Primary

Contents

Sailing and the primary curriculum

Introduction

The wide range of possible links between sailing, curriculum subjects and cross-curricular themes is explored earlier in this handbook in the **Why sail?** section. Diagrams such as the 'curriculum boat' and the more traditional web diagrams often provide a starting point for curriculum planning sessions in school. Topics and themes which arise from these starting points can then contribute to the development of detailed plans which show how the National Curriculum requirements for the subjects concerned are met.

Schools are well versed in devising formats for curriculum planning and recording documents. The following two sets of planning sheets are taken from the medium term plans (termly) of different schools. Each set illustrates how sailing-related activities can feature in planning sheets.

In the first example, National Curriculum requirements are interwoven with the school's existing planning format and the subjects illustrated are:

Geography
Science
Design and Technology

In the second, National Curriculum requirements are taken as a starting point and annotated with appropriate activities. Single sheets are given as examples from sets covering:

Maths
Geography
History

Next is an extract from the National Curriculum requirements at Key Stage 2 for **PE**, giving the elements which relate to sailing. This is followed by an example of how school work and sailing centre work in **Science** can be closely integrated. The original booklet on which this material is based was the result of close collaboration between sailing centre staff, LEA advisers and local schools.

Note:
Considerable time can be saved when incorporating National Curriculum Programmes of Study into school curriculum documents by obtaining text files of all the original National Curriculum documents from The Stationery Office on a 3.5" disc. See the **Resources** section for details.

Medium-term curriculum planning, example A

Extracts from planning sheets devised by Woolmer Green JMI School for preparatory and on-site work at Barton Turf Sailing Camp.

Geography, summer term, first half. Contrasting locality in UK

Learning objectives	What do we want to know?	What are we going to do to find out?	How are the children going to show what they have learnt?
To investigate features of other locality	How the Broads were formed. What is happening now	Down on the marsh looking at peat, environment, plants and animals. UK Atlas p30 + worksheet	Drawings, written work (Assessment)
Compare features and occupations of other locality with own area	Effect of Broads on way of life of people. What jobs do they do and why? What jobs do people in Woolmer Green do and why?	Discussion. Look at photographs, aerial photos survey, research, interview. UK Atlas	Display. Worksheets 19, 20, 21 (School internal reference numbers)
Identify similarities and differences	Size, land use and jobs - are these similar?	Look at pond life on both localities Hedge survey	Pictures, writing
Investigate changes in locality	What could we use weatherheads land for? What would happen?	Discussion	Debate (Assessment)
Learn how localities are set within geographical context	Using maps of Norfolk and Hertfordshire	Use Logo and Roamer. Making maps of Barton Camp with symbols, plus Barton village	Display

Geography, summer term, second half

Learning objectives	What do we want to know?	What are we going to do to find out?	How are the children going to show what they have learnt?
To understand maps with variety of scales, using co-ordinates and four-figure grid references	Where is Barton in relation to Woolmer Green?	Plan route to Barton using Ordnance Survey maps	Make own route planners
To understand the main physical and human features of the Broads	How did the Broads come about? Why are they still changing? What were the waterways for? Why are they not used today?	Use marsh visits to explore these questions Use books for research	Written work
To identify main sources of fresh water and describe ways of ensuring reliable supply. Explain why rivers, seas, lakes and oceans are vulnerable to pollution and describe ways in which problems have been addressed	What are the main sources of fresh water? Why are they vulnerable to pollution?	Learn about water cycle - generate diagram Find sources of water pollution	Diagram in folder Class discussion
To discuss whether some types of environment need protection	Do some types of environment need protection? Why? What is pollution?	Air pollution experiment. Look at Norfolk Broads, plus what is happening to protect environment	Experiment plus evaluation write up
To describe ways in which damaged landscapes can be restored	What is a damaged landscape? How can it be restored?	Look at marshlands of Barton	Observations, visit, discussion

Science, summer term, first half

Learning objectives	What do we want to know?	What are we going to do to find out?	How are the children going to show what they have learnt?
Understand what a food chain means	Why some animals eat others and why it is necessary	Pond dipping observations	Drawing and diagrams
Know that different kinds of living things are found in different localities	Why are there different plants in one hedge and one patch of grass?	Looking at hedges and grass in Barton and school playing field. Collection of leaves, drawings and identification records	Lists and drawings of plants

Science, summer term, second half

Learning objectives	What do we want to know?	What are we going to do to find out?	How are the children going to show what they have learnt?
To understand the material as water undergoes change ie water cycle	Evaporation and condensation How does this happen in the water cycle?	Water box activities	Writing up investigations
To distinguish between renewable and non-renewable resources	Which resources are renewable? What does renewable mean?	Sorting activity If renewable, how?	Table in folder
To name and locate major organs of the flowering plant	What are the main organs of a flowering plant?	Look at, dissect and write descriptions of flowers. Look them up in Keeble & Martin, especially Barton flora	Practical identification and discussion Work on Barton Marsh
To understand food chains as a way of representing relationships in an ecosystem	What is a food chain?	Construct food chains from everyday experience	Games and diagrams
To understand that survival of plants and animals involves competition for scarce resources	What is competition?	Game 'Dyed in wool'	Discussion, construction of board game

