

CIRCULAR  
DISCOVER GATTON  
ZALY

# Teacher's Notes



# Discover Gatton Circular Walk Introduction

## History of Gatton Park

The history of Gatton Park goes back thousands of years and there have been many interesting owners during this time. There were Anglo-Saxons living in the area before the first records, which are in the Domesday Survey of 1086 when the area was known as Gatone, and owned by the Bishop of Bayeaux. Gatton Park was originally more than 1000 acres.

“Capability” Brown was employed to make improvements to the grounds of Gatton Park from 1762 to 1767 by Sir George Colebrook, who was living in Gatton Hall at the time with his family.

Lancelot “Capability” Brown was a renowned 18th Century landscape gardener. His vision was to turn the grounds of stately homes into places of astounding beauty by laying out undulating lawns, long strips of shrubs and clumps of trees, planted with the utmost care to give the impression of a romantic natural scene.

## Circular Walk

This circular walk has been created as a result of a Heritage Lottery Fund grant, and is designed to enable the public to discover the delights of the park, as designed by “Capability” Brown. The Surrey Hills Area of Outstanding Natural Beauty, National Trust, Gatton Trust and Gatton Park Education Trust have worked together to provide the public with opportunities to appreciate, explore and enjoy the views of Gatton Park and understand the work that has been done to restore the landscape. Since the original landscaping by “Capability” Brown, many areas have been left to revert to their natural habitat – woodland. Much of the restoration has been clearing these trees to open up views. Other restoration includes re-planting clumps of Oak and Horse Chestnut, de-silting a lake and restoration of iron fencing.



## Chalk Downland

The Chalk Downland habitat of the North Downs in the Surrey Hills Area of Outstanding Natural Beauty has a history which goes back even further than that of Gatton. Chalk was formed more than ninety million years ago when fragments of shells and other marine life settled on the seabed and solidified into rock. When land movement caused the seabed to rise, the chalky rock was brought to the surface.

The Chalk Downland habitat which we see today is a result of human influence. In the Stone Age, the natural woodland habitat was cleared in patches and crops planted, however these crops did not last due to poor soils, so the land was used for grazing, as it has been for thousands of years. The combination of nutrient-poor soils and grazing, produces a short grassland habitat with up to 45 species of flowering plant and mosses per square metre. This diversity of plants in turn attracts a large diversity of insects such as butterflies, beetles and bumblebees. Chalk Downland is a very rich and diverse habitat, which is very important to preserve. However, it has become quite rare over recent years due to the use of fertilisers in agriculture.

## Countryside Code

Please make sure through all the activities on the teacher’s notes that no litter is left behind and that the children do not pick any living plants, leaves or flowers. Thank you.

Discover Gatton is a partnership project:

**Surrey Hills AONB Partnership**  
01372 220653 or [www.surreyhills.org](http://www.surreyhills.org)

**National Trust**  
North Downs Office 01372 220643  
South East Regional Office 01372 453401  
National Trust Membership 0870 4584000  
[www.nationaltrust.org.uk](http://www.nationaltrust.org.uk)

**The Gatton Trust**  
01737 649068 or [www.gattonpark.com](http://www.gattonpark.com)

**North Downs Way National Trail**  
01622 221525  
[www.nationaltrail.co.uk/northdowns](http://www.nationaltrail.co.uk/northdowns)

**Gatton Park Education Trust**  
01737 649066 or [www.visitgatton.org.uk](http://www.visitgatton.org.uk)

Activities designed by **Gatton Park Education**  
Design and layout: **Spearman-Oxx Design**



# Discover Gatton Circular Walk **Topic: Art**

Interpret the circular walk through art, using a range of different media and techniques.

## 1. Speed drawings warm up

Stop early on in the walk. On just one piece of sketch paper, children make several rough drawings. Allow just one minute per sketch. This way, even those who are not confident in art need not be self-conscious about their drawings.

