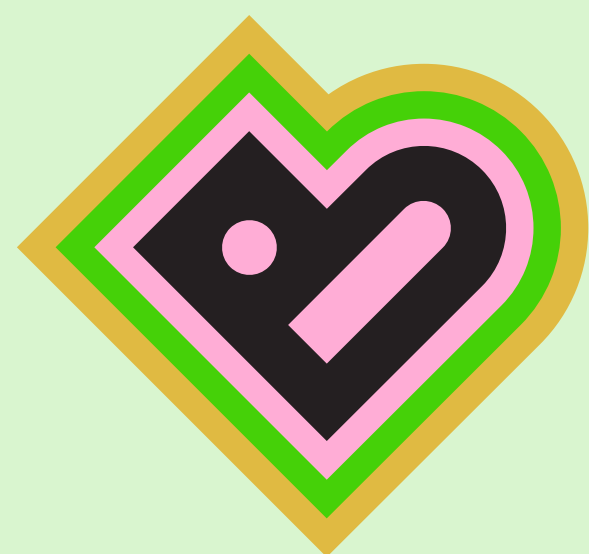


Bradford on Foot

DISCOVER OUR WONDERFUL DISTRICT



BRADFORD 2025
UK City of Culture

Design Your Own Heritage Walk

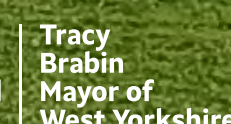
Support learners to discover their natural
and built heritage through exploring
and mapping their surroundings.



In partnership with:



Supported by:



The Bradford on Foot Activity Pack is a collection of materials to support learners in discovering their own locality on foot.

There are ideas for connecting with nature, links to help unlock the historical secrets of the built environment, and tips for capturing the journey in map form.

Bradford on Foot is a rich collection of themed walks and tours around 2025's UK City of Culture, from secret streets and hidden gems to the great wide open.

To find out more information or see the collection, visit our website here: bradford2025.co.uk/bradfordonfoot

Pack created by Get Out More CIC and Historic England:
www.getoutmorecic.co.uk ➡
www.historicengland.org.uk ➡

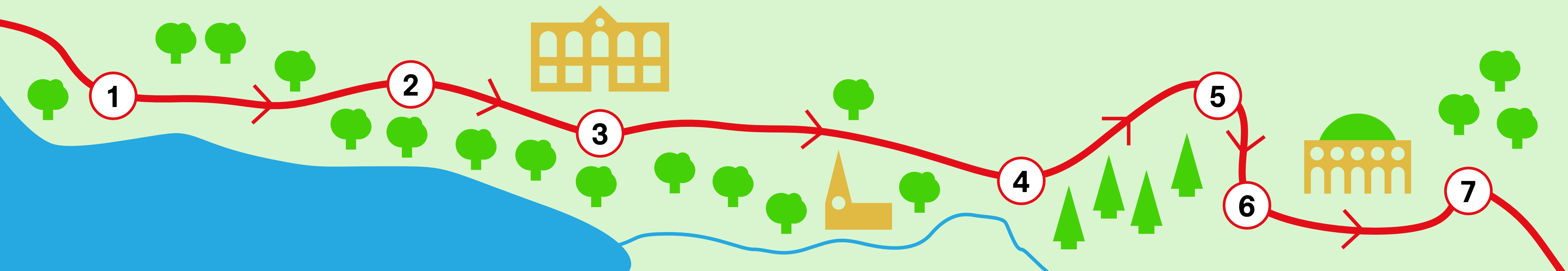
Why Walk?

Bradford's story grows from a settlement where a large stream met an ancient road (the 'broad-ford') to a booming industrial city of grand civic buildings, mills, warehouses and snickets, perfect for discovering on foot. But with two-thirds of the district classed as rural, wild moors, lush woodlands, peaceful parks and tranquil canal sides invite walkers to escape the city the built environment and connect with nature too.

Map Your Adventure

What will you learn when you set off to explore Bradford on foot? Bradford 2025 invites learners, educators, and groups to discover their own area by designing a unique walk that highlights points of historical and natural heritage.

COVER IMAGE: Cliffe Castle, Keighley 'Cliffe Castle Circular' route map.



Activities at a Glance

This pack contains a collection of simple ideas to connect with your natural and built heritage whilst exploring your school grounds, or local area. They are designed to encourage learners to use their senses and the resources of the environment to be creative and learn more about the heritage that's right on their doorstep.

Recommended Age: 3-11 (EYFS-KS2)

The activities can also be adapted and expanded for older learners and are accessible for learners with SEND.

Natural Heritage

Activity 1: Colour Palettes — Page 04

An activity to help sharpen observation skills and learn more about colour in nature.

Activity 2: Mirror Walk — Page 06

A fun, experiential activity to discover life in the trees from a different perspective.

Activity 3: Sensory Walk — Page 08

Engage with nature on a different level as you explore your environment using all the senses.

Activity 4: Meet a Tree — Page 10

Get to know your local trees using senses other than sight.

Activity 5: Journey Sticks — Page 12

Tell the story of your walk with an indigenous mapping idea.

Activity 6: Sound Map — Page 14

Tune into the soundscape by making a visual representation of the audio world.

Activity 7: Bird's Eye Map — Page 16

Introduce mapping concepts through a simple mapping activity.

Built Heritage

Activity 8: Street Furniture — Page 18

A simple walkabout activity to spot and explore the purpose of everyday features on our streets.

Activity 9: Post Boxes — Page 20

A close-up investigation of post boxes to uncover clues about the past hidden in plain sight.

Activity 10: Homes and Houses — Page 22

An observational activity to explore different styles of homes and how they've changed over time.

IMAGE: Shipley Geln 'Saltaire to Ilkley' route map.



Activity 1: Colour Palettes

People often talk about natural areas as a ‘green space’, but in every season, a whole range of colours are woven into the landscape.

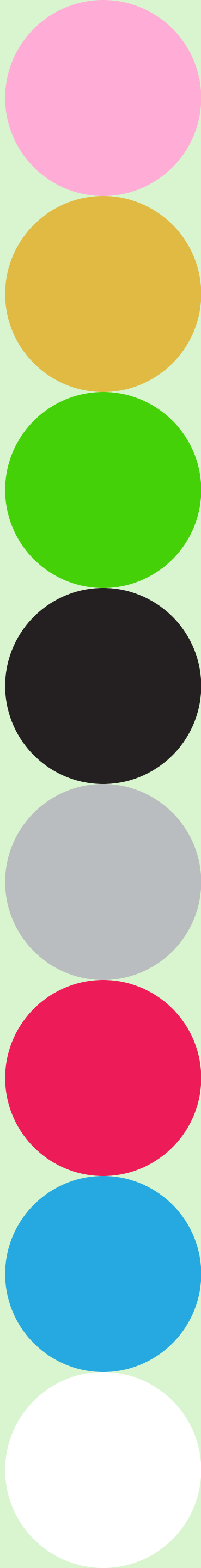
This simple activity, which can be done in the school grounds or local park, helps learners look closer at the range of colours in the natural landscape and develops observation skills and awareness of the natural environment.

Recommended Age: 3–7 years (EYFS – KS1)



IMAGE: Cow and Calf Rocks 'A Dales Highway, Saltaire to Ilkley' route map.

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Activity 1: Colour Palettes

What You Will Need:

- Collecting trays (these could be boxes, paint palettes or anything you have available)
- An area, such as a park or garden, with a diverse range of plant species.

Approx. Session Time: 20-30 minutes

National Curriculum Links: Understanding the World, Expressive Arts and Design



Discuss

What colour is nature?

Talk with your learners about natural colour and what we can collect:


- The difference between natural and man-made objects
- Looking in, under and around things – colour can be found in surprising places
- Picking only what has already fallen or is plentiful
- Rules around what is safe to pick up and not putting anything in their mouths!

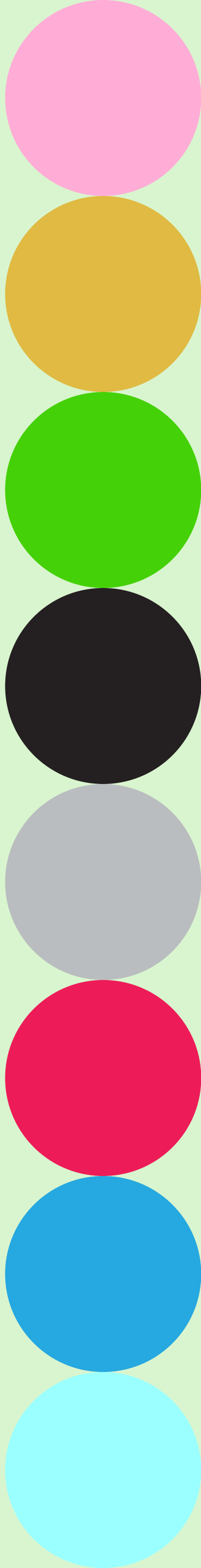
Make Create Do

Ask your learners to find as many natural colours as they can or anything they are drawn to and collect in their tray.

- Can you make a rainbow?
- Which colour is hardest to find – and why?

Note: When loose natural materials are plentiful, such as in autumn, this activity can be extended to a creative group exercise, bringing collected materials together to create a rainbow, a pattern or a colour line of shades of green or gradations from one colour to another.

 **We'd love to hear your thoughts and see your learners' creations.**
Please share your outputs with us by emailing learn@bradford2025.co.uk
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Activity 2: Mirror Walk

Wouldn't it be fun to be able to explore up high in the trees? With a handheld mirror we can discover the complexity of trees from a different perspective. Exploring the canopy through its reflection, we can feel that we are high amongst its branches, seeing the detail of buds, leaves and even insects hovering around or the nests birds have made in the trees.