D&T, summer term

Learning objectives	What do we want to know?	What are we going to do to find out?	How are the children going to show what they have learnt?
To give children an opportunity to work with materials within a framework	How to make withies into a frame for 3D work	Make a 3D African mask	Display
To learn to use information sources to help design	How to place material on a frame for sewing	Sewing using colours and landscape Barton picture	Display

Medium-term curriculum planning, example B

Example planning sheets from St Peter's Primary School Handbook.

Each of the following record sheets is taken from a set which details the whole curriculum for one subject. Each example sheet provides a framework of National Curriculum Programmes of Study descriptions against which a teacher can annotate learning activities and appropriate resources for a class or year group during a specific term. The sheets selected, from **Maths**, **Geography** and **History**, all contain requirements with clear relevance to sailing and sailing-related activities.

St Peter's Primary School MATHS Curriculum Planning, KS2	Class / Year	Term	Year	Duration	Teacher
Topic: **Map reading & Co-ordinates**	 6	Aut / Spr / Sum	199 / ...	..... wks ..... hrs	.....

Programmes of Study: See scheme texts and cross reference grids

Learning outcomes, Concepts & Key elements	**Activities & Resources**	**Organisation, Differentiation and Comments**	**Using and Applying Maths (AT1)**
(Related to scheme text and including IT link etc.) **Map reading** ❑ Finding location by means of grid references ❑ Using Ordnance Survey maps **Co-ordinates** ❑ Revision of co-ordinates in the first quadrant ❑ Co-ordinates in all four quadrants **Note:** In practice, A4 print-out would be enlarged to A3 for staff entering details by hand rather than word-processing. Middle columns would contain hand-written notes appropriate to class and timing specified in top row. Check boxes would be marked during course of term. Second column contains part example of hand-written entry.	(Page references to schemes text plus any additional support materials / activities) *Use of Barton Turf OS maps in prepn for sailing camp visit. Grid refs of all locations and places en route.* *Re-inforcement on site with treasure map game.* *AT1 1.a and b route planning task - school to Barton Turf*	(Eg group/whole class arrangements; nature of pupil recording methods)	**1.** ❑ **a** use and apply mathematics in practical tasks, in real-life problems and within mathematics itself; ❑ **b** take increasing responsibility for organising and extending tasks; ❑ **c** devise and refine own ways of recording; ❑ **d** ask questions and follow alternative suggestions to support the development of reasoning. **2. Make and monitor decisions to solve problems** ❑ **a** select and use the appropriate mathematics and materials; ❑ **b** try different mathematical approaches; identify and obtain information needed to carry out work; ❑ **c** develop own mathematical strategies and look for ways to overcome difficulties; ❑ **d** check results and consider whether they are reasonable. **3. Develop mathematical language and forms of communication** ❑ **a** understand and use the language of: number; the properties and movements of shapes; measures; simple probability; relationships, including 'multiple of', 'factor of' and 'symmetrical to', ❑ **b** use diagrams, graphs and simple algebraic symbols; ❑ **c** present information and results clearly and explain the reasons for the choice of presentation. **4. Develop mathematical reasoning** ❑ **a** understand and investigate general statements, eg 'wrist size is half neck size', 'there are four prime numbers less than 10' ❑ **b** search for pattern in results; ❑ **c** make general statements based on own evidence; ❑ **d** explain reasoning.

St Peter's Primary School GEOGRAPHY Curriculum Planning, KS2 Thematic study: **Environment**	Class / Year ..... 4 / 5 / 6	Term Aut / Spr / Sum	Year 199 / ...	Duration ..... wks ..... hrs	Teacher .....

Programmes of Study:

10a how people affect the environment, *eg by quarrying, building reservoirs, building motorways.*

10b how and why people seek to manage and sustain their environment, *eg by combating river pollution, by organic farming, conserving areas of beautiful landscape or of scientific value.*

