



# Back in Time

## School Activities



Downloadable Resource	Worksheet	Activity Worksheet	Curriculum area	Unit	Where	When	Link to Wyre education programme
<b>Back in Time</b>	1	Geo timeline quiz	KS2 GEOGRAPHY  KS2/3 HISTORY  KS3 SCIENCE Sc3 Materials and their properties KS2 MATHS KS3 MATHS	3e Knowledge and understanding of places: To identify how and why places change and how they may change in the future 1a-b Chronological understanding 4a-b Historical enquiry 2d-f Changing materials: Geological changes  2f Fractions, percentages and ratio 2e Percentages	Outdoors	All year TIMELINE NEEDS TO BE BOOKED in advance. Please call The Discovery Centre on 01299 266929.	KS2 Rocks and Soils
	2	Interviews	KS2/3 HISTORY  KS2/3 ENGLISH	4a-b Historical enquiry 5a-c Organisation and communication 6/7 Local history study 1/2 Speaking and listening	Indoors	All year POST VISIT	KS2 Living History
	3	Tropical Wyre	KS2/3 HISTORY  KS2 GEOGRAPHY KS3 SCIENCE Sc3 Materials and their properties KS2 SCIENCE Sc2 Life processes and living things	1 a-b Chronological understanding 5c Organisation and communication (drawing) 4b Patterns and processes: River erosion/deposition 2e-f Changing materials: Geological changes  5b Living things in their environment: Adaptation	Indoors	All year PRE VISIT	KS2 Rocks and Soils KS2 Stream Study
	4	Earth Heritage Trust	KS2/3 GEOGRAPHY KS3 SCIENCE Sc3 Materials and their properties	Geographical enquiry and skills 2d-f Changing materials: Geological changes	Indoors	All year POST VISIT	
	5	Rocks are everywhere	KS2 SCIENCE Sc3 Materials and their properties KS3 SCIENCE Sc3 Materials and their properties	1d Grouping and classifying materials: Rock types 2d-f Changing materials: Geological changes	Indoors	All year PRE VISIT	KS2 Rocks and Soils KS2 Stream Study
	6	Permeable and impermeable	KS2 SCIENCE Sc3 Materials and their properties	1d Grouping and classifying materials: Rock types	Indoors	POST VISIT	KS2 Rocks and Soils

# BACK IN TIME - Worksheet 1

## Activity - Timeline Quiz - 20 questions

Answer the questions in this quiz based on the Geological timeline outside the Discovery Centre in the Wyre Forest.

### Timeline Quiz – 20 questions

- 1) If the earth is 4.6 billion years old, for what percentage of the earth's history have Modern Humans been here?
- 2) The first life on earth evolved 3,700 million years ago (mya).  
What was it?
- 3) Where was the first life on earth found?
- 4) What important process began in the oceans shortly afterwards?
- 5) When did the ozone layer begin to form, and why?
- 6) Approximately how long did it take for the ozone layer to form?
- 7) What did a fully formed ozone layer allow to happen?
- 8) What was the first life on land?
- 9) When did it evolve?
- 10) How much later did animal life evolve?
- 11) When did it evolve?
- 12) How long ago did dinosaurs rule the earth?
- 13) When did they become extinct?
- 14) What did the extinction of the dinosaurs allow to happen?
- 15) When did early man evolve?
- 16) What did early man have to contend with as he spread through Europe?
- 17) When did Modern Humans arrive in Europe?
- 18) When did the last Ice Age end?
- 19) When did the Industrial Revolution occur?
- 20) It has been estimated that the earth and our solar system are approximately half way through their life. What do you think the future holds over the next 4.6 billion years? Will man be around to see it?



# BACK IN TIME - Worksheet 2

## Activity - Interviews

[Link to Grow with Wyre website - CD interviews 'The Nature of Wyre - a Forest Relived' Wyre Forest History on CD by Pauline Lowe](#)

To start the session:

Listen to the above recording as a group.

Divide the class into pairs and ask them to come up with a series of interview questions to record the local history for posterity. Each pair should come up with at least 10 questions. They will need to do some initial research into the history of the local area in order to come up with relevant questions.