Recommended Age: 5–11 years (KS1 – KS2)

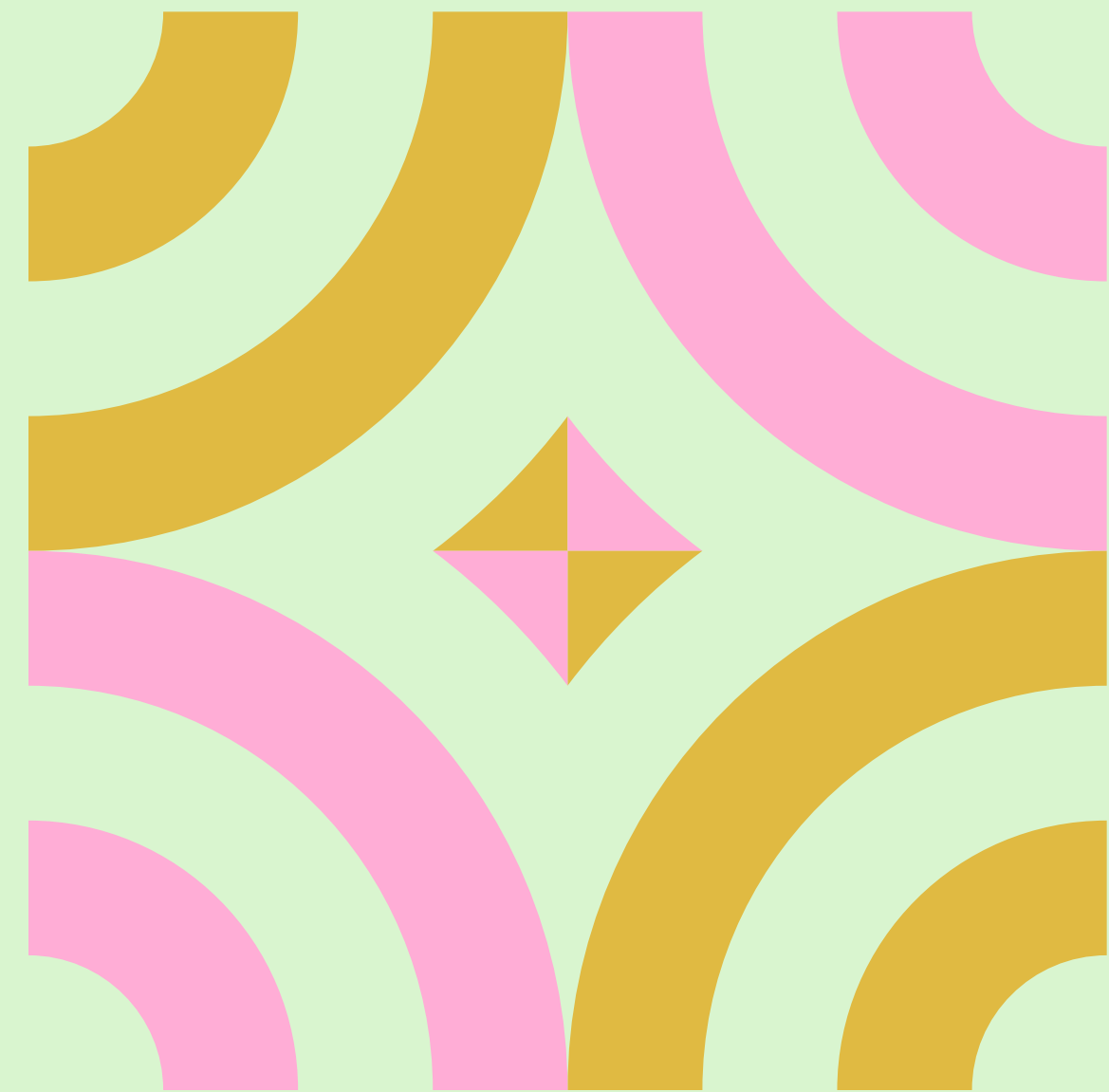


IMAGE: Reflecting trees from 'Chelow Dene Circular' route map.

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Activity 2: Mirror Walk

What You Will Need:

- Small hand-held mirrors or mirror tiles
- An area with trees, preferably with lower branches
- Clipboards, paper/ notepads and pencils
- If you want to identify the tree, the Field Studies Council's Tree Trail Guide has an illustrated flow chart for speedy identification here →

Alternatively you can download Woodland Trust's free tree ID app here →

Approx. Session Time: 20-30 minutes

National Curriculum Links: English, Science, Geography (Understanding The World), Art & Design



Discuss

Before handing out the mirrors talk to your learners about some safety considerations:

- Hold the mirrors carefully – they are made of glass and break easily
- Work in pairs with one person holding the mirror and the other as a guide
- Guide your partner gently, helping them navigate around the tree – the person holding the mirror will be absorbed in the reflection and will not be able to see the ground and any tripping hazards, such as tree roots and logs.

Make Create Do

Hold the mirror horizontally on the bridge of your nose and angle the reflective side facing up into the trees. Look down into the mirror to see the reflection of the canopy above. Move around the trees, up to the trunk and underneath the branches.

Looking at a tree this way gives us a new perspective, which is different from just looking up. Lay rugs/ blankets on the ground and place the mirrors in the middle. With sketchpads and pencils, the learners can sit and sketch the patterns they see in the mirror. Invite them to try sketching without looking at the page, just following the lines they can see in the mirror.

What do you notice? Can you describe the leaves, the patterns, the light and the life in the tree?

A great way to turn this descriptive language into poetry would be to work out the species of the tree (for instance using a Field Studies Council Tree Name Trail Guide, or Woodland Trust's Tree ID app) and then make an acrostic poem using the letters of the name of the tree as the first letter of each line.



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Activity 3: Sensory Walk

We have five senses* but tend to rely heavily on one or two of them. This activity helps learners to consider their other senses through a sensory exploration of a natural area.

* Some scientists propose we have more than 5 senses and include sense of balance, pain, hunger, heat and body awareness among many other senses we humans rely on to understand our world.

Recommended Age: 4-11 years (EYFS – KS2)

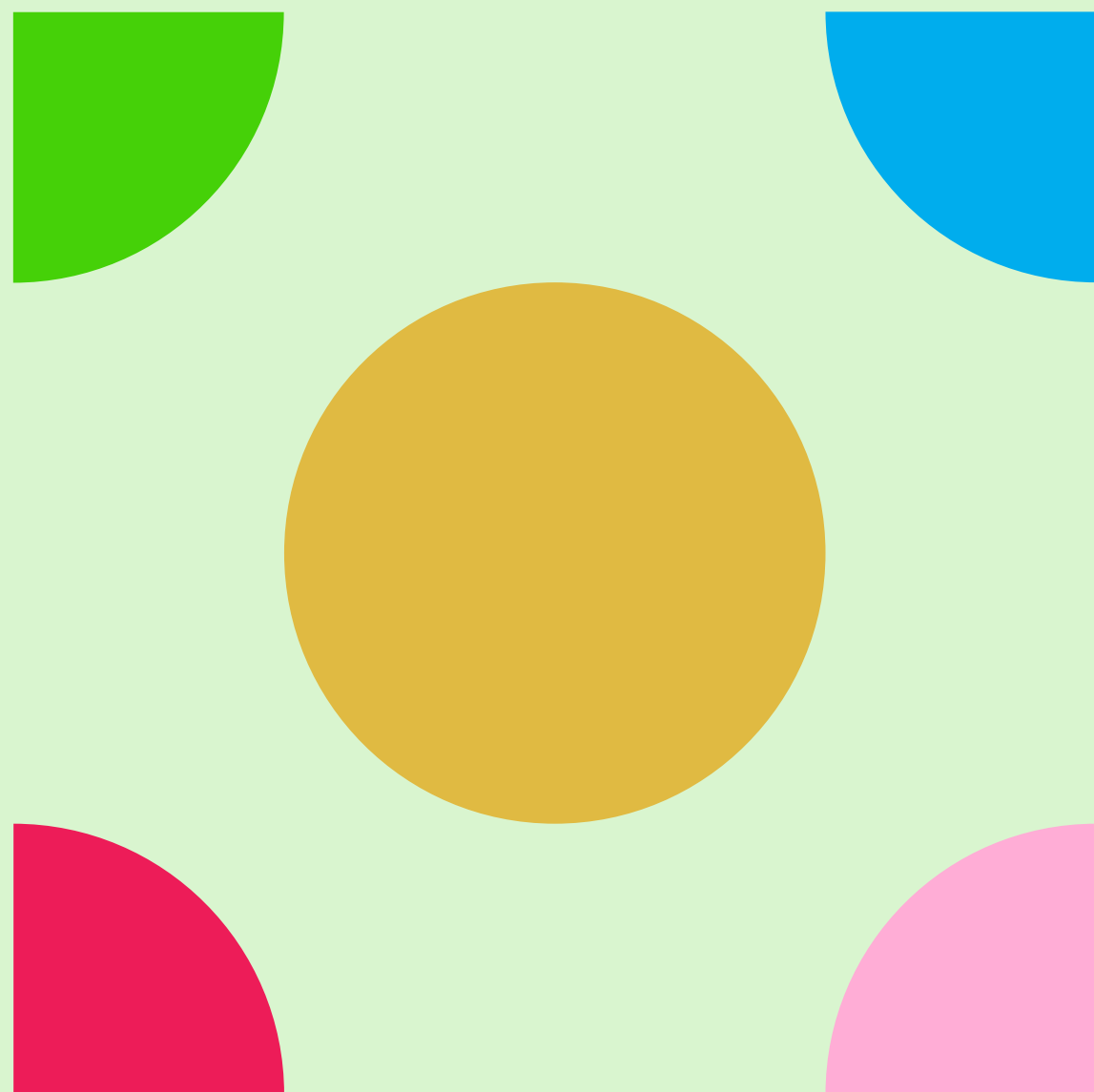
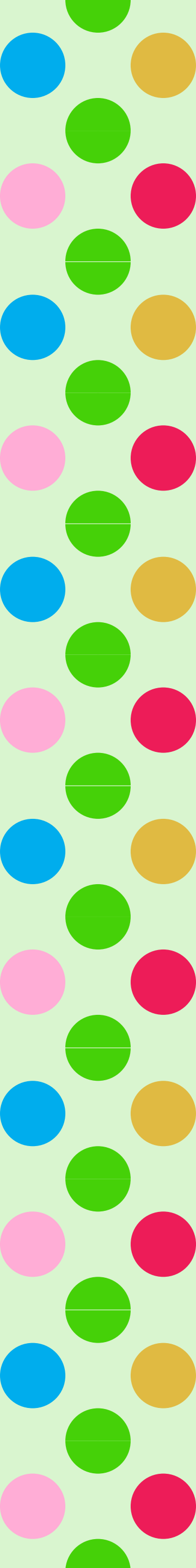


IMAGE: Hand in stream 'Chellow Dene' route map.

