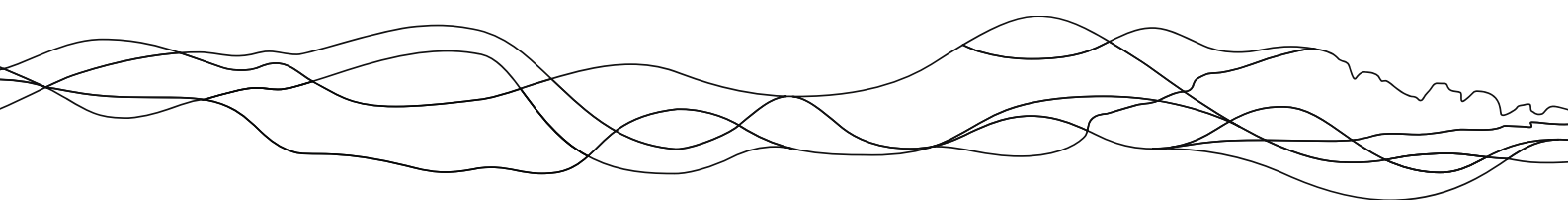
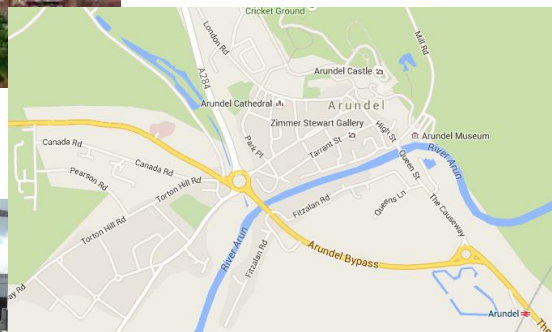




SOUTH DOWNS
NATIONAL PARK



Visit by Rail
KS3 Geography Fieldtrip
Arundel - a sustainable town?
Educational Visit Plan





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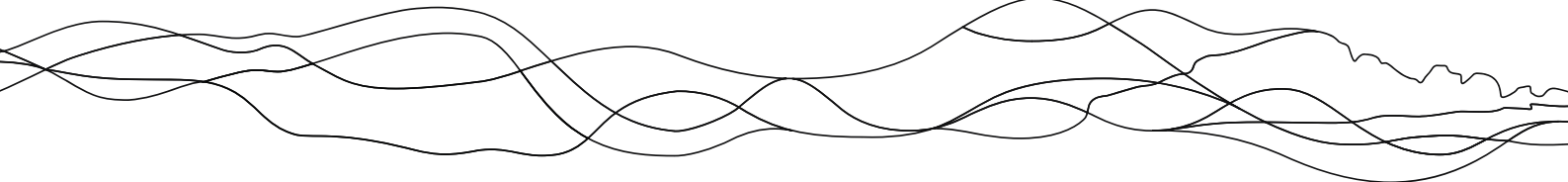
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Visit Introduction

This Educational Visit Plan has been developed to encourage schools to access the South Downs National Park and its resources using sustainable transport in the form of the railway.

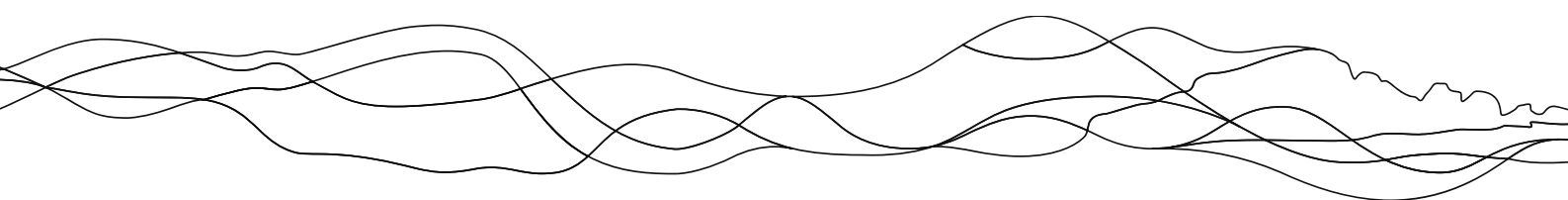
Chichester High School for Boys and Chichester High School for Girls have joined forces to help pilot this Educational Visit Plan, with the resource material having been provided by the schools.