Then ask them to write a polite letter to request an interview with:

An older family member

A member of the local community

A family friend.

The people they choose to write to should have lived in the local area for at least 30 years.

You can use the example letter to form the basis, but get pupils to tailor it to your own locality.

If possible (and if agreed by interviewee) the interviews could be recorded.

Once all the information has been collected, and interviews completed, ask them to work together to compile all the information into one presentation that they as a group can give to the rest of the school.

They may want to make a visual presentation to go alongside, with historical photos or relevant objects.





Did you know that the "Grow with Wyre" initiative includes an exciting project, to create an archive of historical memories about Wyre.  
 Would you be willing to share any memories and stories you have about family, friends and life in the forest.

Could you tell us anything about .....

- The wildlife?
- Work on the land?
- Fruit picking and "holiday" visitors from the Black Country?
- Evacuees? – or perhaps you were an evacuee!
- Skills and crafts?
- The management of the forest, mining, charcoal burning or bark peeling?
- Interesting characters who lived in your community?
- Day to day life "in those olden, golden days"?

In fact, anything you remember or have heard about the Wyre way of life.  
 Would you be willing to have your voice recorded as you tell your stories, they would then be kept forever as a marvellous historical account.

**"The Nature of Wyre – a forest relived"**

If so, I would love to talk to you and tell you more about this very special project - and how you could be a vital part of it.

**Please call**  
 Or email :

Wyre Forest Study Group  
 Records Room  
 Forestry Commission  
 Callow Hill  
 Bewdley  
 DY14 9XQ

**ORAL HISTORY RECORDING AGREEMENT**

Thank you for agreeing to take part in this oral history project. These recordings are important to preserve "memories" of the Wyre Forest. They will become part of a collection cared for by the Wyre Forest Study Group and stored in their Records and Archive room in the Community Discovery Centre. The recordings may be used for education, research, publication and the internet. The purpose of this Agreement is to ensure that your contribution is added to the collection in strict accordance with your wishes.

This agreement is made between the Wyre Forest Study Group and you.

Your name: .....

Address : .....

In regards to the interview which took place on :-  
 .....

Declaration: I, the interviewee, confirm that I consented to take part in the recording and hereby assign to the Wyre Forest Study Group all copyright in my contribution for use in all and any media. I understand that this will not affect my right to be identified as "performer" in accordance with the Copyright, Design and Patents Act 1988.

Interviewee

Signed : .....

Name in block capitals: .....

On behalf of the Wyre Forest Study Group

Signed: .....

Name in block capitals

# BACK IN TIME - Worksheet 3

## Activity - Tropical Wyre

Use this image below to describe what Wyre was like 300 million years ago (in the Carboniferous period), when UK was located near the equator.



What is the climate like at the equator?

Draw a picture to show a tropical forest swamp.

During the Carboniferous period animals grew to enormous size.  
See if you can find what sort of insects might have lived in the forest then.  
How big were they?

Draw one.

Come to Wyre to and try and find some sandstone. This was deposited by water flowing through the forest 300 million years ago.  
See if you can find, in the sandstone, a fossil of some of the forest vegetation that grew here then.

How is the forest different now?

