

NATIONAL CURRICULUM KEY STAGES 1 AND 2

Opportunities for the study of trees, forests and forestry

<i>Ref/page no</i>	<i>Aspect</i>	<i>Exemplification</i>	<i>Keyword</i>	<i>Domain</i>
ENGLISH				
Key Stage 1				
p45 KS1 En1: 8c	'describing events and experiences'	Recounting events, impressions or memories of woods	Personal experience	Social and cultural
p47 KS1 En2: 6a	'stories and poems with familiar settings and those based on imaginary or fantasy worlds'	Trees and forests in myth and fiction	Mythology; Personal experience	Social and cultural
p47 KS1 En2: 6c	'retellings of traditional folk and fairy stories'	Trees and forests in myth and fairy stories	Mythology	Social and cultural
p49 KS1 En3: 9b, c, d	The range of purposes for writing should include: b to create imaginary worlds c to explore experience d to organise and explain information	Imaginative writing involving trees and forests	Mythology Personal experience	Social and cultural
Key Stage 2				
p53 KS2 En2: 3a-g	Pupils should be taught to: f) distinguish between fact and opinion [for example, by looking at the purpose of the text, the reliability of information] g) consider an argument critically.	Consider cases for and against local woodland creation	Information, source of	All
p54 KS2 En2: 8a-g	The range should include: a) a range of modern fiction by significant children's authors	Woods and forests in literature, drama and poetry	Mythology Literature	Social and cultural

	<ul style="list-style-type: none"> b) long-established children's fiction c) a range of good-quality modern poetry d) classic poetry e) texts drawn from a variety of cultures and traditions f) myths, legends and traditional stories g) playscripts. 			
p55 KS2 En2: 9b,c	<ul style="list-style-type: none"> b) print and ICT-based reference and information materials [for example, textbooks, reports, encyclopedias, handbooks, dictionaries, thesauruses, glossaries, CD-ROMs, internet] c) newspapers, magazines, articles, leaflets, brochures, advertisements. 	Relevant sources on all aspects of woods and forestry	Information, source of	All
p57 KS2 En3: 9a-d	<p>The range of purposes for writing should include:</p> <ul style="list-style-type: none"> a) to imagine and explore feelings and ideas, focusing on creative uses of language and how to interest the reader c) to persuade, focusing on how arguments and evidence are built up and language used to convince the reader d) to review and comment on what has been read, seen or heard, focusing on both the topic and the writer's view of it. 	<p>Ideas and perceptions in relation to wood and forests</p> <p>Arguments concerning sustainable development in a woodland/forestry context</p>	<p>Personal experience</p> <p>Information, source of</p>	All
<u>MATHE-</u>				
<u>MATICS</u>				
Key Stage 1				
p66 KS1 Ma3: 4a	Estimate the size of objects and order them by direct comparison using appropriate language	Tree statistics – tallest, oldest, greatest girth etc	Data handling	Biodiversity and environment
Key Stage 2				
p71 KS2 Ma3: 1a-d	<i>Problem solving</i> a) recognise the need for standard units of	Estimate and direct measurement of trees,	Data handling	Biodiversity and