The Chichester High Schools for Boys and Girls are located a 5-minute walk from Chichester train station and in order to promote rail travel for educational visits, the Head of Geography at CHSB, suggested they reinstated a sustainable town fieldwork study that had been used in the past. This visit took place in October 2015 and was a pupil premium initiative joint venture for Year 8 Boys and Girls from the two Chichester High Schools.

For Key Stage 3 Geography, the students should develop greater competence in using geographical knowledge, approaches and concepts (such as models and theories) and geographical skills in analysing and interpreting different data sources. In this way pupils will continue to enrich their locational knowledge and spatial and environmental understanding.

Arundel, which is a market town situated in a steep vale in the South Downs National Park, is only 22 minutes by train from Chichester so was ideally placed for a fieldwork study by the schools. The visit was self-led by the teachers and consisted of a variety of surveys at 4 locations in the town, to assess the sustainability of the town. There was a pedestrian count, an environmental survey on the 'look and feel' of the location and a traffic count. In addition to the surveys there was a sustainable travel worksheet that was completed back at school, once the students had visited Arundel by train.

In the new KS3 Programme of Study for Geography, sustainable development is highlighted as one of the key concepts that underpin the study of the subject. Under Curriculum Opportunities, the document requires us to make links between Geography and the cross-curriculum-dimension "Global dimension and Sustainable Development"





Visit Information

The National Curriculum for geography aims to ensure that all pupils:

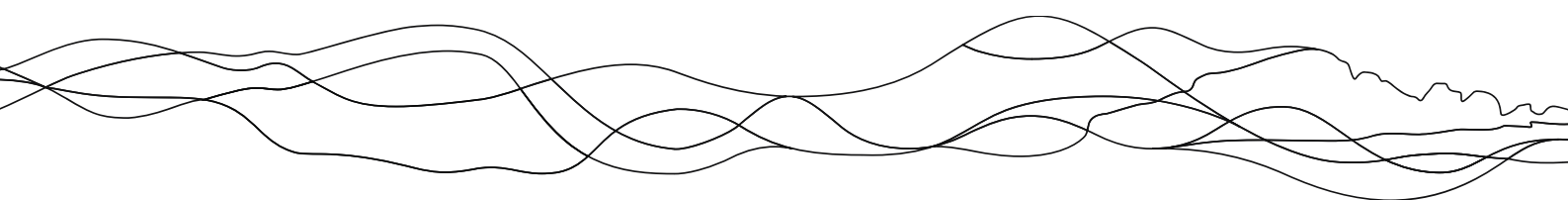
Are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes

Lesson Plan

Aim

To use fieldwork techniques to explore the impact of sustainable development within Arundel

National Curriculum links: KS3 Geography:		
Learning objectives	Session structure	Assessment for learning
<p>By the end of the session pupils will be able to:</p> <ul style="list-style-type: none"> Know how to collect and record information from different survey techniques Be able to interpret data collected effectively Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information Option; use maps at a range of scales 	<p>Introduction The class have an introduction including an outline of the day and activities.</p> <p>Session Activities There are 6 sites in Arundel where the students will do the 3 different surveys.</p> <ol style="list-style-type: none"> A pedestrian count An environmental survey on the 'look and feel' of the location A traffic count <p>Plenary options Review the surveys that have taken place and see if any changes could have made a difference to the outcomes.</p>	<p>We will re-visit the learning objectives and students will be encouraged to reflect on their learning and enjoyment of the day.</p> <p>There was a sustainability questionnaire that was completed by the students once they returned to school after the visit.</p>
Before your visit	After your visit	Key vocabulary
<p>Locate Arundel on an OS map and interpret landscape features. Review fieldwork methods. Consider Health & safety procedures for outdoor learning</p>	<p>Analyse and evaluate data collected and comment on the management for sustainability in Arundel</p>	<p>Sustainability</p>

