interesting features they see thereby providing them with initial ideas for their designs
- d) Final ideas - Students make their minibeast. Construction materials are provided. Where possible students are encouraged to recycle previously used materials such as plastic bottles and bags.
- e) Evaluation

Activity

9. Minibeast hunt (To be carried out at Catton Park) (as long as required/ time available)

Collection of land invertebrates using equipment provided and study of invertebrates and recording adaptations

- a) Woodland floor – log turning.
 - A great variety of invertebrates live in the leaf litter and under logs and stones.
 - Organise your group into pairs and give each pair a magnifier pot and spoon.
 - Ask the children to search under logs and stones for invertebrates.
 - The creatures found can be scooped up with the spoons and placed in pots.
 - Remind the children to put back the logs exactly as they found them and after examining the creatures the invertebrates should be placed back under logs.
 - A number of different creatures can go in one pot but large snails and slugs are best in pots by themselves as they will produce a lot of sticky slime that can cover and harm the other creatures.
 - **H & S** – The children should lift and replace logs carefully, watching out for fingers

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and toes. Larger logs should be lifted by adults only.

- b) Tree beating
 - This method can be employed to see what creatures live in the canopy of the trees.
 - To do tree beating one child holds a beating sheet under a branch of a tree or a bush whilst another person shakes vigorously the branch.
 - Any creatures on the branch will fall on to the beating sheet.
 - The creatures disturbed tend to be fast moving ones like spiders or flying ones like lacewings.
- c) Sweep nets
 - This method is suitable for finding out what invertebrates live in long grass and stinging nettles.
 - Using a sweep net a child makes broad long sweeps of the net through long grass or nettles.
 - After sweeping the inside of the net can be examined for creatures.
 - Points to note: check no one will be hit by the net when sweeping and try to avoid sweep near thorny plants as these will catch on the net.
 - If sweeping through nettles be careful examining the contents as there may be bits of nettles inside the net.

10. Repeat the above in different areas of Catton Park (as long as required/ time available)

11. Conclusion of session

- Tidy up
- Hand washing

12. Return to classroom to design and make DIY minibeast (several sessions)

- a) Plenary discussion on minibeast adaptations
- b) Group work to discuss, draw and decide upon final idea for a minibeast design
- c) Working together as a team the group make their minibeast from craft materials
- d) Plenary session for each group to show their creation, and make an evaluation about how useful its adaptations would be to help its chances of survival.

Further suggestions:

Design and make another minibeast or different type of animal

The children will be taking their models and project books back to school. They may wish to design and make another minibeast or perhaps a different type of animal on an individual basis. This could be part of a class project or competition.

Make a 'hidden world of Catton Park' poster

Ask each pupil to draw their favourite minibeast on an A5 piece of paper (they can also write the name of their minibeast and their own name next to their picture). These pictures can then be cut out and glued to a larger poster that could be entitled as above and displayed on the classroom wall as a reminder of the visit.

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Minibeast hunt in the school grounds

Pupils could explore the school grounds to discover where different minibeasts live. To help identification, simple keys could be used.

Students should consider/investigate

- Which habitat has the greatest number of minibeasts?
- Which habitat has the least number of minibeasts?
- Which habitat has the greatest variety of minibeasts?
- Which minibeast is the most common?

Written work about their DIY minibeast

As part of a literacy lesson, the children could complete a piece of creative writing about the creature they made on their visit to the park. This could be a description of the creature and its adaptations or a poem or story about its adventures.

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Pond Creatures – lesson plan



National Curriculum Links:

Science

KS1 and KS2: Working scientifically

Y1 – Animals including humans

Y2 – Living things and their habitats. Animals including humans.

Y3 – Animals, including humans.

Y4 – Living things and their habitats. Animals including humans.

Y5 – Living things and their habitats. Animals including humans.

Y6 – Living things and their habitats. Evolution and inheritance.

Learning objectives:

To give the children an understanding of:

9. Respecting all creatures
10. What creatures live in a pond
11. The importance of pond creatures
12. Identifying a number of common pond creatures
13. The life cycle of a number of pond creatures

Key Words Adaption, habitat, environment, insect, camouflage, predator, prey, food chain, food web, observation.