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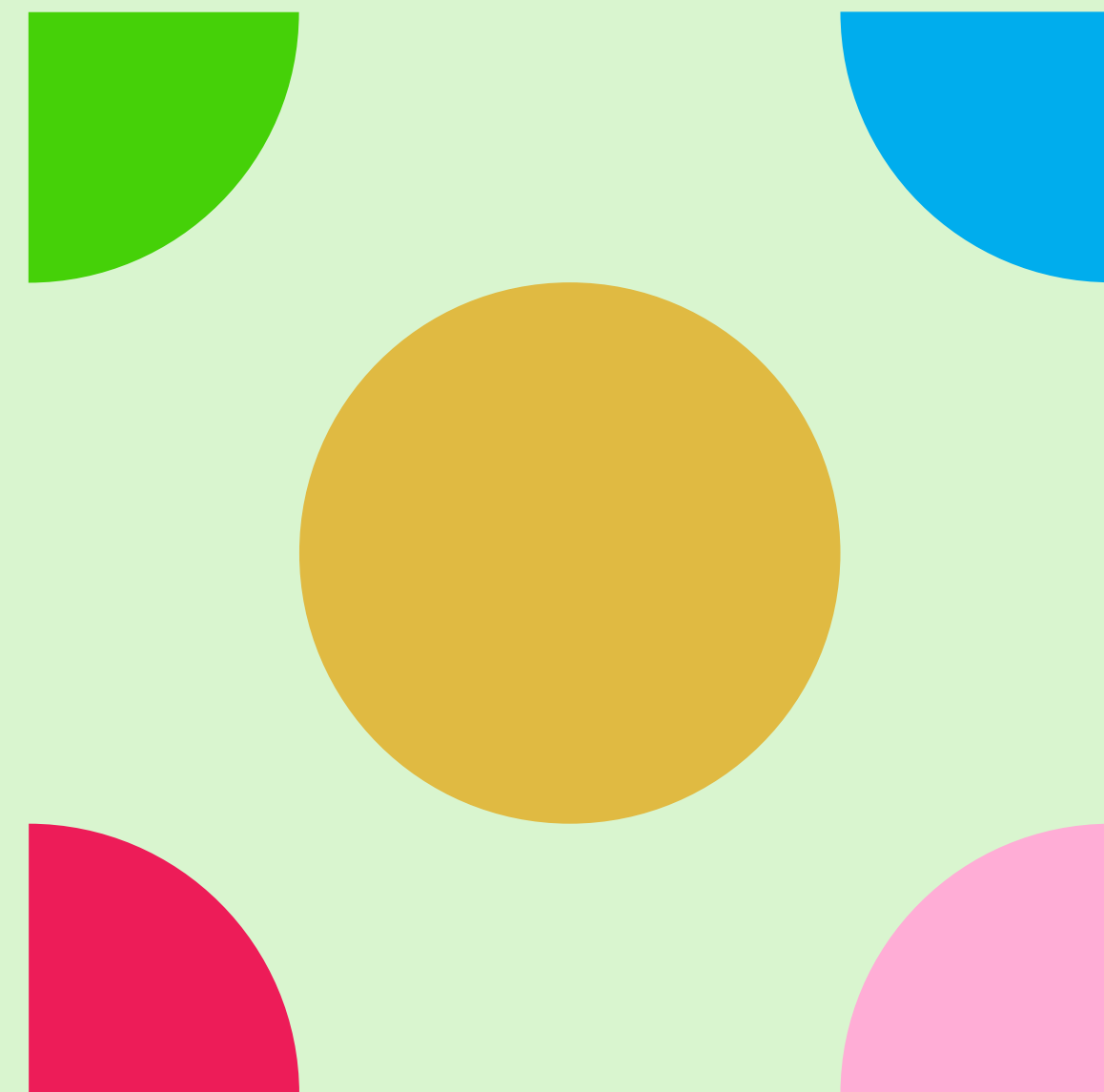
Activity 3: Sensory Walk

What You Will Need:

- An interesting natural space such as school grounds, local park, or woodland.
- A tarp or rug, string – for the map
- Coloured fabric strip (optional) – for marking the space

Approx. Session Time: 15-20 minutes

National Curriculum Links: Understanding the World, Science & the Senses, Geography, Wellbeing



Discuss

Outline the area that the learners can explore. You could take coloured fabric strips and ask the group to tie them on braches etc around the boundaries of your area, so everyone is clear where they can go.

Only undertake the tasting activity if you are sure of what is edible. Gardens may have herbs, fruit, or vegetables available to pick. At certain times of year, wild spaces offer nettles, wild garlic, or blackberries, which are all safe to eat. However, only pick what you are sure of, and it's best to wash it first.

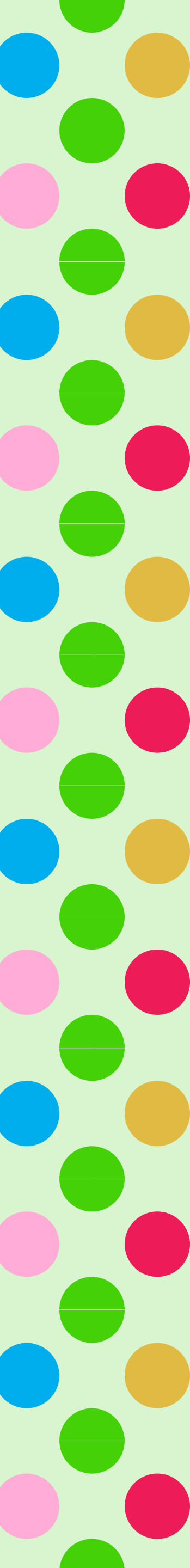
Make Create Do

Invite the learners to go and explore, taking each of their senses in turn:

- Notice 5 things that you can see
- Notice 4 things you can hear
- Touch 3 things
- Smell 2 things
- Taste 1 thing (although make sure you know what it is before tasting)

If you wish to extend this activity, consider adding a map making exercise. To begin, lay a tarp or rug on the ground and use the string to outline the shape of the area you wish to map on the ground. Invite the group to collect a range of natural materials such as stones, leaves and sticks. Look at what you have collected and discuss what could represent the features of the area around you. Lay these down on the ground to create a map. After each sensory exploration above, learners can report back their findings and work out where to place them on the map.

The sensory map will be a temporary piece of art but can be captured on a photograph and used to inspire creative writing or map-making activities for future learning sessions. Ask the group to return the natural materials to where they found them at the end.



Activity 4: Meet a Tree

Some children (and adults) think of all trees as the same, not realising all the different species that exist even in a small woodland or green space. Understanding the differences between trees helps to unlock our relationship with them: which trees have fruit? Which are good for climbing or building dens under? Which wood is good for lighting fires? We need to get to know them to find out.

Recommended Age: 5-11 years (KS1 – KS2)

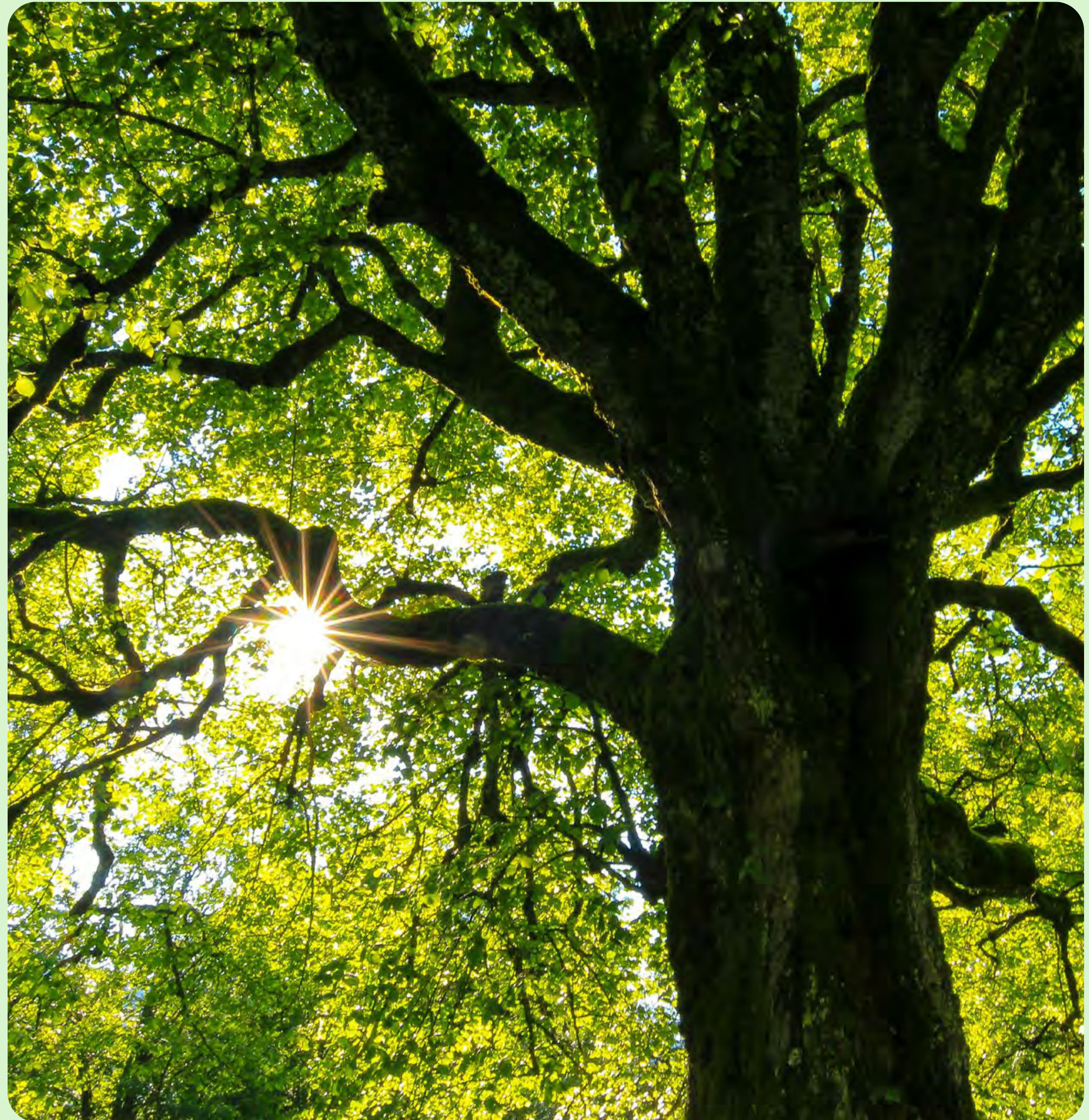


IMAGE: Sunlight and trees 'Judy Woods' route map.

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Activity 4: Meet a Tree

What You Will Need:

- Blindfolds or scarves
- A wooded area with a range of different trees
- Paper, pens, and pencils for drawing

Approx. Session Time: 15-20 minutes

National Curriculum Links: Art and Design, Understanding the World, Geography



Discuss

Before setting off to meet a tree, discuss safety:

- Work in pairs with one person blindfolded and the other as a guide
- Practice guiding your partner gently, helping them navigate around the area, taking care around tree roots, obstacles and head-height branches. Guides need to be reminded that they are the eyes of the blindfolded person and need to look after their partner

Make Create Do

One partner is blindfolded, and the other is their guide. The guide gently turns their blindfolded partner around a couple of times, then takes them on a walk to meet a tree. It's good to go a winding route so they are not sure where they are going. At the tree, the guide invites their partner to get to know the tree.

What does the bark feel like? Are there any branches up high, or can you feel the roots? Is anything growing on the tree? How does it smell? Can you feel the sunlight? What direction is it coming from? What can you hear from here? What direction is the noise coming from?

Their answers will help the blindfolded partner build up a picture of the tree and its location. The guide takes their partner back to the start (via another winding route), then asks them to take off the blindfold and find the tree that they met.

To extend this activity you could challenge the blindfolded person to draw a map of their walk to meet their tree using a visual representation to describe the sensory experiences on the way. Alternatively, map out the experience on a large tarp using natural materials to represent memorable features on the route as in the Sensory Walk ➡

Activity 5: Journey Sticks

A journey stick is a different way of mapping a walk, using collected objects to recall and retell the story of an adventure. Indigenous Australians used story sticks to record their travels and were part of a sophisticated storytelling tradition that used art and symbolism to communicate their knowledge of the landscape.