Learning outcomes, Concepts & Key elements	**Activities & Resources**	**Organisation, Differentiation & Comments**	**Knowledge, Skills and Understanding: Places and Themes**
(Including H&S points, IT link, vocab) ❑ how people generally affect the environment, *investigating the impact of activities such as quarrying, building motorways, airports and housing estates* ❑ how and why people seek to manage and sustain the environment, *investigating the effectiveness of pollution control measures, organic farming and the conservation of areas of natural beauty or scientific value* **Note:** In practice, A4 print-out would be enlarged to A3 for staff entering details by hand rather than word-processing. Middle columns would contain hand-written notes appropriate to class and timing specified in top row. Check boxes would be marked during course of term. Second column contains part example of hand-written entry.	(Page references to support materials and additional resources) *Turf-cutting, dredging of Broads* *Effects of tourist industry, motor-boat oil pollution of water, role of Broads Authority in control and conservation* *Barton Turf as contrasting locality in UK*	(Eg group/whole class arrangements; nature of pupil recording methods)	**Places** ❑ Local area Contrasting locality in: ❑ UK ❑ Australasia ❑ Africa ❑ Asia ❑ South America ❑ Central America In these studies pupils should be taught: ❑ **a** about the main physical and human features, *eg cliffs, valleys, housing estates, reservoirs* and environmental issues, *eg water pollution, proposals for a new supermarket,* that give the localities their character ❑ **b** how the localities may be similar and how they may differ, *eg two localities may both be in valleys but one valley is narrow and steep-sided, while the other is wide and gently sloping* ❑ **c** how the features of the localities influence the nature and location of human activities within them, *eg roads following valleys, multi-storey car parks near city centres* ❑ **d** about recent or proposed changes in the localities, *eg closure of a corner shop* ❑ **e** how the localities are set within a broader geographical context *eg within a town, a region, a country,* and are linked with other places *eg through the supply of goods, movement of people* **Geographical skills** **2 Investigating places and themes, pupils should be given opportunities to:** ❑ **a** observe and ask questions about geographical features and issues ❑ **b** collect and record evidence to answer the questions ❑ **c** analyse the evidence, draw conclusions and communicate findings **3 Pupils should be taught to:** ❑ **a** use appropriate geographical vocabulary eg temperature, transport, industry, agriculture to describe and interpret their surroundings ❑ **b** undertake fieldwork, including the use of instruments to make measurements, *eg rain gauges* and appropriate techniques, *eg questionnaires* ❑ **c** make plans and maps at a variety of scales, using symbols and keys, *eg drawing a sketch map of a housing estate* ❑ **d** use and interpret globes, and maps and plans at a variety of scales; the work should include using co-ordinates and four-figure grid references, measuring direction and distance, following routes, using the contents pages and index of an atlas and identifying the points of reference specified on Maps A, B and C (pages 7-9) ❑ **e** use secondary sources of evidence - pictures, photographs (including aerial photographs) and other sources, *eg television and radio programmes, books, newspapers, visitors to the school* - to inform their studies ❑ **f** use IT to gain access to additional information sources and to assist in handling, classifying and presenting evidence, *eg recording fieldwork evidence on spreadsheets, using newspapers on CD-ROM, using word-processing and mapping packages*

St Peter's Primary School HISTORY Curriculum Planning, KS2	Class / Year	Term	Year	Duration	Teacher
Study Unit 2: **Life in Tudor Times**	 5	Aut / Spr / Sum	199 / ...	..... wks ..... hrs	.....

Programmes of Study (in outline)
See detail in **Learning outcomes...** below

Learning outcomes, Concepts & Key elements	**Activities & Resources**	**Organisation, Differentiation & Comments**	**Key Elements**
(Including H&S points, IT link, vocab.) **Major events and personalities** ❑ Henry VIII and the break with Rome, *eg the divorce question, the dissolution of the monasteries;* ❑ exploration overseas, *eg the voyages of Sebastian and John Cabot, Francis Drake and Walter Raleigh;* ❑ Elizabeth I and the Armada (1588); **The ways of life of people at different levels of society** ❑ Court life, *eg the progresses of Elizabeth I, the role of a personality such as Thomas More or the Earl of Essex;* ❑ ways of life in town and country, *eg home life, work and leisure, health, trade;* ❑ arts and architecture, including Shakespeare, *eg Elizabethan theatres, music, paintings, town houses, manor houses, country houses and their estates.* **NB**: See explanatory note on maths and geography examples	(Page references to support materials and other resources) *Tudor voyages of discovery, vessels, life at sea* *Compare conditions in modern sailing races - follow BT Challenge (Internet)* *Visit 'Mary Rose' exhibition*	(Eg group/whole class arrangements; nature of pupil recording methods)	**1. Chronology** ❑ a to place the events, people and changes in the periods studied within a chronological framework; ❑ b to use dates and terms relating to the passing of time, including ancient, modern, bc, ad, century and decade and terms that define different periods, eg Tudor, Victorian. **2. Range and depth of historical knowledge and understanding** ❑ a about characteristic features of particular periods and societies, including the ideas, beliefs and attitudes of people in the past and the experiences of men and women; and about the social, cultural, religious and ethnic diversity of the societies studied; ❑ b to describe and identify reasons for and results of historical events, situations and changes in the periods studied; ❑ c to describe and make links between the main events, situations and changes both within and across periods. **3. Interpretations of history** ❑ a to identify and give reasons for different ways in which the past is represented and interpreted. **4. Historical enquiry** ❑ a how to find out about aspects of the periods studied, from a range of sources of information, including documents and printed sources, artefacts, pictures and photographs, music and buildings and sites; ❑ b to ask and answer questions and to select and record information relevant to a topic. **5. Organisation and communication** ❑ a to recall, select and organise historical information, including dates and terms; ❑ b the terms necessary to describe the periods and topics studied, including court, monarch, parliament, nation, civilisations, invasion, conquest, settlement, conversion, slavery, trade, industry, law; ❑ c to communicate their knowledge and understanding of history in a variety of ways, including structured narratives and descriptions. In addition: **7. Across the key stage, pupils should be given opportunities to study:** ❑ a aspects of the past in outline and in depth; ❑ b aspects of the histories of England, Ireland, Scotland and Wales; where appropriate, the history of Britain should be set in its European and world context; ❑ c history from a variety of perspectives - political; economic, technological and scientific; social; religious; cultural and aesthetic.