Health and Safety

- Children should walk in the pond dipping area ensuring they are kneeling when working around the water.
- Group ratio: We would recommend having a ratio of at least one to eight by the pond.
- Behaviour by the pond: All children should be made aware of the deep water and asked not to run or be silly near the edge.
- Pond dipping should only be carried out by children kneeling on both knees or lying flat on their stomachs.
- Weil's disease is a water borne disease; to prevent infection all open cuts and grazes should be covered with a waterproof plaster or pvc gloves as required.
- To prevent infections children should be reminded not to put their fingers in their mouth, nose or eyes and should wash their hands afterwards.

This teaching session and additional teaching ideas have been designed to help young children begin to understand and appreciate their local landscape.

Resources

- ID keys
- Collecting pots
- Pond dipping nets
- Beakers
- Plastic spoons
- Gloves
- Paper
- Pens
- Camera to record activity
- First Aid Kit

Before you visit

13. Introduction: (15 - 20 mins) (Could be completed beforehand in school)

Discuss what creatures live in a pond.

- When/ why do they live in a pond?

Discuss the life cycle of a variety of pond life.

- For example: Dragonflies, damselflies, frogs, mosquitos, nymphs.

How to use a key/ID chart

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Activity

14. Equipment Demonstration (10 - 20 mins)

- f) Show each piece of equipment and how to use it.
- g) Reminder of how to use a key/ID chart
- h) It is important that they don't lose the creatures after they have caught them, but even more important, they should not need to touch any of the creatures with their hands.
- i) Demonstrate how to work around the pond and working safely around water.
(Depending on age of children adults may need to carry the trays outside of the pond dipping area)

Helpful tip: The best way to pond dip is to make a figure of eight or a circle in the water. Dipping by plants or by the edge is often more productive. Try not to dip too much mud as this will make it hard to see any creatures caught. Turn the net gently inside out into the pond tray so the creatures can swim out. Let the water settle and look at what you've caught.

15. Pond dipping (To be carried out at Catton Park pond) (as long as required/ time available)

- a) Get the children to fill their tray with water and then start dipping.
- b) When trays are full, creatures can be scooped up with the plastic spoon and put into a secure beaker.
- c) Use microscopes or magnifying glasses to look closely at the creatures.
- d) Use the simple classification keys to recognise the features and identify them.
- e) You could extend this activity by:
 - Create a tally chart for the number of different creatures found
 - Add description of movement of the creatures found
 - Comparison with the second pond in the park
- f) Remember to put the creatures back when you have finished.

6. Conclusion of session

- b) Think about what we need to survive.
- c) Pond creatures also use a number of adaptations to help them survive.
- d) Using wildlife pictures, think about how each creature breathes, eats, avoids being eaten, attracts a mate and moves.

Further suggestions:

Food chains and food webs

Construct a simple food chain about known animals to contrast with those found in a pond.

Create minibeast pond creatures

Using clay and natural materials from the wildlife area or art materials back at school.

Display work about pond creatures

Children could draw or paint different minibeasts this could help reinforce work on

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adaptation, movement and where they live in the pond.

Write a story in first person

As an invertebrate or tadpole living in the wildlife pond and the dramas it faces to survive. (Literacy link)

Recount of trip

Or a non chronological report writing about the creatures found in the pond (Literacy link).

Use the data

Use the data collected on tally charts to produce graphs to different graphs. (Numeracy and data handling).

Comparison work

With another habitat such as the woodland.

Tremendous Trees – lesson plan



Introduction

This resource is part of a project to create a series of session plans aiming to help people utilise the excellent historic landscape on the northern outskirts of Norwich. Catton Park is 28 hectares (69 acres). The Park is made up of two main habitats, the 19 hectares (48 acres) of Wildflower Meadow, replanted in 2006 and the 8 hectares (21 acres) of mixed Woodland that surrounds it.