This YouTube video by The Art of Making Meaning describes how Aboriginal Peoples used art and symbolism to communicate their understanding of the land →

Recommended Age: 5–11 years (KS1 – KS2)

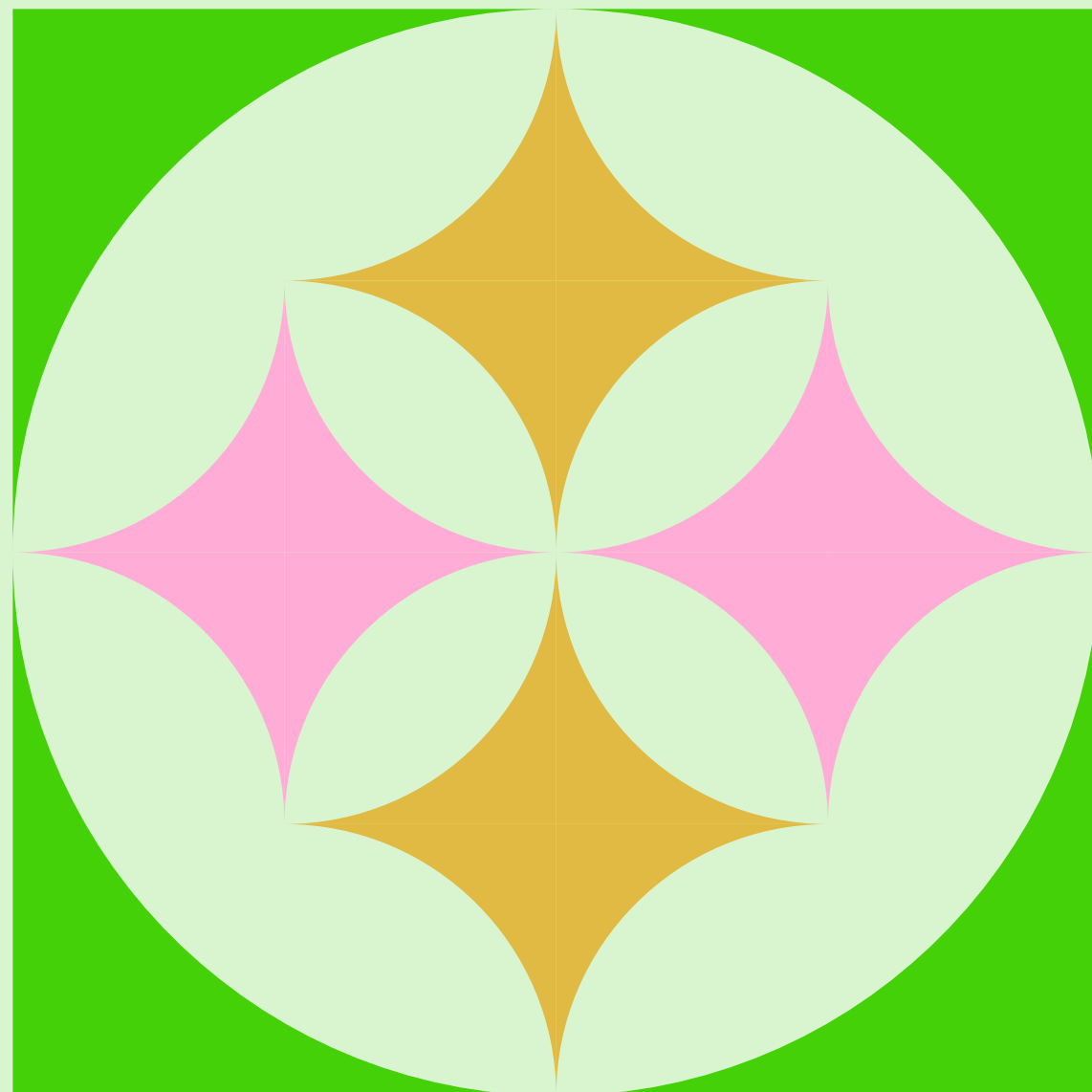


IMAGE: Roberts Park 'Saltire Circular' route map.

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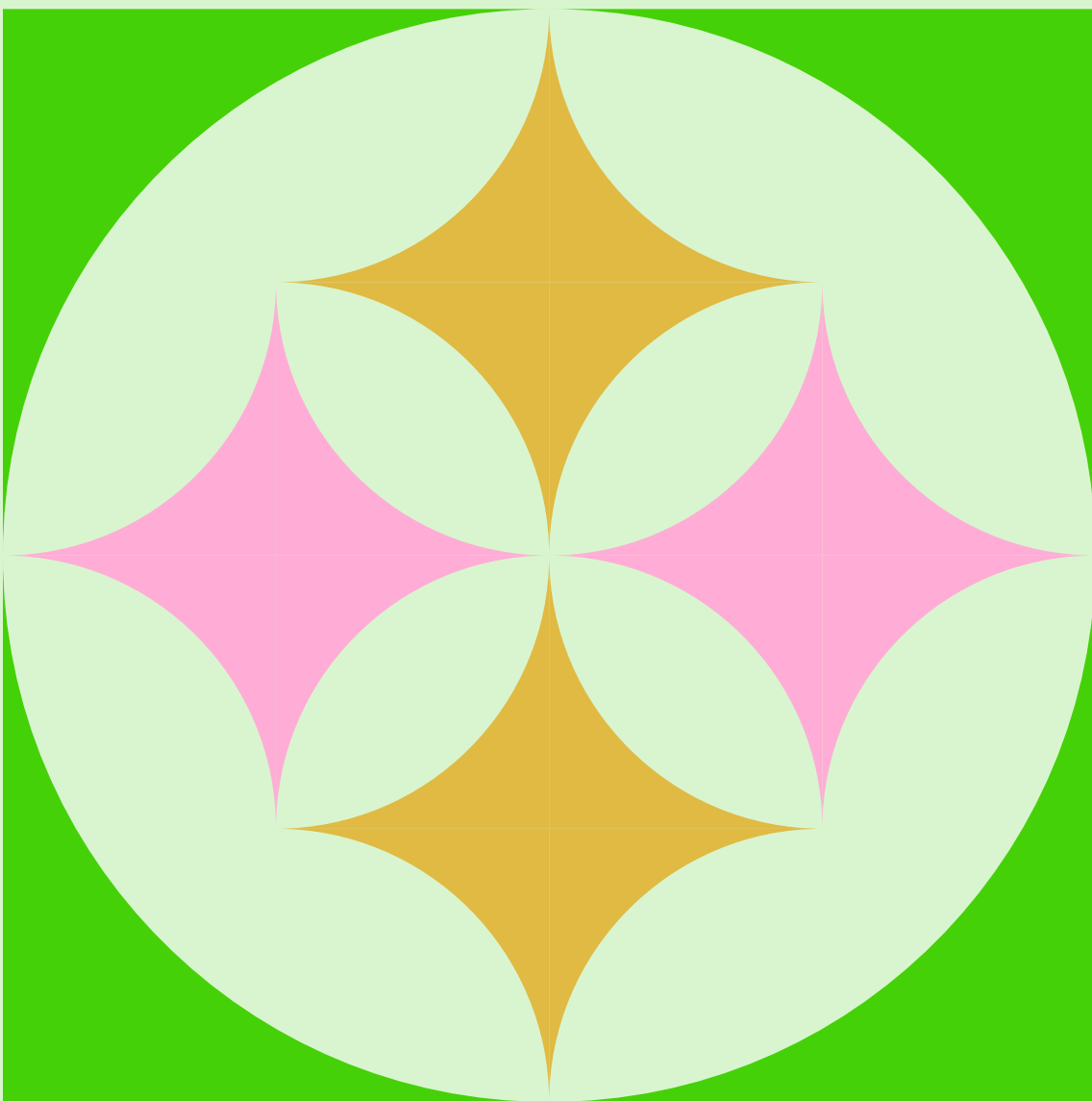
Activity 5: Journey Sticks

What You Will Need:

- A stick per person
- Wool or string to tie around the stick. Elastic bands instead of string work well for younger learners

Approx. Session Time: 15-20 minutes

National Curriculum Links Understanding the World, Art and Design, English



Discuss

Before setting off, talk about what we can collect:

- The difference between natural and man-made objects
- Picking only what has already fallen or is plentiful
- Rules around what is safe to pick up and not putting anything in their mouths

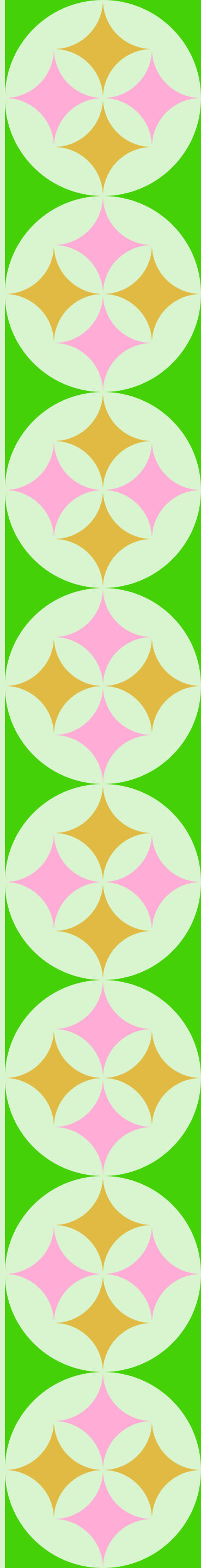
Make Create Do

Each person selects their stick and tightly wraps the wool or elastic bands around it. Along the walk, prompt the group to collect items that remind them of parts of the walk; a feather to remind them of bird song, a leaf from a beautiful tree they saw. Tuck the items into the journey stick in chronological order to create a visual representation of the walk.

On return from the walk, invite learners to retell the story of the walk, mapping it out as a linear journey with points of interest along the way.



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Activity 6: Sound Map

Maps can be used to describe more than just the visual world, we can map the sound landscape too.

This exercise helps to tune into the sounds around us and think about how to interpret experience into visual representation, incorporating signs and symbols as cartographers do.