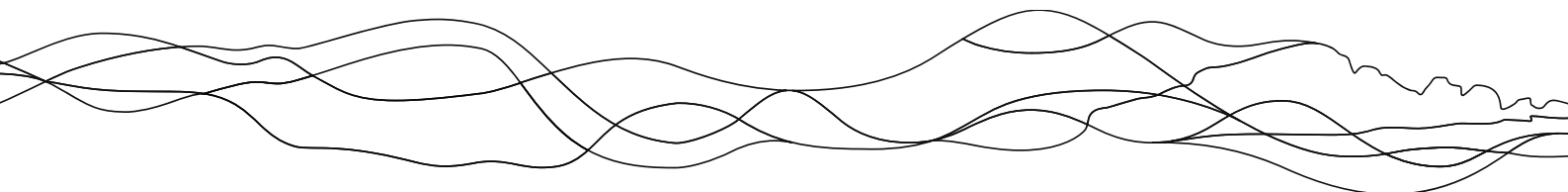




Itinerary

The following timings are only approximate depending on your specific train times. You will also have to factor in the walk from your school to the station you are using.

Itinerary		
Time	Activity	Emergency Action
09.24	Depart Chichester Station for Barnham	Inform Group Leader of issues
09.31	Depart Barnham for Arundel	Inform Group Leader of issues
09.46	Arrive Arundel station	Inform Group Leader of issues
10.20	Site 1- War Memorial	Inform Group Leader of issues
10.40	Site 2 – In front of Nineveh House, Tarrant Street	Inform Group Leader of issues
11.00	Site 3 – At the junction of Arun Street and Tarrant Street	Inform Group Leader of issues
11.20	Site 4 – Cross-roads with 5 junctions at end of Tarrant Street	Inform Group Leader of issues
11.40	Site 5 – by the cathedral	Inform Group Leader of issues
12.00	Site 6 – junction of Bond Street and Mount Pleasant	Inform Group Leader of issues
13.00	Leave Arundel Station for Ford	Inform Group Leader of issues
13.12	Depart Ford Station for Chichester	Inform Group Leader of issues
13.24	Arrive back at Chichester	Inform Group Leader of issues



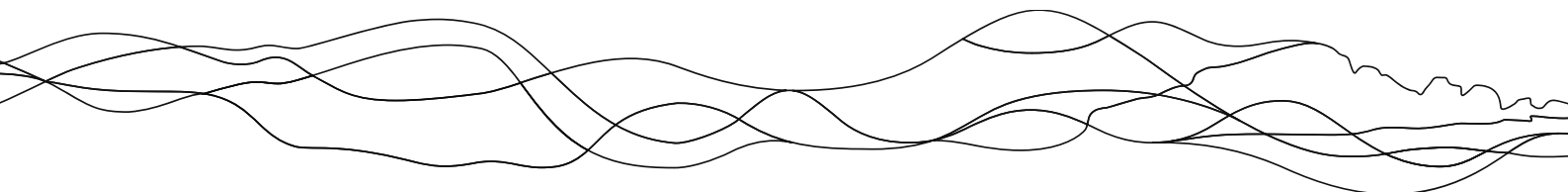


Travel Plan

This travel plan is a generic risk assessment aimed at facilitating risk assessment of a specific visit by rail prior to use with a group. Use it to form the actual risk assessment and **embolden the text** once complete.

Sussex CRP School Train Travel - Risk Assessment							
Location: Stations and trains				Date: 29 September 2015			
Task or Activity: Travel by train from Chichester Station				To Arundel			
Persons covered by this assessment: All pupils and staff							
Hazard:	Risks(s)	Persons who may be harmed	Existing Control Measures	Ranking with existing controls (L / S / R)	Additional Control Measures	Ranking with additional Controls (L / S / R)	Responsibility & Timescale
Walking to and from the station	Road traffic accident Falls & trips	All named above	Walking in pairs with teachers	1 / 5 / 5		1 / 5 / 5	Teachers for all of trip
At the station	Trips and falls Platform edge Members of the public	All named above	Safety briefing given to each pupil. Teachers to be with pupils at all times Everyone to keep back from platform edges.	1/5/5	Children to be in small groups with a designated adult No running. No mobile phones to be used.	1/5/5	Safety Briefing by teachers Teachers to ensure for all of visit.
Travel by Train	Accident	All named above	Safety briefing given to each pupil. Everyone to keep back from platform edges. Pupils to be seated at all times on train. Each group to be with designated adult in one carriage.	1 / 5 / 5		1 / 5 / 5	Safety Briefing by teachers to pupils Teachers to ensure pupils are seated.
Adverse weather	Falls & trips	All named above	Bad weather plan	2 / 3 / 6	No trip is to be undertaken if the weather is really bad.	1 / 1 / 1	Safety Briefing by teachers to pupils