National Curriculum Links:

Science

KS1 and KS2: Working scientifically

Y1 – Animals including humans. Seasonal changes.

Y2 – Living things and their habitats. Animals including humans.

Y3 – Animals, including humans.

Y4 – Living things and their habitats. Animals including humans.

This teaching session and additional teaching ideas have been designed to help young children begin to understand and appreciate their local landscape.

Resources

- Blindfolds
- Collecting bags

Learning objectives:

To give the children an understanding of:

14. Different parts of a tree.
15. How a tree grows and what it grows from.
16. Why trees grow.

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17. How a deciduous tree changes throughout the year.

Key Words Seed, leaf, bark, roots, twig, branch. deciduous

Before your visit

Activity

17. Introduction: (15 - 20 mins) (Could be completed beforehand in school) -

Do they know the names of any tree species?

- Do they know anything about how a tree grows/ what it grows from? -

Do they know why we grow trees?

- Do they know how a deciduous tree changes throughout the year?

Ask the children to draw a picture of a tree and label the different parts e.g. trunk, bark, branch

Activity

18. Starter activity (20 - 30 mins)

j) Are all trees the same size?

k) Are all trees the same colour?

l) Are all trees the same species?

m) How does the bark feel?

n) Can you identify different parts of a tree?

o) Do a comparison of the pictures drawn in school. Do the trees look like what they expected?

19. Meet a Tree (20 - 30 mins)

g) Ask the children to get into groups of three. One or two people be the seeing ones, and one person will be blindfolded.

h) The seeing one/s guides their blindfolded their partner to a tree – carefully and safely, with hands outstretched, so that hands meet the first tree first, and not heads!

i) The blind person is encouraged to 'meet' the tree and get to know it, by feeling it with their hands:

- Is it rough?

- Is it smooth?

- Is it mossy?

- Can they feel any branches?

By reaching down:

- Can they feel any roots?

- Can they reach all the way round?

j) The seeing ones then takes the blind one back to the starting place, turns them around three times and removes the blindfold. The one who was blindfolded then tries to find the tree that they met – checking it is the right one by feeling it again.

k) The pair then swaps roles.

l) Discuss how it felt to be blindfolded.

- Did the children trust their partners to keep them safe?

- How do animals find their way around the wood at night? (good eyesight and

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sense of smell)

20. Tree Art (20 - 30 mins)

- a) Go on a collecting walk, asking the children to pick up parts of trees (e.g. sticks, bark, seeds)
- b) Please remind children that if something is attached to a tree, it is because the tree still needs it – they should only collect things from the floor.
- c) Choose a clear area in which to stop and look at what has been collected.
- d) Ask the children what parts of trees they found and what those parts do for the tree. Remember to discuss the parts that were not found e.g. roots
- e) Ask the children to work in small groups to make a ground picture of a tree showing all its parts.
- f) They will have to choose other woodland materials to represent the parts of the tree they didn't find.
- g) Add extra features to the ground pictures e.g. nests, animals, birds – all made from natural materials found on the ground.

21. Conclusion of session

- e) Can the children recognise different parts of the tree?

Further suggestions:

Produce posters to show the life of a tree

How it grows from a seed, to a seedling, to a mature tree, then how it is felled and turned into something useful.

Find out about the value of different sorts of tree

To people and to wildlife.

Choose a tree in your school grounds or in a local wood

And visit it in each season – record how it grows and changes throughout the year, using drawing, painting, photos, video etc.

Collect seeds and plant a tree

Children could draw or paint different seeds.

Community Groups

Who uses the Park?

The Park and Buxton Lodge are used by a wide variety of groups.

To study the history of the area, to use the Park as an inspiration for painting or photography, to look at the trees, to listen to the birds, to build shelters in the woods or just to have FUN.

Whether you decide to simply come and make use of the outdoor space to have a picnic or a game of rounders or you wish to have a more structured session using resources provided by the Park, Buxton Lodge can provide an excellent base.

The Lodge is ideal for talks, lectures or children's parties with a difference. You are welcome to bring your own guest speaker or specialist to organise your session.