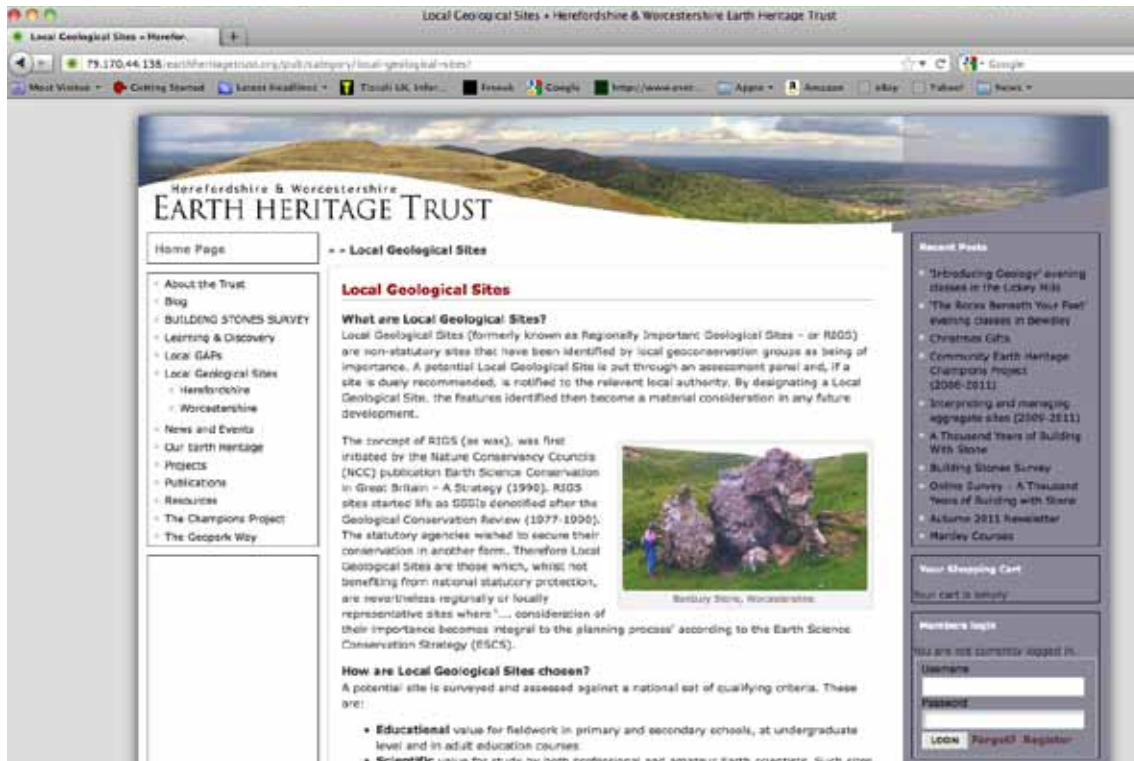
# BACK IN TIME - Worksheet 4

## Activity - Earth Heritage Trust

Use this link:

<http://79.170.44.138/earthheritagetrust.org/pub/category/local-geological-sites/>

Check out EHT website for any local sites. Explore with available interpretative material.



The screenshot shows a web browser window displaying the Earth Heritage Trust website. The page title is "Local Geological Sites - Herefordshire & Worcestershire Earth Heritage Trust". The main heading is "Herefordshire & Worcestershire EARTH HERITAGE TRUST". The page is categorized under "Local Geological Sites".

**Local Geological Sites**

**What are Local Geological Sites?**

Local Geological Sites (formerly known as Regionally Important Geological Sites - or RIGS) are non-statutory sites that have been identified by local geoconservation groups as being of importance. A potential Local Geological Site is put through an assessment panel and, if a site is duly recommended, is notified to the relevant local authority. By designating a Local Geological Site, the features identified then become a material consideration in any future development.

The concept of RIGS (as was), was first initiated by the Nature Conservancy Councils (NCC) publication Earth Science Conservation in Great Britain - A Strategy (1990). RIGS sites started life as RIGS identified after the Geological Conservation Review (1977-1990). The statutory agencies wished to secure their conservation in another form. Therefore Local Geological Sites are those which, whilst not benefiting from national statutory protection, are nevertheless regionally or locally representative sites where "... consideration of their importance becomes integral to the planning process" according to the Earth Science Conservation Strategy (ESCS).

**How are Local Geological Sites chosen?**

A potential site is surveyed and assessed against a national set of qualifying criteria. These are:

- **Educational** value for fieldwork in primary and secondary schools, at undergraduate level and in adult education courses.
- **Scientific** value for study by both professional and amateur Earth scientists. Such sites

The page also features a sidebar with navigation links, a "Recent Posts" section, and a "Members login" section.