- draw something above
- draw something in the distance
- draw a leaf
- draw something dark

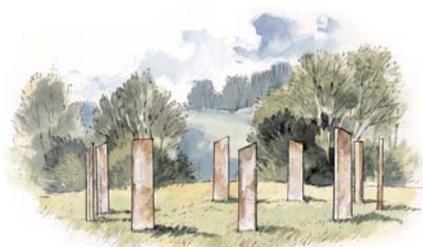
## 2. View finder sketches

Make a view finder out of card (see template). To use the view finder, children close one eye and hold the card in front of the view. Before you start the walk get each child to draw 6 squares, 7cm by 7cm, on one page of sketch paper. They can use the inside square of their view finder as a template.

Around the walk, the children complete a different sketch in each square. Stop at the different view points along the walk and use the view finder to focus in on one part of the view. This makes it easier to draw. Use different media, such as charcoal, pastel or chalk to get a different effect on each view. 'Zoom in' or 'zoom out' of the view by moving the view finder further or nearer to the eye. This means that some of the drawings will be of the whole view, part of the view, or of a detail, such as a tree trunk or piece of fence etc.

## 3. The Millennium Stones

Get each child to choose a stone – which shape or colours do they prefer? Each child gets a piece of thin card, approximately 30 cm by 15 cm. On this they sketch the front and back of their chosen stone, trying to fill the whole card with colour. To get the texture of the stone, they can make a rubbing, using crayon or pastels. If they study their stone closely, they will find different patches of colour.



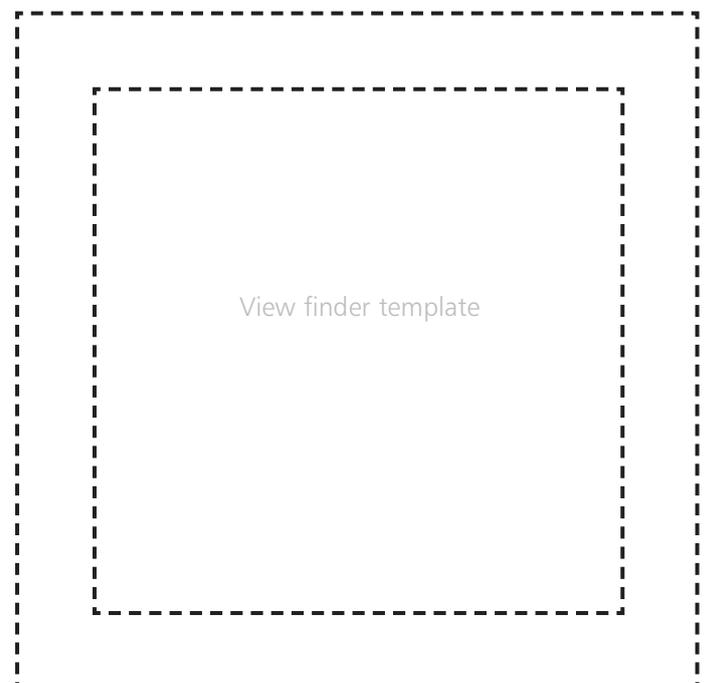
## 4. Back at school

Children can make a booklet of all their drawings. Using the sketch of their Millennium Stone, folded in half, as the cover, they can choose their favourite sketches and cut them out and stick them onto pieces of card which can be inserted into the cover. Once complete, just staple once at the spine to secure all the pages.

## 5. Nature's Colour Palette

Whilst walking, collect some fallen natural materials such as different coloured leaves, twigs, petals and seeds.

When you get back to school, use these colours as inspiration to improve a sketch from the walk, and get the children to try and mix paints to match nature's colours.



## Discover Gatton Circular walk **Topic: Creative Writing**

Interpret the circular walk through literacy by playing games with words and making use of all the senses as inspiration to create poetry.

### Discover Gatton through poetry

Stop at several places along the walk to concentrate on one view, a certain tree, or stop and listen to the sounds. Get the children to describe what they experience through their senses. Encourage them to use metaphors and similes by asking them to describe sights to a blind person, or sounds to a deaf person – what does it look or sound like? This involves encouraging their imagination. There are several specific examples below:

#### Example 1: Magical trees

Stop and look at a tree trunk or particularly interesting tree: Can they see anything in the tree trunk, or shapes in the branches e.g. a hand reaching up to the sky, a pig's snout and eyes?