	<p>measurement</p> <p>b) select and use appropriate calculation skills to solve geometrical problems</p> <p>c) approach spatial problems flexibly, including trying alternative approaches to overcome difficulties</p> <p>d) use checking procedures to confirm that their results of geometrical problems are reasonable.</p>	including volumes, surface areas etc		environment
p73 KS2 Ma4 a	a) solve problems involving data	All aspects	Data handling	All
SCIENCE				
Key Stage 1				
p78 KS1 Sc1: 2f, h	<p>f) explore, using the senses of sight, hearing, smell, touch and taste as appropriate, and make and record observations and measurements</p> <p>h) make simple comparisons [for example, hand span, shoe size] and identify simple patterns or associations</p>	Trees as source material, eg leaf size and dimensions	<p>Living things</p> <p>Plant biology</p>	Biodiversity and environment
p79 KS1 Sc2: 1a, c	<p>a) the differences between things that are living and things that have never been alive</p> <p>c) to relate life processes to animals and plants found in the local environment.</p>	<p>Trees, wood, coal</p> <p>Processes in trees, eg growth, seed production</p>	<p>Living things;</p> <p>Plant biology;</p> <p>Local environment</p>	Biodiversity and environment
p79 KS1 Sc2: 3a, b, c	<p>a) to recognise that plants need light and water to grow</p> <p>b) to recognise and name the leaf, flower, stem and root of flowering plants</p> <p>c) that seeds grow into flowering plants.</p>	Growing seedlings, types of seeds and seed dispersal	<p>Living things</p> <p>Plant biology</p>	Biodiversity and environment
p79 KS1 Sc2: 4b	Group living things according to observable similarities and differences.	Tree types and shapes	<p>Living things;</p> <p>Plant biology;</p> <p>Taxonomy</p>	Biodiversity and environment
p79 KS1 Sc2: 5a, b, c	<p>a) find out about the different kinds of plants and animals in the local environment</p> <p>b) identify similarities and differences between local</p>	All aspects of trees and woodlands	<p>Living things;</p> <p>Plant biology;</p> <p>Local</p>	Biodiversity and environment

	environments and ways in which these affect animals and plants that are found there c) care for the environment.	Local study	environment; Habitats; Environmental protection	
p80 KS1 Sc3: 1a-d	a) use their senses to explore and recognise the similarities and differences between materials b) sort objects into groups on the basis of simple material properties [for example, roughness, hardness, shininess, ability to float, transparency and whether they are magnetic or non-magnetic] c) recognise and name common types of material [for example, metal, plastic, wood, paper, rock] and recognise that some of them are found naturally d) find out about the uses of a variety of materials [for example, glass, wood, wool] and how these are chosen for specific uses on the basis of their simple properties.	Wood as material, texture, properties, appearance, use etc	Wood as a material	All
p80 KS1 Sc3: 2a, b	a) find out how the shapes of objects made from some materials can be changed by some processes, including squashing, bending, twisting and stretching b) explore and describe the way some everyday materials change when they are heated or cooled.	Wood as a resistant and versatile material	Wood as a material	All
Key Stage 2				
p83 KS2 Sc1: 1a,b	a) that science is about thinking creatively to try to explain how living and non-living things work, and to establish links between causes and effects	Trees as examples of living things; effects on climate and global warming	Living things; Plant biology; Data handling	Biodiversity and environment
p84 KS2 2 l-m	i) make comparisons and identify simple patterns or associations in their own observations and measurements or other data j) use observations, measurements or other data to draw conclusions k) decide whether these conclusions agree with any	Direct observation and use of secondary sources in relation to tree and forestry data collection	Data handling	All

	<p>prediction made and/or whether they enable further predictions to be made</p> <p>l) use their scientific knowledge and understanding to explain observations, measurements or other data or conclusions</p> <p>m) review their work and the work of others and describe its significance and limitations.</p>			
p85 KS2 Sc2: 1b,c	<p>b) that the life processes common to plants include growth, nutrition and reproduction</p> <p>c) to make links between life processes in familiar animals and plants and the environments in which they are found.</p>	All aspects of tree biology	<p>Living things</p> <p>Plant biology</p>	Biodiversity and environment
p85 KS2 Sc2: 3a,b,c,d	<p>a) the effect of light, air, water and temperature on plant growth</p> <p>b) the role of the leaf in producing new material for growth</p> <p>c) that the root anchors the plant, and that water and minerals are taken in through the root and transported through the stem to other parts of the plant</p> <p>d) about the parts of the flower [for example, stigma, stamen, petal, sepal] and their role in the life cycle of flowering plants, including pollination, seed formation, seed dispersal and germination.</p>	Relevant aspects of tree biology	<p>Living things</p> <p>Plant biology</p>	Biodiversity and environment
p86 KS2 Sc2: 4a,b,c	<p>a) to make and use keys</p> <p>b) how locally occurring animals and plants can be identified and assigned to groups</p> <p>c) that the variety of plants and animals makes it important to identify them and assign them to groups.</p>	Identification and simple classification of trees	<p>Living things</p> <p>Plant biology</p> <p>Taxonomy</p>	Biodiversity and environment
p86 KS2 Sc2: 5a-f	<p>a) about ways in which living things and the environment need protection</p> <p>b) about the different plants and animals found in different habitats</p>	Ecology and conservation of woodlands and forests	<p>Living things</p> <p>Plant biology</p>	Biodiversity and environment

