



Countryside Service

Stepping *outside the* school gates *no coach required*



CASE STUDIES *for Schools*

Introduction

Many Hampshire schools are making good use of their local area as a context for learning or as a learning focus. Local exploration enables children to widen their knowledge of familiar and unfamiliar places and by engaging with their own locality they will hopefully develop a sense of responsibility for it.

This guide aims to inspire you to rethink your approach to local area work and to provide you with new ideas to generate projects in the area around your school.

It was originally intended to showcase examples of local area work including access to Hampshire's rights of way network but it has evolved to include case studies where the network is being used directly or indirectly.

The Case Studies

The projects described in each case study vary in the approach taken, curriculum areas covered and learning value. Where planning documents are available they are included. Some projects have been generated by the schools themselves and some under the

guidance of HIAS (Hampshire Inspection and Advisory Service) via Jeff Stanfield, the County Geography Adviser/Inspector. Work is continuing and these case studies will be added to.

Acknowledgements

Thank you to all the school staff who have contributed planning and examples of work and to Jeff Stanfield.

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www.hants.gov.uk/countryside



Hampshire
County Council

What is a right of way?

The rights of way network which includes footpaths, bridleways and byways is a free local resource that can be used by anyone. The history of the network provides an insight into the working lives and needs of people who have lived in a local area over many centuries, some footpaths date back as far as the Bronze or Iron Age. Using map resources the development of a community can be traced and the rights of way identified over the passage of time. Youth groups such as the Scouts and Duke of Edinburgh Award use footpaths for navigation exercises but there are many good reasons to use the network to get out into your local area. Rights of way can be used as a means of getting to a specific location or they can be used as a resource for historical investigations, environmental work or community projects.

A right of way is a path that anyone has the legal right to use on foot, and sometimes using other modes of transport.

- Public footpaths are open only to walkers
- Public bridleways are open to walkers, horse-riders and pedal cyclists
- Restricted byways are open to walkers, horse-riders, and drivers/riders of non-mechanically propelled vehicles (such as horse-drawn carriages and pedal cycles)
- Byways Open to All Traffic (BOATs) are open to all classes of traffic including motor vehicles, though they may not be maintained to the same standard as ordinary road

The Rights of Way Team in Hampshire is part of the County Council and they are responsible for over 3300km of footpaths, nearly 750km of bridleways and more than 500km byways. Much of this extensive

network stretches across the Hampshire countryside but many footpaths also extend into our villages, towns and cities. These paths can offer access to your local area and the countryside beyond providing a valuable resource for learning, recreation and sustainable transport.

Find out more about rights of way by visiting the web pages at www.hants.gov.uk/row



▶ CASE STUDIES

Curriculum and Learning Value Links

According to Jeff Stanfield, the County Geography Advisor/Inspector there are many good reasons why schools should be using their local area, not least because it contributes to the Geography curriculum!

- **Community Cohesion** – since September 2007 schools have been required to promote community cohesion within the school's locality – local area investigations are of major importance (case study 2).

- **Every Child Matters (ECM)** – sets out the Government's approach to the well-being of children and young people by giving them the support they need to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being. Local area work can support the aims and objectives of ECM:

'Be Healthy' – exploring how we feel about the places in our personal local area which elicit strong feelings in us be they positive or negative (case study 3);

'Enjoy and Achieve' – the investigation of recreational opportunities within their immediate locality and travel to play areas (case study 7); 'Make a positive contribution' – involving young people in helping to decide the future of places and environments from local to global scale (case study 2).

- **School Travel Plan** – the Hampshire Safer Routes to Schools programme, delivered through individual School Travel Plans, aims to reduce unnecessary car trips to school and encourage parents, pupils, teachers and visitors to travel to and from school in safe, healthier and more environmentally sustainable ways, for example walking (case study 1).

- **Learning Outside the Classroom** – (LOtC) DCSF produced a manifesto in 2006 aiming to get children and young people out of the classroom for high quality, memorable learning experiences. These experiences can take place in the school grounds, in the local environment or further afield (all case studies).

- **Citizenship** – taught as part of Personal Development Learning (PDL), pupils learn about themselves as developing individuals and as members of their communities (case studies 1, 2 & 7)