The Lodge has a large communal space with views across the Park and access to multimedia facilities:- the interactive whiteboard, laptop, wifi.

The room can be arranged in a variety of ways, there is seating for 60 in cinema style or fewer seats can be arranged around 12 tables.

The Lodge is fully accessible. There is a small kitchen, toilet facilities (including a disabled toilet), baby changing facilities and a hearing loop.

Here are just some examples:-

- Scouts, Cubs, Beavers, Rainbows and Brownies
- School groups
- Church groups
- Surestart Groups
- Youth Clubs
- After School and Holiday Clubs
- Health and Fitness Groups
- Living History re-enactment groups
- Friends of Catton Park
- Special Interest Groups
- Children's theatre

Forest Schools

Forest Schools in Catton Park

Forest School is an innovative educational approach to outdoor play and learning. Forest School is an inspirational process that offers children and young people opportunities to achieve, develop confidence and self-esteem, through hands on learning experiences in a local woodland environment.

Forest School is about children and young people building self-esteem and independence through exploring and experiencing the natural world. Forest School is a long term programme delivered by trained practitioners within a natural environment (not necessarily a forest).

Each Forest School programme is tailored to meet the needs of individuals within that group and is continuously developed as the children/young people grow in confidence, skills and understanding.

With woodland, meadow and ponds the environment of Catton Park fully supports the ethos of Forest Schools. It is an ideal location for both trained Forest School practitioners to use and organisations offering training to those wishing to qualify as Forest School practitioners.

Contact Children's Services outdoor learning team for more information about Forest Schools.

See www.schools.norfolk.gov.uk

If you would like to book our facilities please contact the Lodge Administrator details on page 31.



Resource Boxes

Inventories of kit available at Buxton Lodge

Please remember that it is the group leader's responsibility to return all the borrowed equipment to the correct resource box at the end of a session. This is for the benefit of the next group. You will need to allow time at the end of your visit to put the equipment away.

Field studies box

5 mini-binoculars
8 large bug pots
3 id keys - Ladybirds
3 id keys - Butterflies
3 id keys - Shieldbugs
3 id keys - Garden Birds
2 id keys - Day Flying Moths
2 id keys - Bees
2 id keys - Dragonflies
3 id keys - Name trail on bugs
on bushes
1 id key - The name trail to
common trees
4x long measuring
tapes 1 x Clinometer

Art box

Scissors
Glue sticks
Paint brushes
Paint pallets
Colouring pencils
Colouring pens