	<p>c) how animals and plants in two different habitats are suited to their environment</p> <p>d) to use food chains to show feeding relationships in a habitat</p> <p>e) about how nearly all food chains start with a green plant</p> <p>f) that micro-organisms are living organisms that are often too small to be seen, and that they may be beneficial.</p>		<p>Habitats</p> <p>Environmental issues</p> <p>Ecology</p>	
p87 KS2 Sc3: 1a	to compare everyday materials and objects on the basis of their material properties, including hardness, strength, flexibility and magnetic behaviour, and to relate these properties to everyday uses of the materials.		Wood as a material	Timber and forestry; Leisure and recreation
p87 KS2 Sc3: 2g	that burning materials [for example, wood, wax, natural gas] results in the formation of new materials and that this change is not usually reversible.		Wood as a material; Wood as fuel; Energy sources	Timber and forestry
p88 KS2 Sc4: 3g	that vibrations from sound sources require a medium [for example, metal, wood, glass, air] through which to travel to the ear.		Wood as a material	Timber and forestry
<u>DESIGN & TECHNOLOGY</u>				
Key Stage 1				
p92 KS1 2b	Explore sensory qualities of materials		Wood as a material	Timber and forestry
p92 KS1 4a	The working characteristics of materials		Wood as a material	Timber and forestry

Key Stage 2				
p94 KS2 1a	Generate ideas for products after thinking about who will use them and what they will be used for	All wood products	Wood as a material	Timber and forestry
p94 2c	Explore sensory qualities of materials and how to use materials and processes	Wood as texture and as material	Wood as a material	Timber and forestry
p94 3c	Recognise that the quality of a product depends on how well it is made and how well it meets its intended purpose [for example, how well products meet social, economic and environmental considerations].		Wood as a material	Timber and forestry; Social and cultural
p95 4a	How the working characteristics of materials affect the ways they are used.		Wood as a material	Timber and forestry; Social and cultural
p95 5a, c	a) investigating and evaluating a range of familiar products, thinking about how they work, how they are used and the views of the people who use them c) design and make assignments using a range of materials		Wood as a material	Timber and forestry; Social and cultural
ICT				
Key Stage 1				
p98 KS1 1a	Gather information from a variety of sources	Data collection in relation to trees and forestry	Information, source of	All
Key Stage 2				
p100 KS2 1b	How to prepare information for development using ICT, including selecting suitable sources, finding information, classifying it and checking it for accuracy.	Data analysis in relation to trees and forestry	Information, source of	All

HISTORY				
Key Stage 1				
p104 KS1 1a	Place events and objects in chronological order	Age of trees in relation to events	Trees as indicators of time-span	All
Key Stage 2				
p105 KS2 1b	Use dates and vocabulary relating to the passing of time	Age of trees in relation to events	Trees as indicators of time-span	All
p106 KS2 7	A study investigating how an aspect in the local area has changed over a long period of time, or how the locality was affected by a significant national or local event or development or by the work of a significant individual.	Trees and forests in local history and development	Trees as indicators of time-span; Local environment; Environmental change	All
p106 KS2 10	A study of some significant events and individuals, including Tudor monarchs, who shaped this period and of the everyday lives of men, women and children from different sections of society.	Trees as shipbuilding materials and the exploitation of forests	Trees in history	All
p106 KS2 11 a, b	<i>Victorian Britain</i> a) A study of the impact of significant individuals, events and changes in work and transport on the lives of men, women and children from different sections of society. <i>Britain since 1930</i> b) A study of the impact of the Second World War or social and technological changes that have taken place since 1930, on the lives of men, women and children from different sections of society.	Use of and effect on trees and forests, eg during the Industrial Revolution, urban development	Trees in history	All