# BACK IN TIME - Worksheet 5

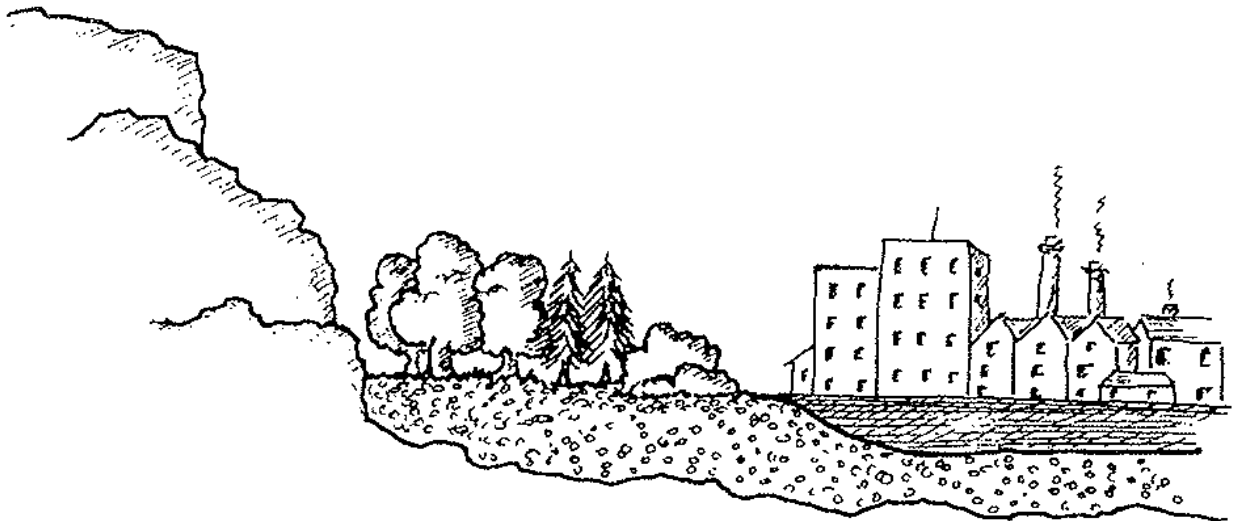
## Activity - Rocks are everywhere

There are hundreds of different kinds of rocks.

Rocks are everywhere, even if you can't see them.

In some places, the rock is very close to the surface and you can see it. In other places the rock is hidden under plants, soil or buildings, but if you were to dig a deep enough hole you would always find a rock. In the drawing below, label these things:

soil   concrete   rock   buildings   plants



Look at the list of places below. Put a circle around those where you think you would be able to see the rock:

field   mountain   town centre   quarry

road cutting   forest   cliff



All these things are rock:

stones pebbles gravel

sand clay grit chalk coal

We tend to think:

**Rocks** are still attached to the ground.  
Where you can see the rock it is called an outcrop.



**Stones** are bits of rock that are loose and may have been moved from their original place.

**Pebbles** are stones that have been rounded and worn smooth by water.



Rocks are:

Natural

Not alive

Usually hard

Sometimes soft

Made of minerals

Rocks can be:

Dull or shiny

Plain or patterned

Rough or smooth

Hard or soft

One colour or multicoloured

This is because rocks are made up of different **ingredients**.

When you bake a cake, you use different **ingredients** to make different cakes.

Most cakes have flour, sugar and butter in them - these are the **common ingredients**. If you want to turn a cake into a chocolate or fruit cake, you have to add **extra ingredients** that make the cake a bit different.



In a rock these **ingredients** are called minerals, and all **minerals** grow into crystals.

In some rocks you can see the **crystals**.

Sometimes these rocks are broken down into tiny bits of crystal and the pieces can then be glued together to form a different rock. These broken pieces are called **grains**.



Some minerals occur in a lot of different rocks. These are the **common** minerals like **quartz** and **feldspar**. Some minerals are **uncommon**, like **gold** and **diamonds**, and are found in only a few rocks. These are like the extra ingredients in the cake, and make different types of rock.