National Curriculum PE, Key Stage 2 Summary of requirements related to Sailing

General Requirements

Physical education should involve pupils in the continuous process of planning, performing and evaluating. This applies to all areas of activity. The greatest emphasis should be placed on the actual performance aspect of the subject. The following requirements apply to the teaching of physical education across all key stages.

1. **To promote physical activity and healthy lifestyles**, pupils should be taught:
   a. to be physically active
   b. to adopt the best possible posture and the appropriate use of the body
   c. to engage in activities that develop cardiovascular health, flexibility, muscular strength and endurance
   d. the increasing need for personal hygiene in relation to vigorous physical activity

2. **To develop positive attitudes**, pupils should be taught:
   a. to observe the conventions of fair play, honest competition and good sporting behaviour as individual participants, team members and spectators
   b. how to cope with success and limitations in performance
   c. to try hard to consolidate their performances
   d. to be mindful of others and the environment

3. **To ensure safe practice**, pupils should be taught:
   a. to respond readily to instructions
   b. to recognise and follow relevant rules, laws, codes, etiquette and safety procedures for different activities or events, in practice and during competition
   c. about the safety risks of wearing inappropriate clothing, footwear and jewellery and why particular clothing, footwear and protection are worn for different activities
   d. how to lift, carry, place and use equipment safely
   e. to warm up for and recover from exercise

Key Stage 2 Programme of Study

Pupils should be taught six areas of activity. During each year of the key stage pupils should be taught Games, Gymnastic Activities and Dance. At points during the key stage pupils should be taught Athletic Activities, Outdoor and Adventurous Activities and Swimming unless they have already completed the programme of study for Swimming during Key Stage 1. If aspects of the Swimming programme have been taught during Key Stage 1, pupils should be taught the Key Stage 2 Swimming programme, starting at the appropriate point.

Throughout the key stage, pupils should be taught:

- how to sustain energetic activity over appropriate periods of time in a range of physical activities;
- the short-term effects of exercise on the body.

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Areas of Activity
5. Outdoor and adventurous activities

Pupils should be taught:

a. to perform outdoor and adventurous activities, eg orienteering exercises, in one or more different environment(s), eg playground, school grounds, parks, woodland, seashore
b. challenges of a physical and problem-solving nature, eg negotiating obstacle courses, using suitable equipment, eg gymnastic or adventure play apparatus, whilst working individually and with others
c. the skills necessary for the activities undertaken

6. Swimming

Pupils should be taught:

a. to swim unaided, competently and safely, for at least 25 metres
b. to develop confidence in water and how to rest, float and adopt support positions
c. a variety of means of propulsion using either arms or legs or both and how to develop effective and efficient swimming strokes on the front and the back
d. the principles and skills of water safety and survival

End of key stage description, Key Stage 2

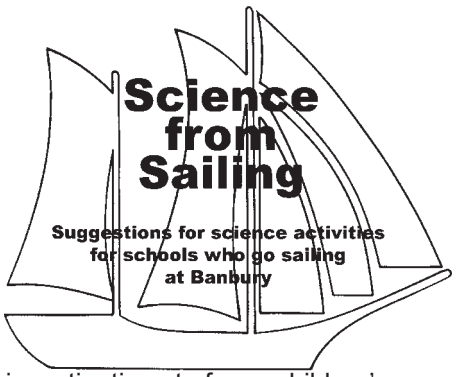
Pupils find solutions, sometimes responding imaginatively, to the various challenges that they encounter in the different areas of activity. They practise, improve and refine performance and repeat series of movements they have performed previously, with increasing control and accuracy. They work safely alone, in pairs and in groups and as members of a team. They make simple judgements about their own and others' performance and use this information effectively to improve the accuracy, quality and variety of their own performance. They sustain energetic activity over appropriate periods of time and demonstrate that they understand what is happening to their bodies during exercise.

Science from Sailing at Key Stage 2

Cross-curricular planning and activities. These notes are derived from materials written for the Banbury Centre by Esme Glauert and John Coombes when they were based at the North London Science Centre Autumn (1990).