Teambuilding and problem solving box

Orienteering maps
Compasses

Indoor resources

8 Large tables
6 Small tables
60 Chairs

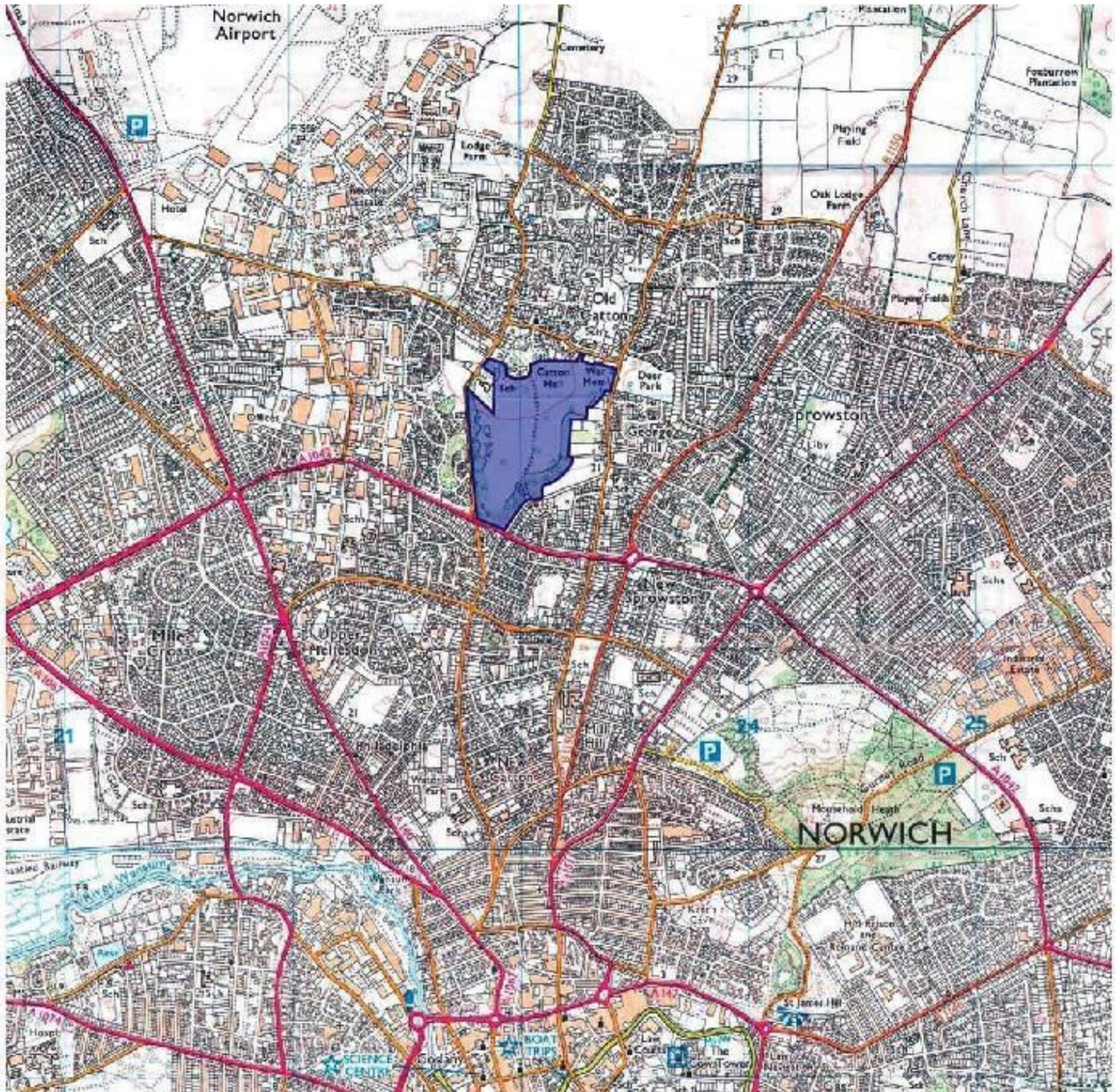
Interactive white board

Laptop (needs to be booked)
Induction loop (needs to be booked)
Hot water urn
Mugs
Clipboards
Sit on mats
Story telling chair

Crayons
Adhesive tape
Pencils
Sharpeners
Rulers
Colouring pictures

Maps

Location of Catton Park



Maps

Map of the Park

Catton Park showing the six entrance gates, footpaths, pond and woodlands.

Buxton Lodge and the car park are shown at the bottom of the map.

Onsite parking for users of Buxton Lodge only is available. The car park is located off Oak Lane, NR6 7DB.



Booking Buxton Lodge

If you are interested in booking Buxton Lodge please contact the Lodge Administrator:

Either:

by email: office@cattonpark.com or

telephone: 01603 423880

with your contact details, the proposed date and time and brief description of your event. The Office will contact you to confirm whether the date is available and to discuss the details of your booking.

The Office will make a provisional booking which will be confirmed on receipt of the booking form and payment (please see page 32).

A comprehensive set of health and safety risk assessments have been carried out for the use of the Lodge and the woodland by groups and are available on our website. It is strongly recommended - and for some groups essential - that you visit the site shortly before the day of the event to go through these assessments and carry out your own risk assessment. The Office can arrange a date and time to suit.

If at any time you have any questions or queries please get in touch with the Lodge Administrator who will be only too happy to assist.