Level of risk (**R**) is Likelihood (**L**) multiplied by Severity (**S**) and will be a number between 1 and 25. The grid below shows that 16 - 25 can be regarded as high risk, 9 - 15 as medium risk, and 1 - 8 as low risk.





		Severity				
		1	2	3	4	5
Likelihood	1	1	2	3	4	5
	2	2	4	6	8	10
	3	3	6	9	12	15
	4	4	8	12	16	20
	5	5	10	15	20	25

Likelihood	Severity
1 Nearly impossible	1 No injury
2 Possible under unfortunate circumstances	2 Minor injury requiring no more than first aid
3 Possible under normal circumstances	3 Minor injury requiring attendance at hospital or doctor's surgery
4 Probable	4 Major injury
5 Inevitable	5 Fatal

Ticket information

To find out how much it will cost for your visit you can follow the link and complete the Group Travel Booking Form. The information will then be emailed to you directly.

www.southernrailway.com/tickets-and-fares/railcards-and-discounts/group-travel-booking-form

There are restrictions on some tickets so you need to check the train times to see if they are outside the restrictions

National Rail Enquiries is an excellent website that gives you live information about trains, tells you the next train you can take, the fastest train and helps you to plan your journey. There is also an 'app' which is very useful if you have a Smart phone.



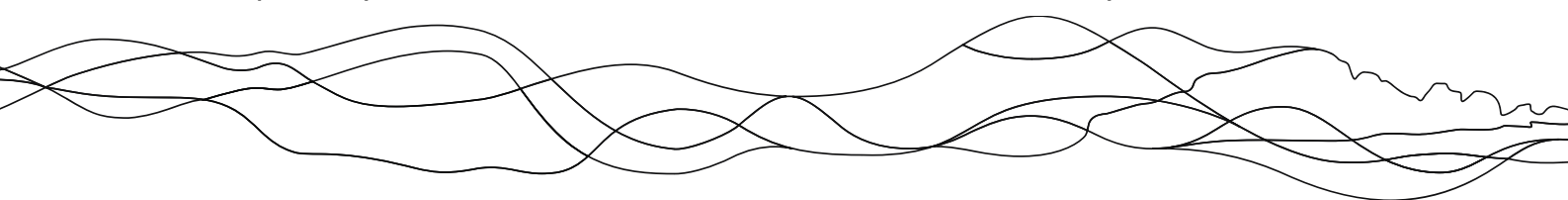
Hints & tips

Let all of the passengers getting off the train go first, then get a seat as quickly as possible once you are in the carriage. Get pupils to sit in next to the windows so that other passengers can sit down more easily.

Most stations and trains have toilets but this is not always the case so make sure that you make your students are aware of this before you travel. Where stations have toilet facilities the opening times will vary depending on the station.

GroupSave from Southern Railway, offers a 34% discount on the adult fare for between 3 and 9 people when travelling together.

Also on Southern Railway up to four children aged 5 to 15 years may travel Off-Peak for only £2 each when accompanied by an adult with a valid ticket and under 5's travel absolutely free.





Risk Management Plan

Each educational session or event requires an appropriate safety briefing. It is based on the risk assessment and forms the Risk Management Plan.

Pre-visit Briefing – delivered by the Group Leader prior to the visit to prepare the participants

This is a reminder of the key points to cover.

General

Emergency plan
Suitable attire and footwear
Weather appropriate protection
Emergency equipment, first aid (are permission slips needed for emergency medication?)
Food and toilets
How accompanying/supporting adults will be deployed
Expectations
No headphones
Mobile phones kept in pockets or bags
Adults to have contact numbers for other adults on the visit

Walk

Footpaths
Traffic

Activities

Specific activity hazards

On Site Briefing – delivered by the Teacher in Charge on the day

Outline of the day and emergency actions.