Introduction

Sailing provides a rich context for developing children's knowledge and understanding about forces and a wealth of opportunities for planning scientific investigations.



We have produced this booklet for teachers and schools who go sailing at Banbury. It gives some initial ideas for science activities that could develop from sailing.

It suggests questions, discussion points or investigations to focus children's observations at Banbury and starting points for related investigations that could be carried out back at school. The investigations can be tackled at many levels, you will need to decide what is appropriate for your children and situation.

NOTE: Science from Sailing originally included references to the National Curriculum for each theme. Following recent revisions of the National Curriculum, science programmes of study requirements are now set out under **Experimental and Investigative Science**, **Life Processes and Living Things**, **Materials and their Properties** and **Physical Processes**. In addition there are general requirements across these themes for *Systematic enquiry*, *Science and everyday life*, *The nature of scientific ideas*, *Communication* and *Health and safety*.

The following seven pages touch on many of these themes at Key Stages 1 to 4, providing excellent opportunities for using sailing activities as a vehicle for learning science. Examples at Key Stage 2 include:

Key Stage 2	Experimental and Investigative Science	Life Processes and Living Things	Materials and their Properties	Physical processes
Floating Sinking Stability	Planning experimental work. Obtaining evidence. Considering evidence.		Grouping and classifying materials	Forces and motion
How does a boat move and stop?	Planning experimental work. Obtaining evidence. Considering evidence.	Life processes		Forces and motion Electricity
Boat design and construction	Planning experimental work. Obtaining evidence. Considering evidence.		Grouping and classifying materials	Forces and motion
Direction finding and weather	Planning experimental work. Obtaining evidence. Considering evidence.		Grouping and classifying materials	Forces and motion
Launching, Recovery Anchors, Moorings	Planning experimental work. Obtaining evidence. Considering evidence.		Grouping and classifying materials	Forces and motion
Sailing clothes	Planning experimental work. Obtaining evidence. Considering evidence.		Grouping and classifying materials	
Teamwork and communications	Planning experimental work. Obtaining evidence. Considering evidence.			Electricity

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At the Sailing Centre

Balancing the boat - does it matter where the helm and crew sit?

Is it the same when it's full of water?

How far can you tip your boat over before it capsizes?

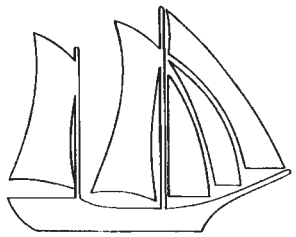
How do you right a boat?

How are boats designed so you can get water out?

What happens when a boat fills with water? Why?

Why does your boat stay afloat when it's full of water?

Floating
Sinking
Stability



At School

How many toys will your model boat hold?

Which shapes can carry the most cargo? Try changing the shape of a plasticene or foil boat.

Does it matter how the boat is loaded?

What other materials could you use?

Does it matter where you attach them?

Tie some corks or polystyrene to your boat. Does this make a difference?

Can you make a boat that doesn't sink when it's full of water?

What happens when your boat starts to fill with water?

How far can you tip your boat before it capsizes?

How could you make it more stable?

What happens if you fix a mast on it?

Can you make a boat that doesn't sink when it capsizes?

How does a boat move and stop?

At the Sailing Centre

Investigate noise pollution.
How far away can you hear the engine?

What happens if you let the sails go? Why?

How do we make the boats go at this Centre?

What are the advantages and disadvantages of each?

Why are rudders and centre boards important?

How do you make a boat go in different directions?

Using sails

Using paddles

Try smaller sails

How can you make a boat go slower?

Reefing

More people in the boat

Why do boats with engines usually have to give way to boats with sails?

Why are there some exceptions?

At School

Model yachts

Balloon power

Try elastic bands

Wind

Motors

How many ways can you find to make your boat go?

Investigate noise pollution

Oil pollution

Fuel conservation

What could be the environmental implications of using engines to power boats?

Try adding a rudder

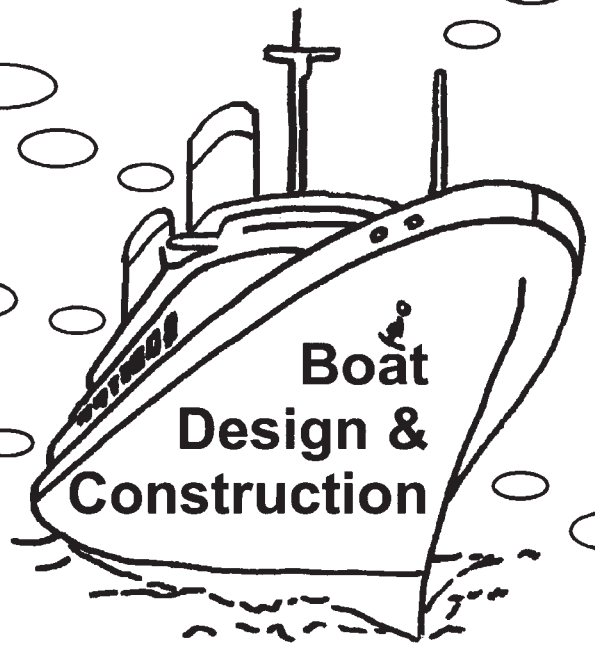
What happens if you change the position of the rudder?