Recommended Age: 5-11 years (KS1 – KS2)

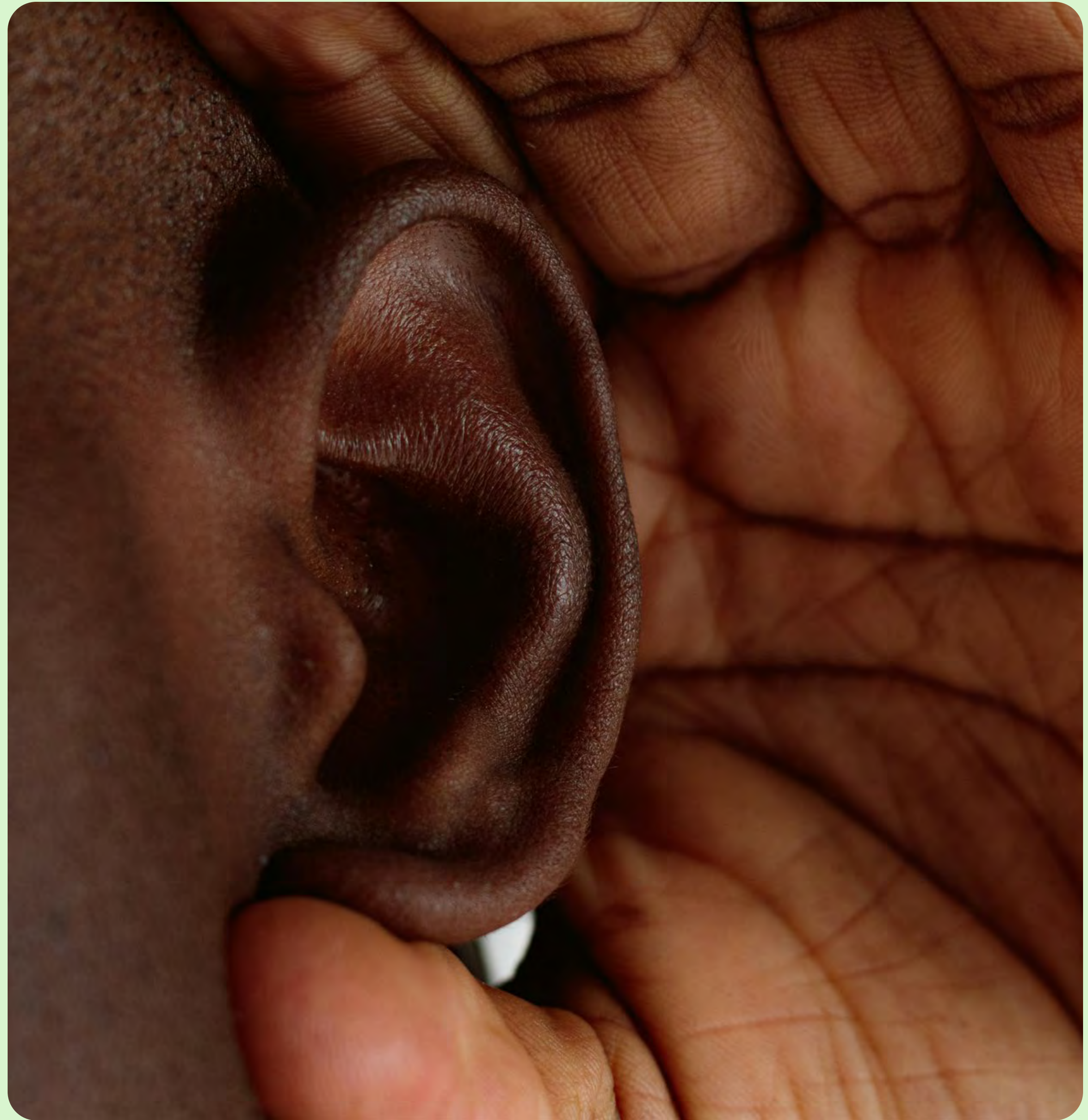
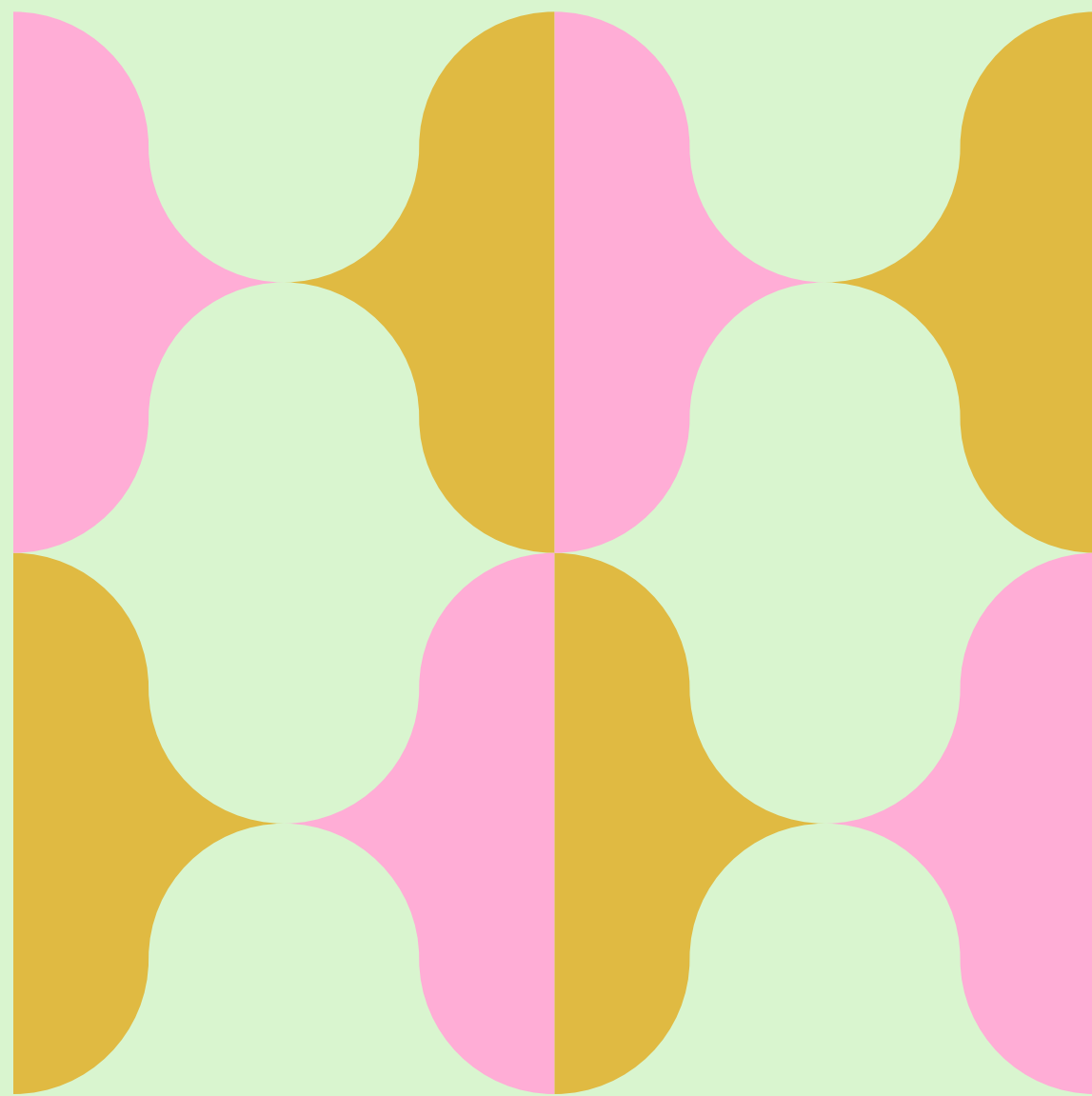


IMAGE: © Dylann Hendricks

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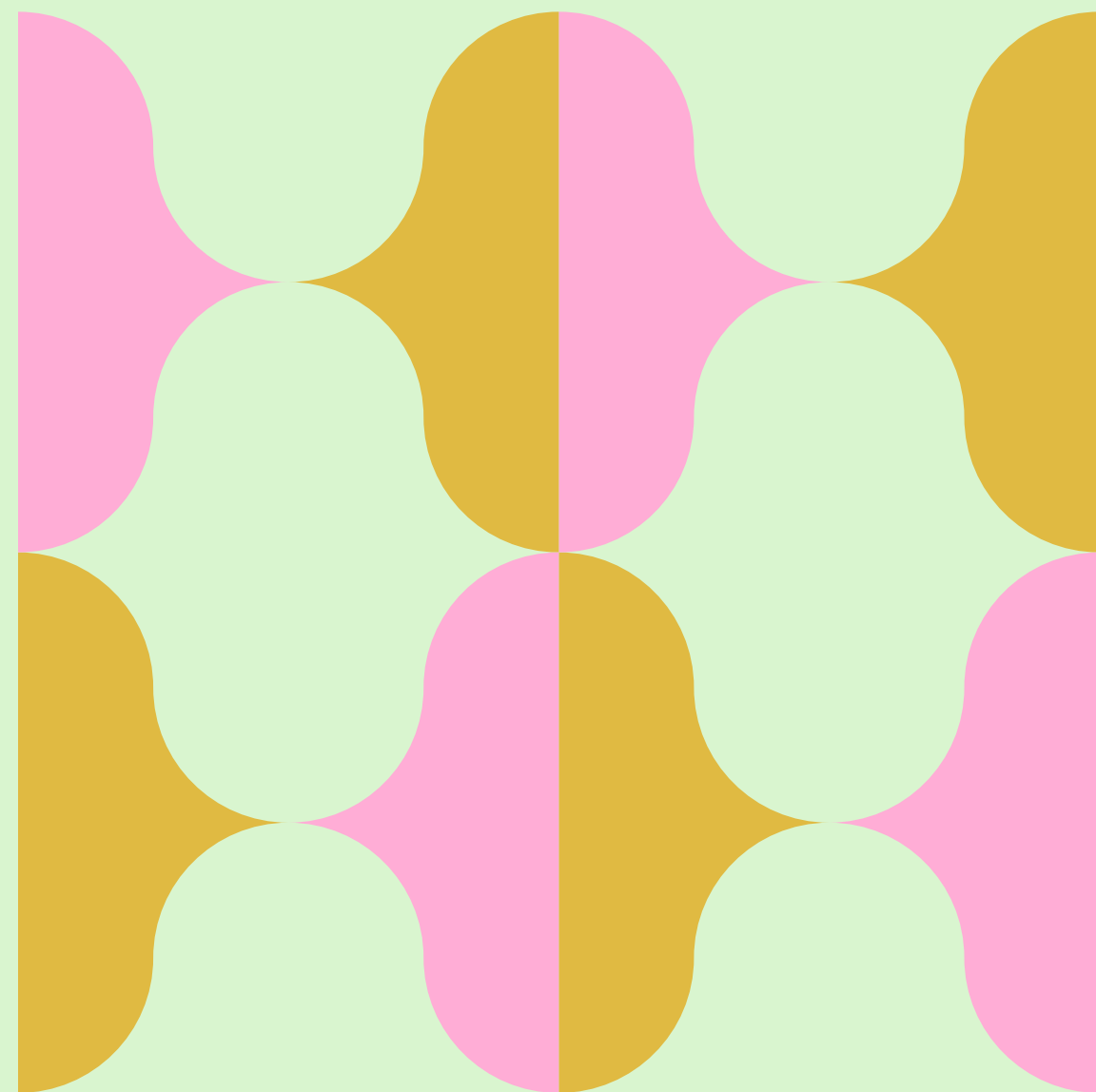
Activity 6: Sound Map

What You Will Need:

- Paper; circular pieces of paper, or sheets already pre-printed with a circle shape
- Clipboards
- Pens or pencils

Approx. Session Time: 10-15 minutes

National Curriculum Links: Understanding the World, Art and Design, English



Discuss

Before setting off, practice listening quietly as a group to the sounds close by in your setting and then further afield.

Try a mark-making exercise to encourage learners to think of ways to represent the sounds, for example, children playing in the playground. Rather than draw the children, discuss how they can represent the sound as a series of lines or shapes according to how the sounds feel. How can they represent loud and quiet sounds, long or short sounds or sounds that sound harsh or happy?

Make Create Do

Ask learners to sketch themselves in the middle. Stand quietly and listen to the sounds around them. Start focusing on the nearest sounds, then listen for those in wider circles. What is the nearest and farthest sound they can hear? How does each sound feel? How could the sound be represented visually?

The length of time they can quietly listen will depend on the age of the learners, but you can start with 30 seconds for the youngest learners.