GEOGRAPHY				
Key Stage 1				
p110 KS1 1 b,c	b) observe and record [for example, identify buildings in the street and complete a chart] c) express their own views about people, places and environments.		Fieldwork Local environment	All
p110 KS1 2 b, d	b) use fieldwork skills [for example, recording information on a school plan or local area map] d) use secondary sources of information [for example, CD-ROMs, pictures, photographs, stories, information texts, videos, artefacts]	Tree surveys; Interpreting eg aerial photographs of local area to determine tree cover	Fieldwork Information, source of	Biodiversity and environment; Leisure and recreation
p110 KS1 3 a, c, d, e	a) identify and describe what places are like [for example, in terms of landscape, jobs, weather] c) recognise how places have become the way they are and how they are changing [for example, the quality of the environment in a street]	Role of trees in giving identity and character to different areas of the locality	Landscape Environmental change	All
p111 KS1 4 a,b	a) make observations about where things are located and about other features in the environment b) recognise changes in physical and human features	Trees and woods as natural and human features	Landscape; Environmental change	All
p111 KS1 5 a,b	a) recognise changes in the environment b) recognise how the environment may be improved and sustained	Issues to do with tree preservation and conservation of local woods	Environmental change; Environmental improvement; Sustainable development	Biodiversity and environment
p111 KS1 7 a,b	a) study at a local scale b) carry out fieldwork investigations outside the classroom.		Local environment; Fieldwork	All
Key Stage 2				

p112 KS2 1 a,b,c,d	a) ask geographical questions [for example, 'What is this landscape like?', 'What do I think about it?'] b) collect and record evidence c) analyse evidence and draw conclusions d) identify and explain different views that people, including themselves, hold about topical geographical issues .		Landscape Fieldwork Data handling	All
p112 KS2 2d,f	d) to use secondary sources of information, including aerial photographs [for example, stories, information texts, the internet, satellite images, photographs, videos] f) to use ICT to help in geographical investigations [for example, creating a data file to analyse fieldwork data]	All aspects of first hand and second hand investigation, eg use of satellite data to study changes in rainforest cover	Information, source of; Fieldwork; Data handling	All
p113 KS2 3 a,b,c,d,e,f,g	a) to identify and describe what places are like b) the location of places and environments they study and other significant places and environments c) to describe where places are d) to explain why places are like they are e) to identify how and why places change and how they may change in the future f) to describe and explain how and why places are similar to and different from other places in the same country and elsewhere in the world g) to recognise how places fit within a wider geographical context.	Trees and woodlands in all relevant contexts	Landscape Local environment Environmen-tal change	All
p113 KS2 4 a,b	a) recognise and explain patterns made by individual physical and human features in the environment b) recognise some physical and human processes and explain how these can cause changes in places and environments.		Patterns in nature; Afforestation; Deforestation; Environmen-tal change	All
p113 KS2 5 a,b	a) recognise how people can improve the environment and how decisions about places and environments	Woodlands and forests as sustainable systems	Environmen-tal change;	All

	affect the future quality of people's lives b) recognise how and why people may seek to manage environments sustainably, and to identify opportunities for their own involvement.		Afforestation; Sustainable development; Environmental management	
p114 KS2 6 d,e	d) how settlements differ and change, including why they differ in size and character and an issue arising from changes in land use e) an environmental issue, caused by change in an environment, and attempts to manage the environment sustainably	Forests as factors in settlement	Land use changes; Afforestation;Deforestation; Habitats	All
p114 KS2 7 a,b,c	a) study at a range of scales - local, regional and national b) study a range of places and environments in different parts of the world, including the UK and the EU c) carry out fieldwork investigations outside the classroom.		Fieldwork	All
<u>ART & DESIGN</u>				
Key Stage 1				
p118 KS1 1a	Record from first-hand observation, experience and imagination and explore ideas	Trees as inspiration	Personal experience	All
p118 KS1 2c	Represent observations, ideas and feelings, and design and make images and artefacts.	Trees as visual material	Personal experience	All
p118 KS1 4 a,b, c	a) visual and tactile elements, including colour, pattern and texture, line and tone, shape, form and space b) materials and processes used in making art, craft and design c) differences and similarities in the work of artists, craftspeople and designers in different times and		Trees in art Wood as a material	All