Can you make your boat keep a straight course?

Try blowing a sail boat from different directions.
Can you change the position of the rudder so that the boat sails straight?

How are water creatures adapted for movement in water?

Boat Design & Construction



At the Sailing Centre

Try sailing without a centre board

Why do boats have centre boards?

How are boats repaired and maintained?

Where are pulleys used in the boat and why?

What materials are used for buoyancy?

Which different materials are used in your boat and why?

At School

Design an investigation to find out

Which shape of hull is best?
Which is the best material for the hull?

Why are hulls different shapes?
eg barges, speedboats

Try testing different shapes in a length of guttering

Try testing different shapes

Which shape of sail is best?
Which material would best best for sails?

Which materials are strongest?
What other properties do sails need?

What are the effects of weathering and wear on different materials?

How can materials be protected?
Try painting, varnishing and waterproofing.

How can pulleys help make work easier?

Try using pulley systems to lift and pull loads

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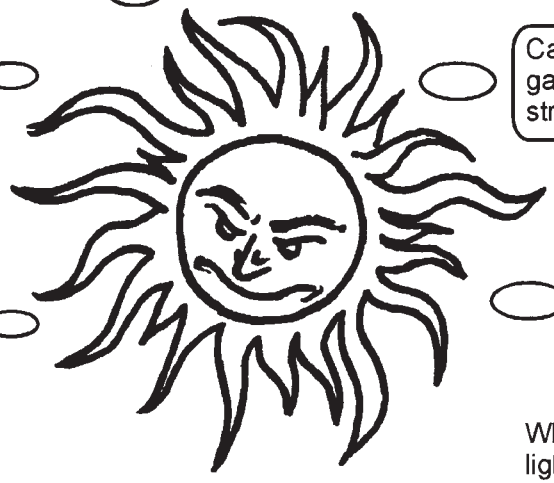
At the Sailing Centre

At School



Direction finding and Weather

What signs could we look out for? Cloud patterns, local wind measures, trees etc

Why does this matter?

How can we work out the wind direction?

How can we decide if it will be safe to sail today?

How do conditions at the Centre differ from those at school?

What weather forecasts could we refer to?

What symbols are used on weather charts?

Can we design a chart?

Use the computer?

What do we need to record?

How can we keep records of the weather?

How could you find the wind direction?

Use your wind gauge at school and at the Sailing Centre. What differences do you notice?

Can you make a wind gauge to measure the strength of the wind?

Does the wind usually blow in a particular direction at school and at the Centre?

Why are local landmarks important?

Can you find out how to use a compass?

Can you find where you are, using a map?

What landmarks can you see around you?

How can you find your way in fog or in the dark?

How do people find their way on water?

How did people use the Sun, moon and stars to help them?

How do people mark safe channels or dangerous rocks?

Why do boats carry several lights at night?

What effects have water and weather had on the boats, reservoir and surroundings?

Look carefully at the buildings, jetties and side of reservoir

How are coastlines and rivers affected?

Investigate the effects of water and weather

Which materials weather easily?

How do we protect coastlines and river banks?

Carry out investigations using your own erosion tank

At the Sailing Centre

At School

Why do boats need to be securely tied?

Does it matter where you lift the trolley?

Why is balancing the boat important?

How can we get the boat in and out of the water?

What is the best way of sharing the load in a group?

How can you protect your back?

Does it matter where the wheels go?

Can you design a trolley to transport your model boat?

Are big wheels or small wheels better?

Why are ramps useful?

Compare the force needed lifting vertically with using a ramp

Launching Recovery

Anchors Moorings

How can you beach a boat safely?

Design an anchor for your model boat

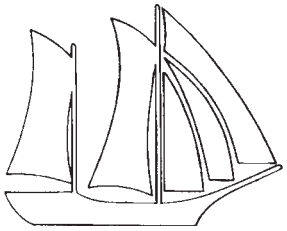
Which sort of ground provides the best anchorage: stones, sand etc.

Does it matter which side of the boat you drop anchor?

Where are boats moored and why?

What are your ideas?

Use secondary sources to find out



Sailing Clothes

At the Sailing Centre

- What different designs are there?
- Why are they brightly coloured?
- **Why is it important to wear a buoyancy jacket?**
- Why is it important to secure them correctly?

- How can you stop water getting in seams and joints?
- Why do some waterproofs get wet inside?
- **How do we keep dry?**
- New materials that breathe

- What does wearing a hat help?
- **How do we keep warm?**
- How should you help someone who's got very cold?
- What happens if you get very cold?