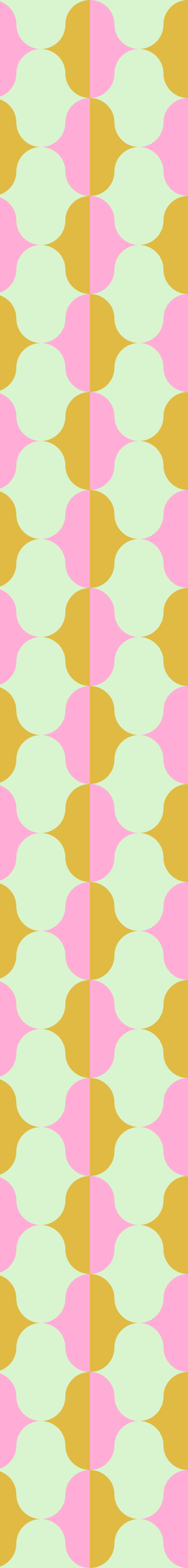
Wellbeing: Focusing in on our senses is a mindful activity that can help manage mood. Whilst the brain is concentrating on listening, it can't accelerate with anxiety. Being present and mindful can be a powerful strategy for managing runaway thoughts.



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Activity 7: Bird's Eye Map

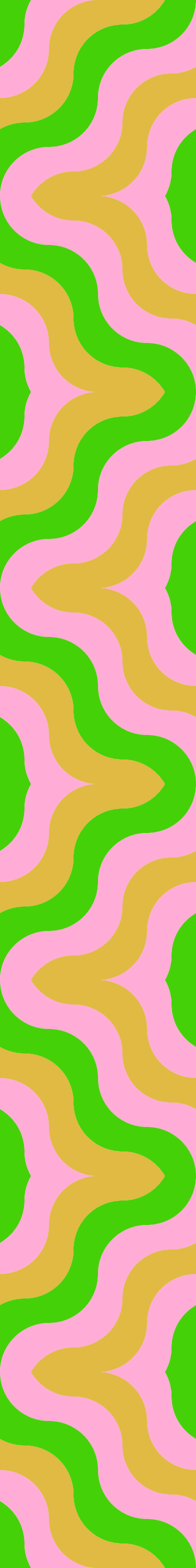
As a two-dimensional representation of a three-dimensional world, the art of reading a map takes a bit of practice. Introduce the concept of representation through a map-making game.

Recommended Age: 4-11 years (EYFS – KS2)



IMAGE: Map detail 'A Dales Highway - Saltaire to Ilkley' route map.

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Activity 7: Bird's Eye Map

What You Will Need:

- Paper, pens or pencils
- A selection of objects on a table or sheet outside

Approx. Session Time: 20–30 minutes

National Curriculum Links: Understanding the World, Geography



Discuss

Have a look at a range of maps, from the layout of a building or a park, to a town map or a map of the world. Discuss the aerial perspective – who may see the world like this?

Discuss how signs, symbols and colours are used on the maps and how they relate to the real-life world.

Make Create Do

Ask learners to arrange objects around a table or on a sheet on the ground, then invite them to sketch it out from their perspective, paying attention to what it looks like from above and the relationship of distance between objects.

Have a go at inventing symbols to represent things that may be hard to draw. Draw a map of the whole room or outside area, then hide an object somewhere in that space. Mark the hidden object's location with an X on the map. Who can solve the clue and identify the real location of the treasure?



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Activity 8: Street Furniture

We walk past things like benches, post boxes, and road signs every day without noticing them. These everyday features are called street furniture. They help keep us safe, give us information, and make public spaces easier to use. Some are modern, while others have been there for a long time and can tell us about how places have changed.

This activity encourages learners to look more closely at their local environment and notice the details in the world around them.

Recommended Age: 4-11 years (EYFS – KS2)

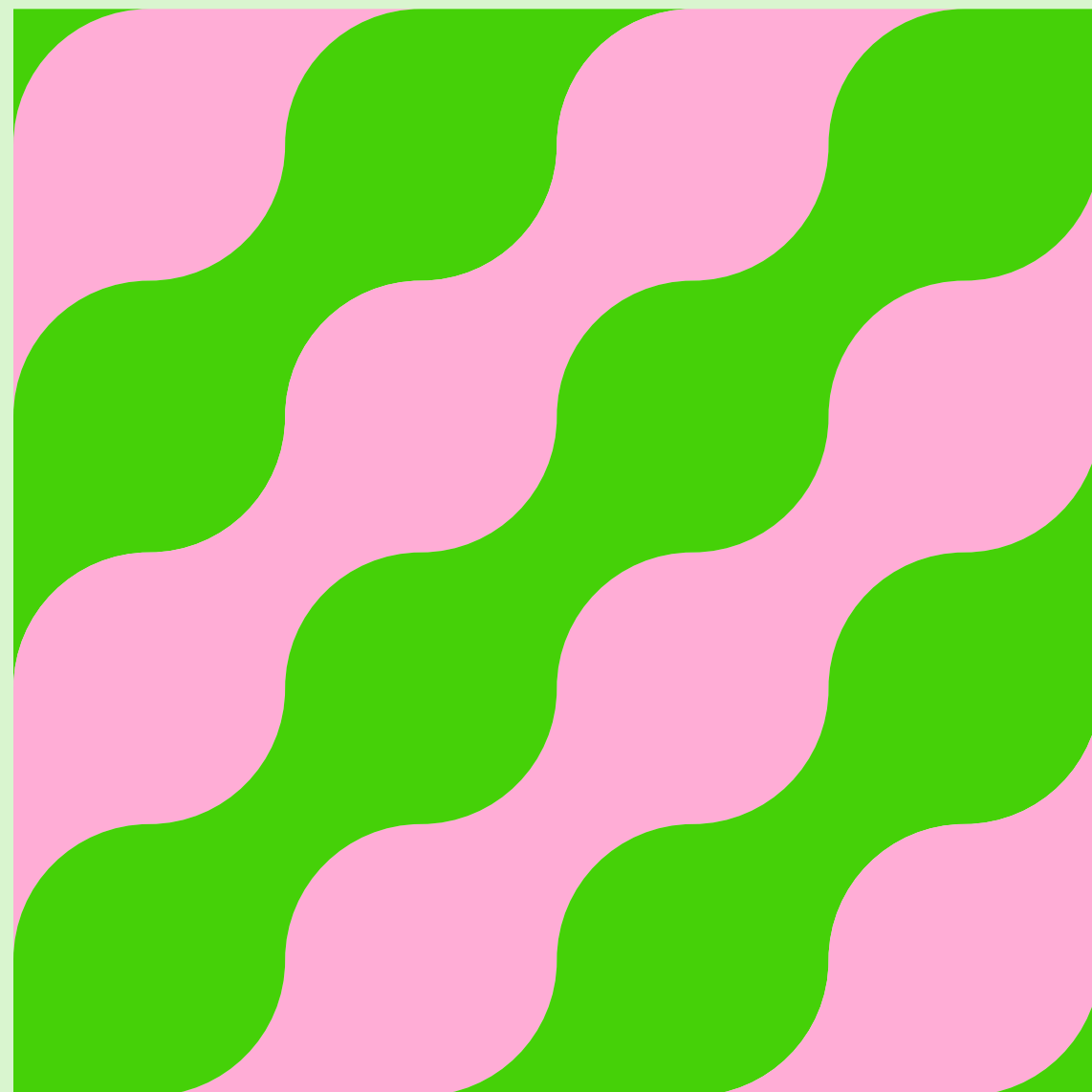


IMAGE: Bradford City Centre 'Yorkshire Heritage Way' route map.

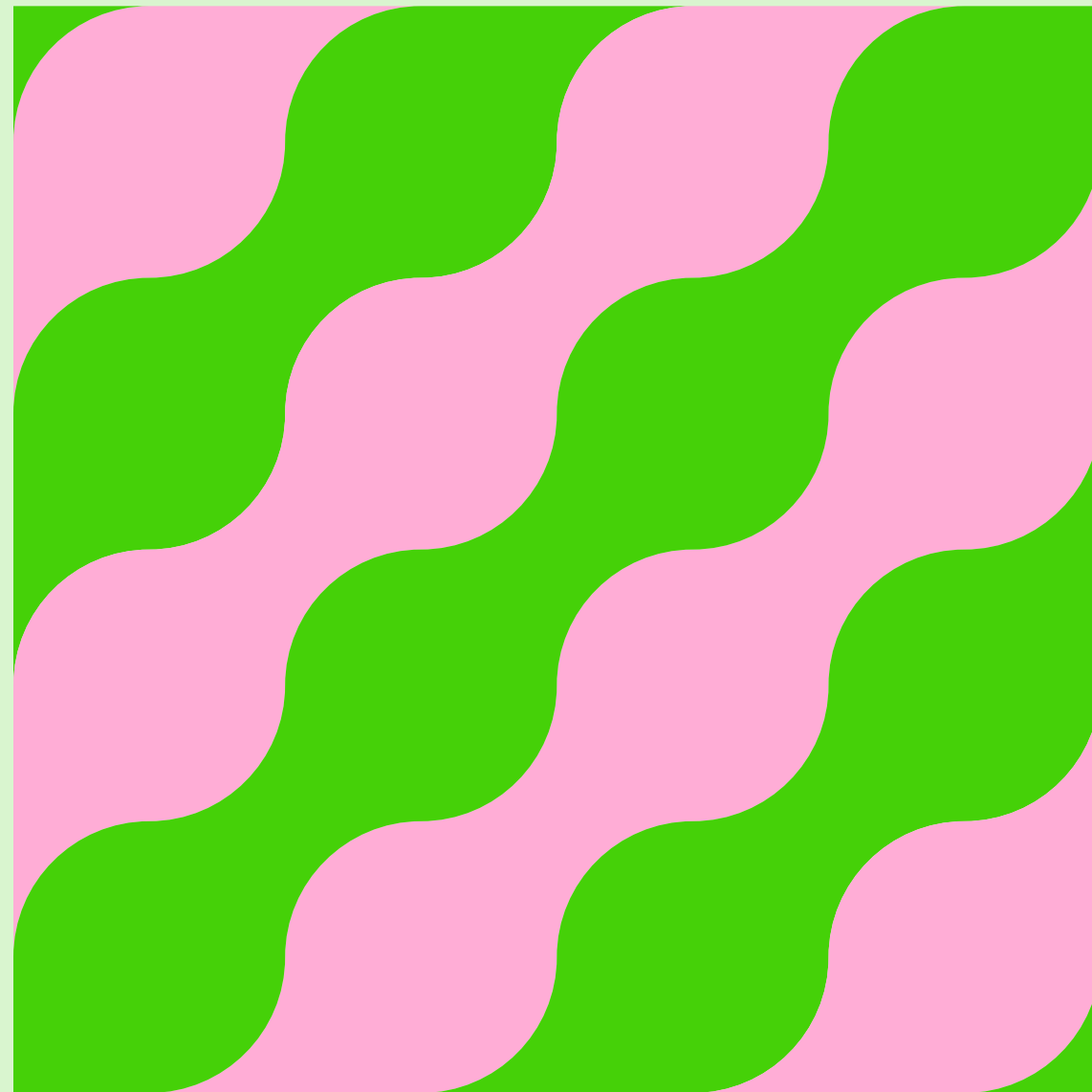
Activity 8: Street Furniture

What You Will Need:

- Something to record what you find – clipboards, pencils, cameras, or sketchbooks
- A local area with a variety of street furniture
- Historic England's Street Spotter's Guide ➡

Approx. Session Time: 45 minutes

National Curriculum Links: Understanding the World, History, SMSC and BV



Discuss

Before the walk, talk with your learners about street furniture

- What kinds of street furniture have they seen? What are they used for?
- Which ones help people stay safe or get around?
- Which might be old? Which are new?