BUXTON LODGE BOOKING FORM

BOOKINGS CANNOT BE SECURED WITHOUT PAYMENT

Date of Event:	
----------------	--

Contact Name		Organisation	
--------------	--	--------------	--

Telephone		Email	
-----------	--	-------	--

Address			
---------	--	--	--

		Purpose of Event		
Is building likely to be left unattended during booking				YES/NO

Start Time (incl set-up time)		End Time (incl clean-up time)	
----------------------------------	--	----------------------------------	--

Total number attending		Please note there are sufficient tables and chairs for the maximum hire of 60 people. Hirers are responsible to set up and pack them away before and after use.	Tick to agree
------------------------	--	---	---------------

Declaration

I have read and agree to abide by the terms and conditions and hiring contract. I confirm that this booking is for the purpose described above. I confirm that I am over 18 years old.

Signed _____ Date _____

<p>Bookings cannot be secured without payment Payment via cheque with this booking form or via internet banking (please include date of booking as reference) Cheques payable to Catton Park Trust Ltd Bank details: Co-operative Bank, sort code 08-92-99, account 65138726</p>

Payment method (please tick): Cheque Internet Banking

Form to be returned either by email (assistant@oldcattonparishcouncil.co.uk) or by post (including cheque payment)

Charges for use of Buxton Lodge:

Hire of Buxton Lodge: £12 per hour
Hire for over 60 people will require outside space hired at £100 an acre

Payment
£

SUMMARY OF TERMS AND CONDITIONS OF USE OF BUXTON LODGE

- **Payment is required at least 72 hours before booking**
- All cancellations must be made at least 72 hours before the date of hire. A refund of 50% of the booking fee will be made. Cancellations received after this time will not be eligible for a refund.
- Bouncy Castles are permitted for outside use only with prior consent from the Trust. Hirer must inform Catton Park Trust of their intention to have inflatables for the duration of their hire.
- Bookings are taken on a self-guided basis. The Warden/Park volunteer will not be in attendance during the duration of the booking. Hire of Buxton Lodge is the responsibility of the person(s) named on booking form. Unless other arrangements have been made with Catton Park Trust, user will be responsible for the opening and securing of Buxton Lodge.
- All bookings **must** be made by persons aged 18 years or over. By signing the booking declaration person named on booking form agrees that **no** illegal activities will take place.
- If unattended, the Lodge **must** be locked at all times. Intention to leave the building unattended **must** be stated at time of booking. A door key will be made available during the booking period. Please note that there is a charge of £10 for replacement of the key should it be lost.
- The Trust aims to provide a safe, clean and welcoming environment. Tables and chairs are available to use and If required, interactive whiteboard and internet access are also available. It is the responsibility of the hirer to set up/clear away tables and chairs during/after their hire.
- Smoking is **not** permitted in the Lodge and users are asked not to extinguish cigarettes on the front decking. Please ensure that cigarette butts are disposed of in the rubbish bin.
- **It is the users' responsibility to ensure that the Lodge (including the toilets) is left clean and tidy. Hirers are requested to remove any rubbish – there are no facilities for rubbish to be left at Buxton Lodge.** All breakages must be reported. The Trust may ask for a contribution towards any cleaning charges or towards the cost of any replacements. Fire extinguishers and first aid boxes are provided. Any accidents requiring first aid **must** be recorded in the Accident Book.
- Hirers are reminded that the placing for foreign objects in the dipping pond is not permitted; the Trust will seek recompense for towards any cleaning charges or repairs to this area. Due to Health & Safety regulations the pond is kept locked; climbing over the fencing is not permitted.
- During colder months, the heating will be switched on. The Trust asks that users do not to interfere with the boiler during the duration of the booking. The Trust will seek recompense for any damage caused to the boiler or for any unnecessary tampering of the fire extinguishers.
- The Trust has a set of risk assessments for users of the Lodge and the Park. These assessments are reviewed regularly and are available on the Catton Park website www.cattonpark.com.
- Parking for approx. 20 cars is permitted in the designated car park (outside the picnic area). There is no additional parking within Catton Park.

Booking Buxton Lodge

Summary of Terms and conditions of use of Buxton Lodge

Payment is requested at the time of the booking, if the booking is cancelled no less than 72 hours prior to usage, 50% of the booking fee will be returned.