- Why are surfaces on boats often so slippery?
- **What footwear is best?**

At School

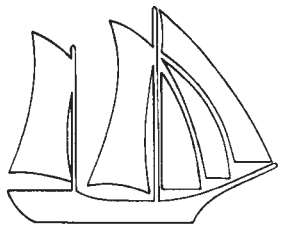
- **Can you design a buoyancy jacket so that your toy floats safely in water?**
- Will your toy float the right side up?
- Which colours would stand out best?
- What would be the best materials?

- How can you make materials waterproof?
- **Which materials are waterproof?**
- Design a test to find out

- **What are the best materials for keeping warm?**
- Do layers of clothing help?
- Try keeping containers of water warm using cosies of different materials

- **Which footwear has the best grip?**
- Try your shoes on different slopes and surfaces

Teamwork and Communications



At the Sailing Centre

Why is working in a team necessary and important?

- Roles of both the helm and the crew
- The need to share moving the boat
- Help and support in difficulties

How can we decide what tasks people should do?

- Taking turns
- Support in new areas or areas where we lack confidence
- Discussion
- Working to strengths
- How can we make sure everyone has respect and a full chance to try all tasks?

At School

How can we communicate in bad weather?

- Can you make a lighthouse with a flashing light?
- Make your own morse switch and send your friend a message

How can we communicate at night?

- Navigation lights and buoys
- Set up a model coastline and harbour. Can you position lights so that a boat can get home safely?

Can you communicate over a distance?

- Try using flag systems or semaphore to communicate a message

How are tasks organised on working boats?

- How would you organise your boat to ensure round the clock safety?
- Areas of responsibility
- Can you design a rota system?
- Use secondary sources
- Watches

Residential visit logbook

Introduction

A comprehensive checklist which covers all aspects of organising a residential visit is given in the **Getting started** section, followed by a selection of example forms and letters, mainly covering the administrative aspects of preparation. This section provides an example of residential visit materials. Although the example is primary, much of it is also relevant to secondary pupils.

Many primary schools now gather pupil information materials into one booklet for convenience, some including working space for sailing logs and activity checklists. An example booklet is offered below to provide a starting point for teachers preparing a visit of this kind for the first time. The **Special** section of the handbook provides additional materials and worksheets of relevance to primary pupils.

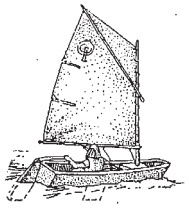
The format preferred by many schools is A5 (folded A4) because this is less susceptible to becoming dog-eared during the course of the week. Separate A4 paper for art work, notes and A4 worksheets can be kept dry and in good condition in a plastic zipper bag with a stiff card insert for pupils to rest work on whilst working.

Staff version
Staff and adult helper versions of logbooks are often based on the pupil version with additional sheets stapled in the centre, the two booklets being distinguished by the use of a different colour for the cover. Additional items inside a staff logbook might include emergency contact lists. See the **Getting started** section for example formats.

The following materials are based on Hurst Drive JMI School pupil booklet. The contents list and specimen pages are reproduced here reduced from the original A5 (folded A4) size.

HURST DRIVE SCHOOL JOURNEY
TO
BARTON TURF SAILING CAMP

30TH JUNE - 7TH JULY 1995



Contents

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Accommodation and camp life

A few reminders to make the week go smoothly:
Other people are all around us, living in the village, or on holiday on other boats. Please be polite and considerate at all times. Move around the campsite quietly and do not shout on or off the water.

Sleeping is in tents with blankets provided but bring your own pillow and sleeping bag. Keep your tent and the rest of the camp clean and tidy. Put rubbish in the dustbins. Keep quiet after "lights-out" and keep away from tents other than your own from bed-time until after breakfast.

Do not run on the tented area as it is very easy to hurt yourself on guy ropes and tent pegs.
Do not climb on the trees around the campsite or go into the long grass at the bottom of the field.
Do not leave the camp site without a member of staff.

Dining, cooking and toilet facilities are in a permanent building. Everyone shares the cooking, cleaning and maintenance work.

The laundry has facilities for drying clothes but use the outside clothes line if the weather permits.
Wet clothes should not be kept in tents or bags but hung up or handed to the staff for drying.

Always wash your hands after sailing and before meals, or preparing food, to prevent illness.
If you feel ill or hurt yourself, let one of the staff on duty know straight away.

Only go down to the boats when told to do so. Make sure you remember the instructions given at briefings.

