



School Sheet 2

The Trail Quiz

Main subjects covered: Art & Design, History, English, Geography, and Design & Technology.

Health and Safety notes: All children must be aware about the dangers of water, stay away from the edge, use the tow path at all times. Always walk, do not run.

When pointing out a feature, gather children away from the edge, (all interpretation boards are situated on the grass, furthest away from the edge). Watch out for any tripping hazards such as mooring rings, etc. (www.wow4water.net has waterside safety challenges and guidance notes). When walking back to school, always use the crossing by the Library on Lewin Street.

Resources include: Photographs, Trail Guide Leaflet and Booklet, Interpretation Boards

Using the Trail from Hannah's Walk to Town Wharf.

Link to 'A sense of Place', what do they know of the area around school? In class children can plan their route and study old photographs; this will help them to see **how the area has changed** whilst on their walk and pick out areas they want to visit.

Questions can be asked along the route to help the children identify information about their town and test their observation skills.

What is a natural and what is a made environment?

How has the area been shaped and for what purpose? E.g. Canals - Industry, environmental, architectural etc, is it for better or worse?

Around our School – children's favourite place – what makes a place nice or nasty?

- How many steps are at the bottom of Hannah's Walk? What are they made out of? Where do they think the walkway goes to?
- What is an aqueduct?
- Draw one of the plants along the Shropshire Union Canal.
- Have a look at the side of the bridge, can you see holes or markings, what do you think made them? Think about how the boats moved before motors.
- Who would have lived at Wardle Lock?
- How long do you think Wardle Canal is? Can you find the information? How many paces is it?
- Canal Terrace – how many buildings are in this area? Who lived here? Can you find a man's face in the brick work?
- How many locks can you see? Look closely at the side of the canal and you will see the overflow. Where do you suppose it is going? What number can you see on the bottom lock?
- This area is called Maidenhills; can you find the information that tells you where that name comes from?
- What building is on the other side of the canal? Can you read what it says?
- How many buildings can you see at Town Wharf? What do you think a wharf is by looking at the buildings? Why do you think the wharf is in the centre of town?

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Using the Trail from Hannah's Walk to Town Wharf.

Children can make sketches of any interesting features enroute or use words to describe what they see. There are plenty of patterns, textures, (rubblings) and colours to choose from on their journey, including bricks, tiles, stone and wood.

They can link their journey with canal art or a particular artist and expand into doing a painting that represents a place on the walk.

Links can also be made to the range of buildings that they see; Cottage, Terrace, Storage Building etc. Again this could progress to making a model of a building they like and decorating it with paint or collage materials.

For younger children, look at the shapes, pattern, colour and texture in the different buildings / structures that they see, (natural or made). Think about communicating the various elements like bricks and wood, share ideas and place in groups to create a mural for the classroom with their favourite building, connecting it with function or a purpose. Can be the Canal shop, Wharf building or Wardle Cottage, (Lock Keepers')

How has this area changed over time? – Link with Maps from the Mapping folder. Show pictures of various places as they used to be. If the School has access to a digital camera take it out on the walk and photograph the places as they are now. Compare the places back in the classroom and look at how it is drawn on the map. What does the information tell you about the Town's development? Show this information as a collage or chart, perhaps have different groups looking at different areas and presenting their findings to the class.