#### Example 2: Similes into metaphors

Get the children thinking of different verbs to describe how something is moving e.g. a leaf falling, but they must not use the word fall or falling e.g. 'twirling'. Next get them to think of other things that move in the same way. You can then make a phrase like 'a leaf twirling to the ground like a dancer'. The final stage is to get them to think of other verbs to describe a dancer twirling. If you are lucky you may get something like 'a leaf pirouettes to the ground'.

#### Example 3: Paint a view with words

Stop at one of the view points. Ask the children to use words with 'added value' to describe what parts of the view might look, smell or taste like e.g. 'broccoli' to describe the trees in the distance, which describes colour, texture, taste as well as the shape.

#### Example 4: Listening

Find a place where you can stop and get into a circle. Get everyone to close their eyes and listen to the sounds around you. Ask the children to imagine they are creatures underneath a leaf. Would the sounds be different, and how can they describe them?



### Making Poems

Each time you stop, get the children to jot down their best ideas on paper. In general it is good to encourage them to be concise, they must choose the best words or combinations that say the most in the least space. Back at the classroom, the children choose their best phrase or idea from the whole walk. You can then put several sentences or phrases on the same theme together to make a poem. E.g.

#### The View

*Fluffy teddy bear trees,  
a cluster of bushes like dragon fly eyes.  
A blazing fan of angel leaves  
flutter down like butterflies  
as waves of wind wash around –  
fairies dancing, twirling  
like spinning tops. Helicopter  
seeds fall on scrunchy grass  
and lazy, chocolate cows.  
By Year 5, Merstham Primary*

### Collectors

Get the children to collect a few found items around the walk. They must be choosy about their collections. If they find several nice stones, they must choose only their favourite. This reinforces the idea of choosing the best words. When you get back to class, use the found items to help them to write poems, and get them to write their poems on a postcard (this restricts the number of words they can use). Each child chooses one of their found items and describes it through similes and metaphors. The only time they can actually mention what the found item is, is in the title. After that the poem must only describe what the object reminds them of or what it is like. E.g.

#### Sweet chestnut

*A prickly hedgehog  
With its mouth open wide  
With smooth cheeks  
And a tongue inside*

#### The Acorn Cup

*A head that has two arms and a tiny body.  
A chocolate truffle with caramel inside.  
A lock and key against squirrels.*

## Discover Gatton Circular walk **Topic: Geography**

Use geography skills as you walk the circular route of the Discover Gatton walk.

### Landscape Gardening

“Capability” Brown landscaped Gatton Park in 1762 – 1767. Get the children to write a list of three things they would have done with 1000 acres of land at that time – thinking about what technology and materials would have been available. Then, get them to write three things they would do now.

### Map Making

Using the map provided, get the children to invent new symbols for features not marked on the map, such as fences, gates etc. They can then mark these in the correct places on the map as they complete the circular walk.

Back in the classroom, create a giant annotated map, either add natural material, clay or scrap to make it a 3D model map of the walk. Get the children to think in which situations a 3D map might be most useful and for which type of people (e.g. for display, younger people and blind people).

### Decision making

As part of this project to create the circular walk, many trees and hedges have been cut down to restore the landscape to “Capability” Brown’s original ideas. Get the children to take on the character of different types of people and animals. E.g. historian, farmer, walker, National Trust Warden, Wildlife Warden, cow, woodmouse, wren, “Capability” Brown himself!

Give the children three choices of what to do with Gatton Park:

- Leave the landscape to revert back to it’s natural habitat - woodland.
- Remove trees and bushes to restore the landscape to how “Capability” Brown designed it.
- Remove most of the trees and fertilize the grasslands to improve grazing productivity.

In groups or on their own, give them a character and get them to decide which option to choose, giving reasons from the viewpoint of their character. Have a class debate and see if any one can be persuaded to change their mind.



Discover Gatton Circular walk **Topic: Geography**