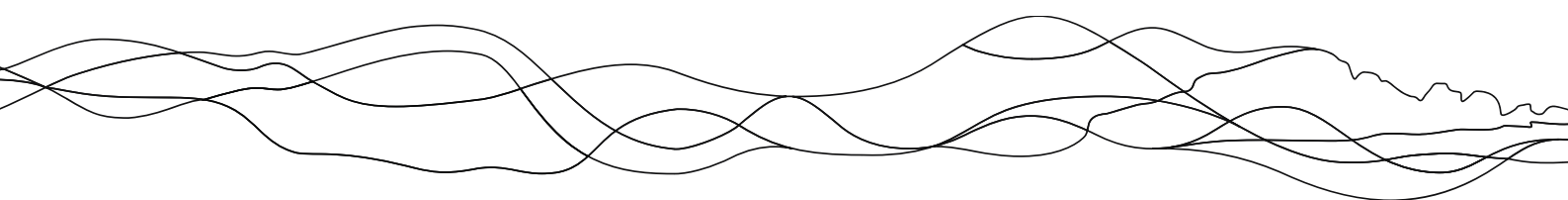
A member of staff will be with each group all day, any problems should be brought up as soon as possible to allow solutions to be found.

The site is a public space and the group is expected to be courteous and polite.

On the walk through to the town there is a flowing river. As long as people are sensible and aware of their surroundings everyone will remain safe.

At no point in the visit should headphones be used.

It is recommended that you take out insurance to cover risks of accident, illness, loss of personal belongings or cancellation.





Risk Assessment

This generic risk assessment is a pick list aimed at facilitating risk assessment of a specific site prior to use with a group. Use it to form the actual risk assessment and shade black once complete. Please add activity related risk assessment.

It is the responsibility of Group Leaders to familiarise themselves with all risk assessments associated with the visit and update them accordingly.

Date of Risk Assessment: 29 September 2015

Date of visit: 9 October 2015

Hazard and Associated Risk	Initial Risk	People at Risk	Existing Ways of Reducing Risk	Measures to be taken, and by whom	PPE	COSHH	Risk Outcome
Open air visit and exposure to the elements leading to cold injury	Medium	Group	Suitable clothing needs to be worn for the weather conditions	Group Leader to inform group of the expected dress code for the expected weather conditions.			Low
Uneven ground resulting in slips, trips or falls, causing injury or contact with cow pats.	Medium	Group	Suitable footwear to be worn throughout the event. Keep to the designated footpath. Single file walking where appropriate.	Education Team to assess site prior to group visit and identify significant hazards to the group during initial briefing.	Sturdy shoes		Low
Narrow pavements/no pavements resulting in slips, trips or falls into the road	High	Group	Single file walking where appropriate. Use pedestrian crossing	Group Leader to warn group of hazards when walking.			Low
General contact with vegetation resulting in minor injuries, scratches or allergic reactions.	Medium	Group	Site management to minimise risk. Schedule of work arranged to address issues. Keep to the designated footpath.	Education Team to assess site prior to group visit and identify significant hazards to the group during initial briefing. Group Leader to be aware of allergies in the group and have a suitable emergency plan.			Low
Contact with insects resulting in bites and stings	Low	Group	Long trousers and tops advised where insects are identified as a problem.	Group Leader to consider the use of insect repellent and be aware of any allergies in the group. Avoid known tick areas in high season.	Long trousers and tops where appropriate	Insect repellent	Low
Contact with animals/livestock resulting in injury	Low	Group	Group members prepared with a code of behaviour when near animals. Education Team will be present to reduce risk of contact with livestock.	Education Team to remind group what to do in the event of contact with animals. Education Team to liaise with handler of straying animals. Education Team to identify no-go areas where disturbance to animals is identified.			Low
Contact with members of the public resulting in abduction or abuse.	Low	Group	Group members prepared with a code of behaviour when near strangers	Group Leader to remind group what to do in the event of inappropriate contact with strangers. Group members to advise Group Leader of suspicious activity asap.			Low
Narrow streets so any window cleaning or painting with ladders will require walking in the road.	Medium	Group	Single file walking. Look out for vehicle before going into the road.	Group Leader to warn group of hazards when walking.			Low