Group items by purpose: safety, communication, decoration, etc.

Make Create Do

Go for a walk and ask your learners to

- Spot as many examples of street furniture as they can. (Discuss where things are placed and why)
- Record what they see by drawing, noting, or taking photos and marking the furniture on a map.
- Notice colours, materials, and shapes
- Look for signs of the age of the street furniture. Tip: post boxes are good for this (see activity 9)
- Discuss what may not have been there when their grandparents were young? What might not have been there over 100 years ago?

When you get back, reflect on what was found

- Which items were most common? Which were unusual?
- Which do they think are old or new? Why? What has changed in street design over time?

Get creative

- Make a display or map of your local street furniture
- Choose one item to explore in more depth e.g. post boxes (see activity 9). Draw, paint or make a model of this street furniture
- Design your own street furniture for the future



Activity 9: Post Boxes

This activity is designed to be used as a stand-alone or in conjunction with Activity 8.

Post boxes are a familiar sight on many streets – but have you ever looked closely at one? These iconic red boxes have been helping people send letters since the 1840s. Over time their shape and design have changed, and they often hold clues to the past.

This activity encourages learners to observe post boxes carefully, notice differences in design, and discover how they link to history. Every post box displays the letters of the reigning King or Queen. This is called a cypher. The post box on the right contains the letters ER which stands for Elizabeth II.

Recommended Age: 3 – 11 (EYFS – KS2)

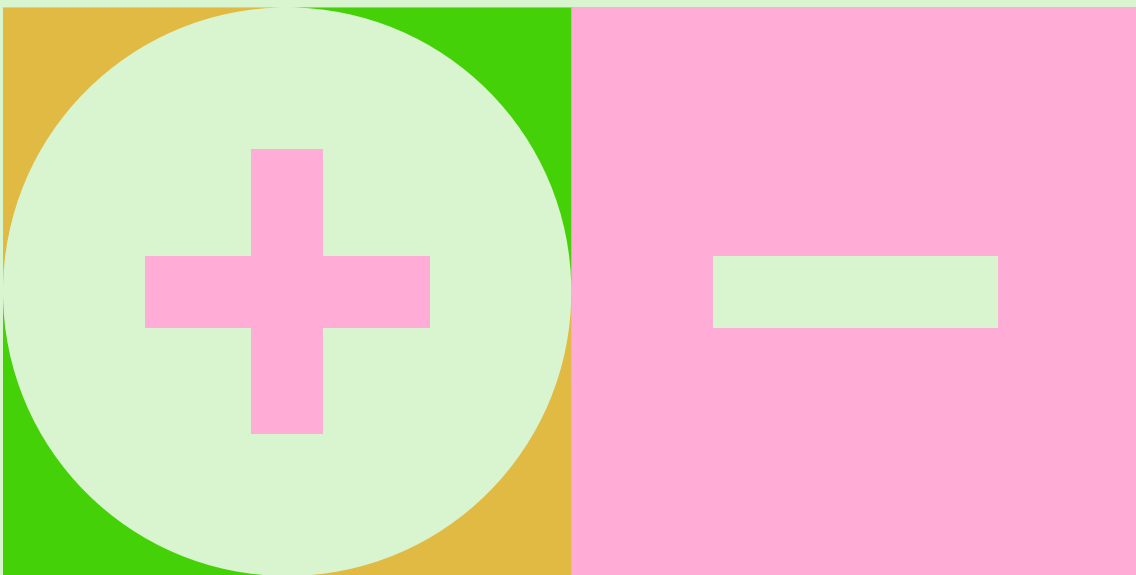


IMAGE: © Monty Allen

1837-1901	
1837-1901	
1901-1910	
1910-1936	
1936	
1936-1952	
1952-2022	
Present	

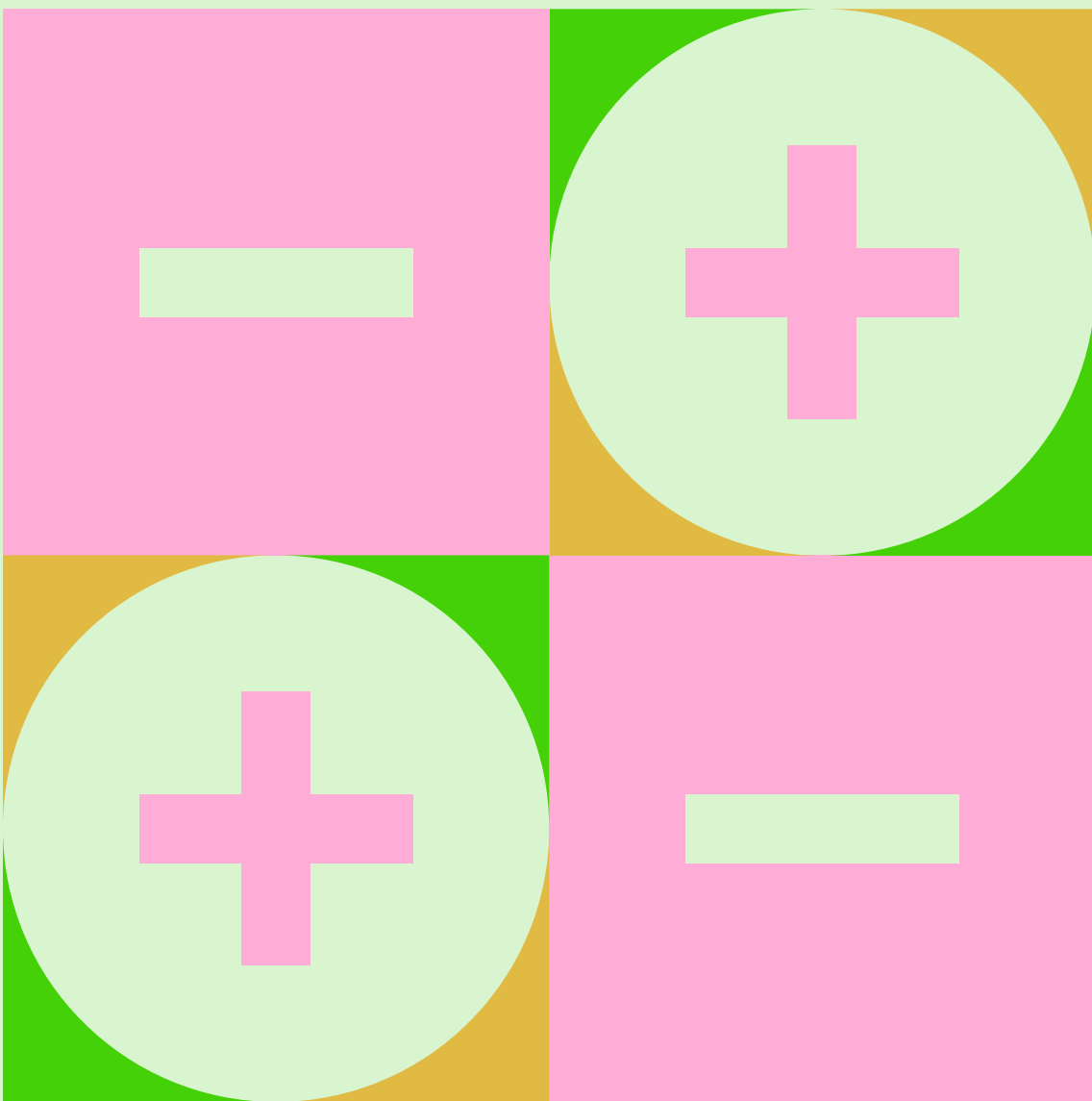
Activity 9: Post Boxes

What You Will Need:

- Something to record what you find – clipboards, pencils, sketchbooks, or cameras
- A planned route with one or more post boxes
- Historic England’s Street Spotter’s Guide ➡
- Find your nearest post box ➡

Approx. Session Time: 45 minutes

National Curriculum Links: Understanding the World, History, Art & Design, SMSC



Discuss

Talk with your learners about post boxes making use of Street Spotter’s Guide: ➡

- What impact has the development of email, the internet and social media had on the use of post boxes?
- What shape and colour are they usually? Why might that be?
- Have they always looked like this?
- What do the letters (cyphers) on them mean?

You might want to show photos of different post boxes or cyphers before your walk.

Make Create Do

On your walk, ask your learners to

- Spot as many post boxes as they can
- Record what they see by sketching, drawing, photographing, or marking them on a map
- Notice the shape, materials, and colour
- Look for the Royal Cypher – whose reign does it show?
- Think about where the post box is and why it’s in that spot

Back in the learning space, reflect on what was found

- Which designs were most common?
- How old do you think the post box is and why?
- Look at the many Royal Cyphers and match them with the reigning King or Queen. Can you find the latest Royal Cypher for Charles III?

Get creative

- Make a display of local post boxes with drawings or photos
- Design your own Royal Cypher for yourself or your family.
- Design your own post box of the future – what would it look like and how would it work?

1837-1901



1837-1901



1901-1910



1910-1936



1936



1936-1952



1952-2022



Present



Activity 10: Local Housing

Have you ever noticed how different houses can look on the same street? Some might be old stone cottages, while others are new flats or bungalows. Homes come in many shapes and sizes, and they can tell us a lot about how places—and people's lives—have changed over time.

This activity encourages learners to look closely at the homes around them and explore how housing styles, materials, and designs have changed across the years.