Pre-arranged Educational Visits are completely free of charge.

Although the Warden's Office is located in the Lodge please do not expect the Warden to be in the office during the duration of the booking. Bookings are taken on a self-guided basis. Unless other arrangements have been made hirers will not be met on arrival at the start of the booking. Codes for the unlocking and locking of Buxton Lodge will be provided as part of the booking confirmation. The premises must be secured by the hirer if the building is to be left unattended during the booking period. If the key is lost a £10 charge will be made for its replacement.

The Trust aims to provide a safe, clean and welcoming environment with tables, chairs and refreshment facilities set up as agreed in advance. The Trust has a set of risk assessments for users of the Lodge and the Park. These assessments are reviewed regularly and are available on the Catton Park website www.cattonpark.com. The building is cleaned and maintained on a regular basis. Fire extinguishers and first aid boxes are provided. An interactive whiteboard is available for use - if access to the Internet is required this can be made available if requested in advance.

Users are asked to report any deficiencies in the facilities provided and any breakages - the Trust may ask for a contribution to the cost of replacements. Any accidents requiring first aid must be recorded in the Accident Book.

The person making the booking must be at least 18 years of age, and agrees that no illegal activities will take place.

If users are intending to leave the Lodge unattended the building must be locked. Users are asked to advise in advance if this is likely to happen so that a key can be provided for the duration of the booking.

Smoking is not permitted in the building and users are asked not to extinguish cigarettes on the front decking. Users are asked not to interfere with equipment such as fire extinguishers or the boiler. In the colder months the heating will be on so that the building is warm on arrival.

Risk assessment for Buxton Lodge and the Parkland / woodlands

Risk assessments have been carried out on Buxton Lodge, the Parkland and the woodlands these are available to download from www.cattonpark.com

A risk assessment is an important tool as it helps to focus on those risks that have the potential to cause harm at any event or activity.

The purpose of the risk assessment is to take the organiser through a process of considering potential hazards, what effect they may have on participants in an activity (the hazard risk), the likelihood or severity of them occurring and any steps that can be taken to minimise them, (outcomes risk).

For the parkland and woodland, it is important to remember a site visit should be carried out shortly before the day of the event to take into account any risks not previously considered and to update the risk assessment accordingly. This will reduce the number of 'surprises' that may be encountered on the day of the event, although there is a need to remain vigilant throughout the activity.

Before an activity starts, the organiser should emphasise the relevant risks as set out in the prepared risk assessments and advise where needed.



Information

Events

Catton Park holds regular events throughout the year. Below is a list of typical events:-

- Bird walk
- Bat walk
- Easter egg hunt
- Buxton Lodge open days
- Summer story telling
- Heritage Open Day
- Pumpkins in the Park
- Medieval re enactment
- Christmas story telling/crafts
- Catton Park Fun Day
- Music Events
- Fireworks and Fun Fair
- Open Air Theatre
- Open Air Cinema

Please check www.cattonpark.com for an up to date list.



Information

Public Transport

Two bus routes serve Old Catton from the city centre.

No 210 (Sanders) to North Walsham ; passes along Spixworth Road. Alight at the Maid's Head Public House.

Service 21 and 22 (First Bus) to Old Catton travels along Catton Grove, crosses the Ring Road and continues up St Faith's Road. Alight at the first stop on St Faith's Road.

For the nearest entrance to the Park see the map on page 30.

Bicycle racks are in the Oak Lane car park and at the Church Street entrance.

Useful web sites

www.cattonpark.com

www.oldcattonparishcouncil.co.uk

www.wildlifewatch.org.uk

www.rfs.org.uk

www.naturedetectives.org.uk

www.woodlandtrust.org.uk

www.heritage.norfolk.gov.uk

www.thegreenwordtree.co.uk

Our contact details

Lodge Administrator office@cattonpark.com

01603 423880

Buxton Lodge, Catton Park,

Oak Lane, Old Catton, Norwich,

NR6 7DB

Reg. Charity No 1112444