	cultures			
p119 KS1 5 a,c	a) exploring a range of starting points for practical work [for example, themselves, their experiences, stories, natural and made objects and the local environment] b) working on their own, and collaborating with others, on projects in two and three dimensions and on different scales c) using a range of materials and processes.		Trees in art Wood as a material	All
Key Stage 2				
p120 KS2 1 a,c	a) record from experience and imagination, to select and record from first-hand observation and to explore ideas for different purposes c) collect visual and other information [for example, images, materials] to help them develop their ideas, including using a sketchbook.	Trees as inspiration	Personal experience; Information, source of; Trees in art	All
P120 KS2 2 a, c	a) investigate and combine visual and tactile qualities of materials and processes and to match these qualities to the purpose of the work c) use a variety of methods and approaches to communicate observations, ideas and feelings, and to design and make images and artefacts.	Wood as material	Wood as a material; Trees in art; Personal experience; Information, source of	All
P121 KS2 5 a, c, d	a) exploring a range of starting points for practical work [for example, themselves, their experiences, images, stories, drama, music, natural and made objects and environments] c) using a range of materials and processes, including ICT [for example, painting, collage, print making, digital media, textiles, sculpture] d) investigating art, craft and design in the locality and in a variety of genres, styles and traditions.		Wood as a material; Trees in art; Personal experience; Information, source of	All

MUSIC				
Key Stage 1				
p124 KS1 4c	c) how sounds can be made in different ways [for example, vocalising, clapping, by musical instruments, in the environment]	Woodwind and other effects	Wood as a material	Leisure and recreation; Social and cultural
Key Stage 2				
p126 KS2 4 c, d	c) how music is produced in different ways [for example, through the use of different resources, including ICT	Wood in instruments	Wood as a material	Leisure and recreation; Social and cultural
PHYSICAL EDUCATION				
Key Stage 2				
p132 KS2 5f	Outdoor and adventurous activities	Eg orienteering and other outdoor pursuits	Outdoor activity, venue for	Leisure and recreation
p132 KS2 11 a,b,c	a) take part in outdoor activity challenges, including following trails, in familiar, unfamiliar and changing environments b) use a range of orienteering and problem-solving skills c) work with others to meet the challenges.	Woodlands and forests as challenging environments	Outdoor activity, venue for	Leisure and recreation
PSHE & CITIZENSHIP				
Key Stage 1				

p137 KS1 2 b, e, g	b) to take part in a simple debate about topical issues e) to realise that people and other living things have needs, and that they have responsibilities to meet them g) what improves and harms their local, natural and built environments and about some of the ways people look after them.	Care and conservation of woods and forests	Environmen-tal issues; Living things; Local environment; Environmen-tal change	All
p138 KS1 5 c, g	c) take part in discussions [for example, talking about topics of school, local, national, European, Commonwealth and global concern, such as 'where our food and raw materials for industry come from'] g) consider social and moral dilemmas that they come across in everyday life [for example, questions of fairness, right and wrong, simple political issues, simple environmental issues]	Woods and forests as topics for discussion	Wood as a resource Environmen-tal issues	All
Key Stage 2				
p139 KS2 2 a, h, j	a) to research, discuss and debate topical issues, problems and events h) to recognise the role of voluntary, community and pressure groups j) that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.	Woods and forests in the context of local action and stewardship, and as a local resource	Environmen-tal issues; Environmen-tal organis-ations; Sustainable development	All
p141 KS2 5 a, d, e, h	a) take responsibility [for example, for planning and looking after the school environment; e) meet and talk with people [for example, people who contribute to society through environmental pressure groups or international aid organisations.	Woodlands in the community	School grounds; Habitats; Environmen-tal organis-ations; Information, source of	All