CAPABILITY BROWN FESTIVAL

SCHOOL AND FAMILY RESOURCES

Part 4: Working with different Key Stages
This resource has been developed for sites ranging from those with absolutely no experience of working with schools or families through to those with lots of experience who may be looking for new ideas for activities.

To try and meet such diverse needs, the resource has been broken down into the following sections:

**Part 1a: Getting started with schools**
- Advice including:
  - Initial things to think about
  - Talking to teachers
  - Planning what to do
  - Practicalities to consider

**Part 1b: Documents to edit and adapt as you need:**
- Booking form
- Risk assessment form
- School information sheet
- Photo consent form
- Teacher feedback sheet
- Pupil feedback

**Part 2: Working with families**
- Advice including:
  - Things to think about before starting
  - Trails
  - Backpacks
  - Selecting and adapting ideas from the activity bank
  - Bookable events

**Part 3a: Activities for Key Stage 2 and families:**
- Introductory activities
- Exploring the landscape
- Living things
- Mr Brown and his ‘capabilities’

**Part 3b: Worksheet pack documents which you can edit and adapt for your own needs:**
- Example trails for schools or families
- Handouts to support some of the activities in the Activity Bank

**Part 4: Working with other Key Stages**
- Information on the curriculum offered for different ages and pupils and how this might affect what your site offers them.

Devised by Neil Dymond-Green on behalf of the Capability Brown Festival
Part 4: Working with different Key Stages

- Early Years and Key Stage 1: 2
- Key Stage 3: 4
- Key Stage 4 and beyond: 6
Early years and Key Stage 1

Pupils aged
3 to 7 years old.
The key to working with younger children is to keep activities short and make sure there is lots of opportunity for movement. Their attention spans are generally pretty short!

Think of practical, hands on activities that encourage looking, touching, smelling and collecting. Ideas to support these areas of the Early Years Foundation Stage framework for children up to 5 (download from tinyurl.com/CBF300Education):

<table>
<thead>
<tr>
<th>Communication and language</th>
<th>Activities which get the children talking to each other and adults. Opportunities to learn new vocabulary.</th>
<th>e.g. talking about what they see, colour matching, simple scavenger hunts.</th>
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</thead>
<tbody>
<tr>
<td>Physical development</td>
<td>Activities which encourage children to move around in different ways and develop their co-ordination and motor skills.</td>
<td>e.g. trails, walks where they have to climb over/under things.</td>
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<tr>
<td>Personal, social and emotional development</td>
<td>Activities which encourage children to develop their social skills and group work skills.</td>
<td>e.g paired games, working together to make art using ‘found’ materials.</td>
</tr>
<tr>
<td>Understanding the world</td>
<td>Activities which help them explore and observe the world around them.</td>
<td>e.g. treasure hunts, touching/hugging trees, minibeast hunts.</td>
</tr>
<tr>
<td>Expressive arts and design</td>
<td>Activities which encourage children to play with a range of materials.</td>
<td>e.g. simple mark making, playing with natural materials.</td>
</tr>
</tbody>
</table>

For Key Stage 1 (ages 5-7), similar approaches should be taken—lots of shorter activities and opportunities for physical movement. Devising activities where children have lots of chances to talk and share ideas is also important. (Download from http://tinyurl.com/KeyStage1-2Curriculum)

Where possible, art activities should encourage children to use a range of materials creatively. They should also use drawing to develop and share their ideas, experiences and imagination. They can use the outdoors to explore colour, pattern, texture, line, shape, form and space.
Key Stage 3

Pupils aged 11 to 14 years old.
Many of the later activities in the activity bank, especially the Mr Brown and his capabilities section could be adapted to work with pupils in Key Stage 3 (especially years 7 and 8).

Suggested areas to consider covering in activities:

**English**

Opportunities for giving short speeches and presentations, participating in formal debates and structured discussions - Capability Brown – Visionary or Vandal? on p49 of the activity bank might be a great starting point for this.

**Art and design**

Opportunities to use a range of techniques to record their observations in sketchbooks, journals and to learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.

**Design and technology**

Opportunities to explore the problems that Capability Brown had to overcome, how he solved them and the materials/processes he used. Provide them also with the chance to devise their own designs to solve these problems or similar. Equally, deciding what they consider the 'capabilities' of the site to be now and creating their own new landscape design.

**Geography**

Opportunities to interpret Ordnance Survey maps in the field, including using grid references and scale, and aerial and satellite photographs. Also opportunities to use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data.

[Download the full Key Stage 3 curriculum](http://tinyurl.com/KeyStage3Curriculum) — http://tinyurl.com/KeyStage3Curriculum
Key Stage 4 and beyond

Pupils aged 14 years old and above.
Pupils in Key Stage 4 and beyond will be more specialised in what they are studying, so it’s worth talking to individual subject teachers about how partnerships can work and how they will fit with their exam syllabus.

Some possible avenues to explore:

**Art and design**

Organise a photography visit, possibly with a competition. You may even get some new photos of the site to use for print or social media!

Organise for art students to use points around your site for sketching, or even painting, landscapes. The sketches might inspire different sorts of artistic outcomes for their coursework.

**Geography**

Work with the teacher to devise activities which explore land use and land changes.