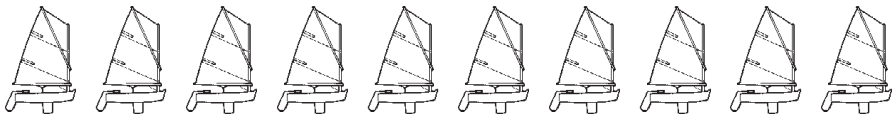
Activities programme (provisional)

	Morning	Afternoon	Evening
Friday	Journey Up	Camp Duties, Warden's Talk Lifejackets, Familiarisation	Badge Scheme Writing Home
Saturday	Safety Talk Rigging Crewing Reaching	Marsh (Blue group) Barbecue if weather OK Land drill, Basic Heave-to, De-rig and stow	Knots Boat Parts
Sunday	Reaching, Crewing	Figure of eights Marsh (Yellow group)	Beach walk if weather OK
Monday	Figure of eights, Coming alongside Plate and balance	Capsize, Rowing Diary session	Theory and Water Safety
Tuesday	Oppie session Marsh (White group)	Oppie session, Swim Marsh (Green group)	Weavers
Wednesday	Cruise, Visit	Visit, Cruise	Competition, Badge work
Thursday	Sailing, Marsh (Red group)	Final Sail	Entertainment
Friday	Clearing Up	Journey Home	

Safety afloat

Buoyancy jackets and footwear	You must wear your buoyancy jacket and plimsolls or dinghy boots when you go down to the moorings and on the water.
Clothing	Take plenty of warm weatherproof clothing with you in a plastic bag.
Gear	Check gear when you enter and leave the boat. Report any missing or faulty gear immediately.
Safety Boat	The safety boat is first on and last off the water. Do not leave the moorings until the safety boat is under way. Sail near the safety boat and keep an eye on it for signals or instructions. Wave to show you have understood them.
Leaving the Moorings	Boats will be towed or rowed out. The last in a line of towed boats only should have its rudder on and steer to follow the boat in front.
Sailing Limits	Make sure you know the limits of sailing and stick to them. One person in each boat is the skipper and is in charge, even if not helming.
Capsizes	In the unlikely event of a capsize everyone must stay with the boat.
Sailing Instruction	The week at Barton gives everyone a chance to improve their sailing skills and gain recognised awards. The HSSCA Bronze, Silver and Gold badges are for those who are relatively new to sailing. Instruction afloat and ashore will be provided to help you progress steadily through the scheme.

Sailing log



	Boat	Activity	Helm/Crew	Weather	Hours
Friday					
Saturday					
Sunday					
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

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Menu	Breakfast	Lunch	Dinner
Friday		Packed meal from home	Spaghetti Bolognese Fruit and Evaporated Milk
Saturday	Cereal Boiled Egg Toast	Soup Hot Lunch Fruit and Cake	Bar-B-Q Salad Choc Ices
Sunday	Cereal Bacon and Egg Toast	Soup Hot Lunch Fruit and Cake	Chicken Pie Potato and Veg Fruit flan and cream
Monday	Cereal Sausage and Beans Toast	Soup Hot Lunch Cake and Fruit	Roast Dinner Potato and Veg Fruit Crumble and Custard
Tuesday	Cereal Eggy Bread and Bacon Toast	Soup Hot Lunch Fruit and Cake	Gammon Potato and Veg Fruit Pie and Ice Cream
Wednesday	Cereal Egg on toast Toast	Picnic	Sausage Plait Savoury Plait Dessert
Thursday	Cereal Sausage and spaghetti Toast	Soup Hot lunch Cake and Fruit	Lasagne Jelly and Ice Cream
Friday	Cereal Cooked breakfast Toast	Last lunch special!	All meals subject to alteration!

Kit list

Clothes

- o Sleeping Bag
- o Pillow
- o Warm pyjamas/nightwear
- o Several changes of underwear
- o T-shirts or tops
- o Old trousers or slacks, 2 pairs for sailing (not jeans) and one pair for indoors.
- o Shorts
- o Warm sweaters: at least 1 thick and several thin
- o Waterproof cagoule/anorak
- o Plastic or nylon waterproof overtrousers
- o Gloves
- o Woolly hat and sun hat
- o Swimsuit

Footwear

- o Ordinary shoes
- o Plimsolls or dinghy boots for sailing (a couple of pairs of plimsolls or trainers is a good alternative)
- o Pair of soft shoes or slippers for **indoor use** only
- o Wellington boots for **camp use only, not boats**
- o Warm socks, at least four pairs
- o Plastic bags to keep feet dry

Toiletries

- o Soap, flannel, shampoo
- o Toothbrush and toothpaste
- o Brush and comb
- o Towels (2, 1 large)
- o Handkerchiefs
- o Sun protection cream
- o Insect repellent

Hardware

- o Torch and spare batteries
- o Mug with name marked on it

Software

- o Writing and colouring materials
- o Reading book
- o Old tea towel (often left behind)
- o Hot water bottle
- o Large plastic bag suitable for used clothing
- o Stamped, self-addressed postcard

Everything should be clearly marked with your name.

It is also a tradition at Barton that all campers bring a cake to be shared out at mealtimes!