Choose words in the list to fill in the gaps in the sentences below. You may have to use a word more than once.

stones   minerals   rock   pebbles   crystals

In the mountains you can see outcrops of \_\_\_\_\_.

If you look closely, you can see the different ingredients. These are called \_\_\_\_\_ and they have grown into \_\_\_\_\_.

Over the years, pieces of the \_\_\_\_\_ have been broken off, and these \_\_\_\_\_ have fallen into the valley below.

Those that fall into the stream, are carried along and rounded and smoothed by the water. We call them \_\_\_\_\_.

# BACK IN TIME - Worksheet 6

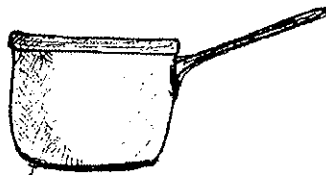
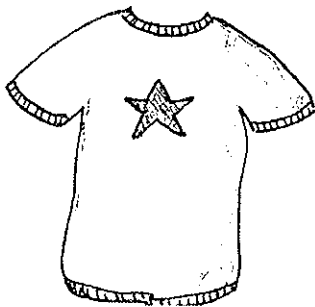
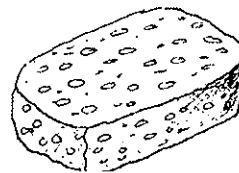
## Activity -Permeable and Impermeable



If an object is **permeable**, it means that water can pass through it.

If something is **impermeable**, it means that water cannot pass through it

Here are some pictures of objects that are **permeable** and some that are **impermeable**. Can you sort out which is which?



The **permeable** objects are:

The **impermeable** objects are:

Some ROCKS are permeable, and some are impermeable.

Permeable rocks have cracks or tiny joined up holes called pores which let water through.

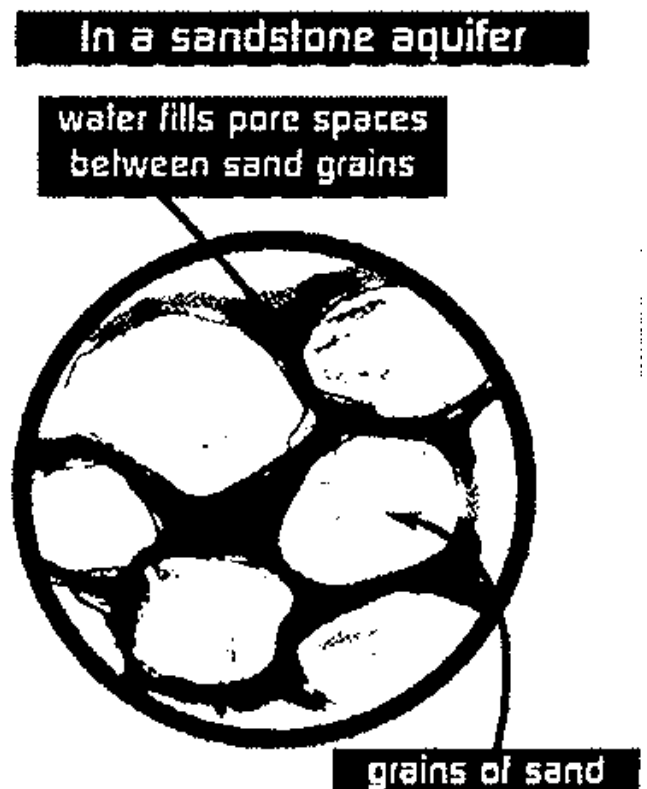
Some of the water can be stored in these cracks and holes in the rocks.

This is called groundwater, and the rock is an aquifer or water holder. Water can be stored in an aquifer for thousands of years.

In some areas, especially in the south east of England, a lot of groundwater is used as drinking water.

A well or borehole is drilled into the rock and the water from the pore spaces drains into it.

The water can then be pumped to the surface.



Write permeable or impermeable to finish these sentences.

To find underground water, I would drill a well into \_\_\_\_\_ rock.

I would use \_\_\_\_\_ rock for the roof of the house.

To build a road tunnel underground, I would dig into \_\_\_\_\_ rock.