Recommended Age: 5-11 (KS1-KS2)

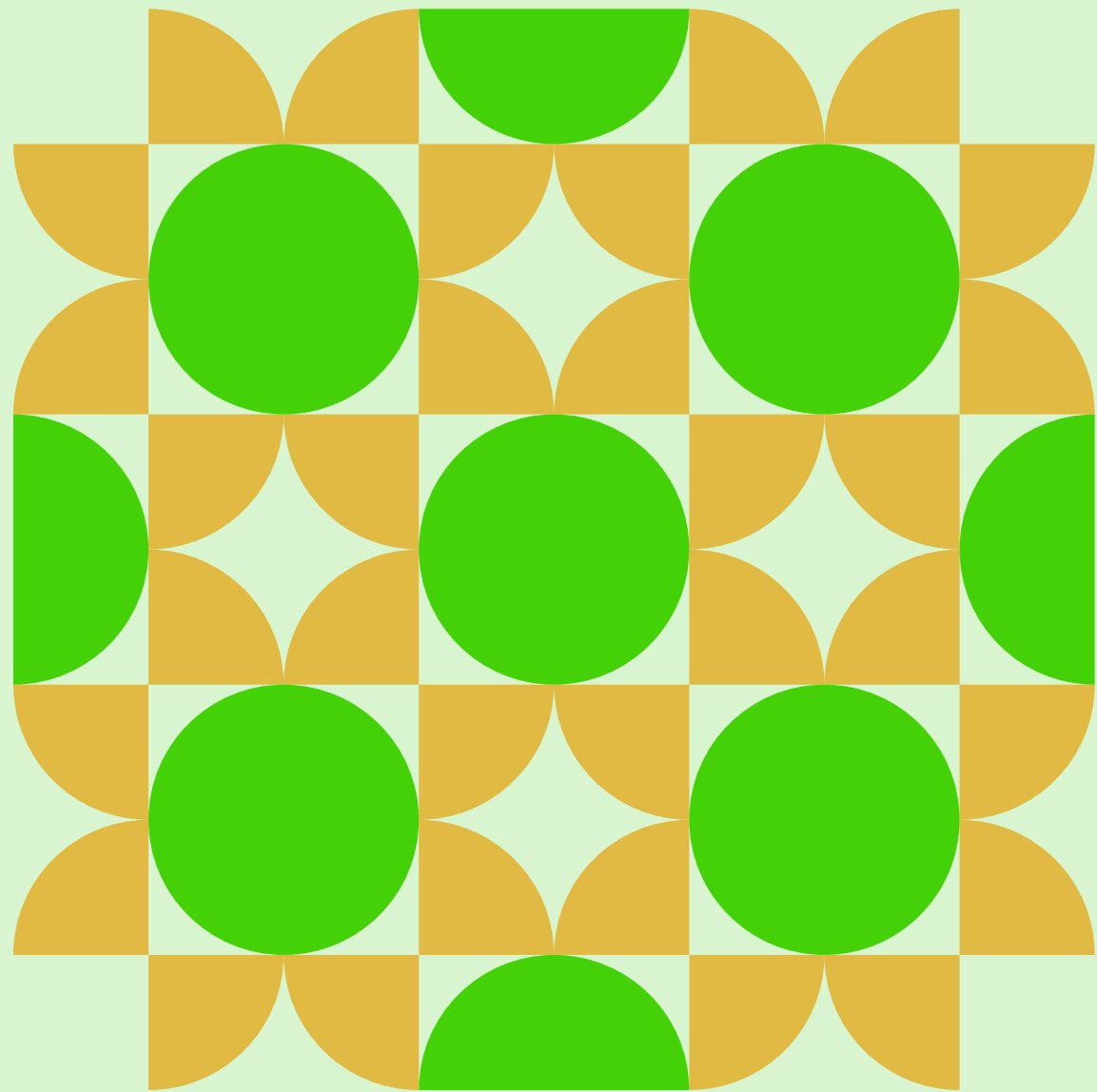


IMAGE: Rooftops from 'Yorkshire Heritage Way' route map.

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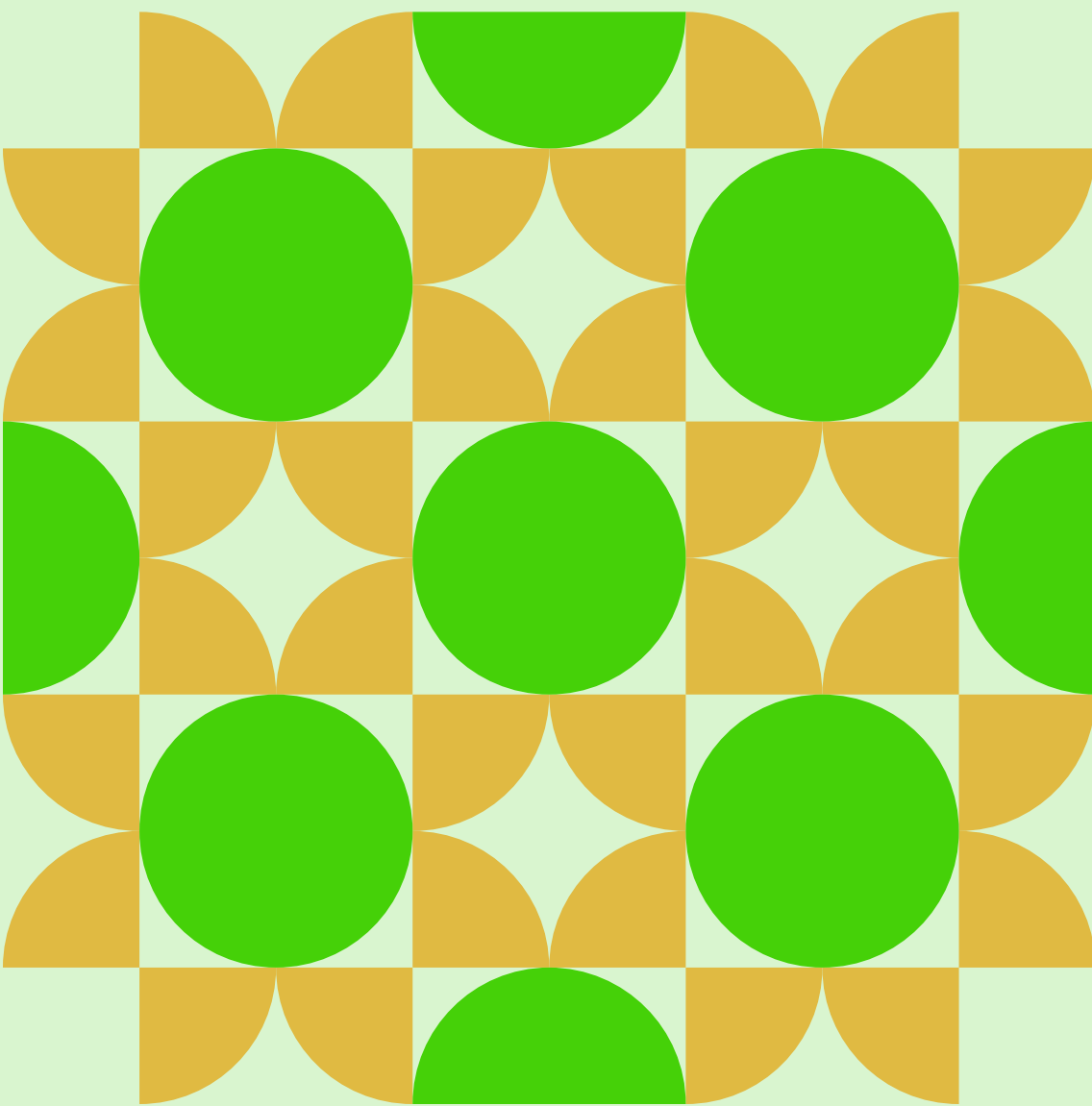
Activity 10: Local Housing

What You Will Need:

- Something to record what you find – clipboards, pencils, sketchbooks, or cameras
- A local area with a range of housing types
- Historic England’s Street Spotter’s Guide ➡
- Historic England’s Architecture Guide ➡
- (Optional) Old and modern maps or photographs of your local area

Approx. Session Time: 45 minutes

National Curriculum Links: Understanding the World. History, Art & Design, SMSC, BV



Discuss

Talk with your learners about homes

- How do we know a building is a house? What features do houses usually have?
- What different types of homes can we find? (terraced, detached, bungalows, flats)
- What might make a home old or new? What materials or styles give us clues?
- What other buildings might be mixed with homes? (e.g. shops with flats above)

Show pictures or use the Street Spotter’s Guide to help identify key features.

Make Create Do

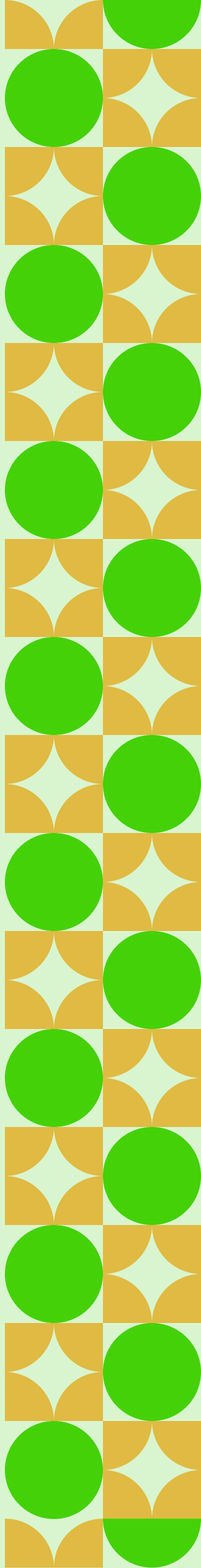
- Plan a walking route which passes different types of housing from different decades or time periods. You can do this by either walking the area or using Google Maps.
- Take learners through the route and spot and record different types of housing they see
- Notice things like doors, windows, roofs, chimneys—what shapes and materials are used? Use architecture terms like bay windows, gable ends, or dormer windows.
- Look for clues about when the houses were built—are they old or new?
- Take photos, draw sketches, or mark buildings on a local map

Back in the learning space, reflect on what was found

- What kinds of homes did they see most?
- What differences did they spot between old and new housing?
- What changes can they imagine have happened in the area over time?

Get creative

- Draw or build model houses using different features
- Colour-code a map showing different housing types
- Look at historic photos or maps of your area and compare
- Design their own home of the future—what will it look like and why?



Bradford on Foot

DISCOVER OUR WONDERFUL DISTRICT

Credits

This activity pack is part of Bradford Made. Bradford Made is our educational resource hub offering a one-stop online shop for place-based learning resources about Bradford District.

To discover more Bradford Made learning resources visit: bradfordmade.co.uk ➔

Activities 1-7 have been produced by Get Out More CIC. Find out more about their organisation: getoutmorecic.co.uk ➔

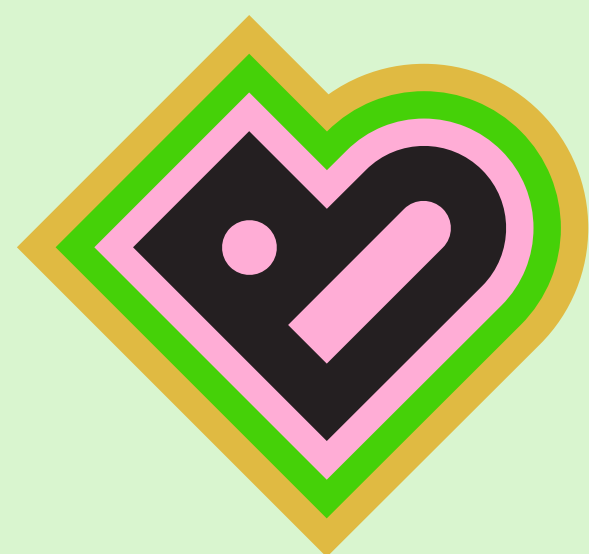
Activities 8-10 have been produced by Historic England. For other free education resources to support your local history go to: historicengland.org.uk/Education ➔



We'd love to hear your thoughts and see your learners' creations.

Please share your outputs with us by emailing learn@bradford2025.co.uk

or by tagging us on social media: @Bradford_2025 and by using our #BradfordMade hashtag.



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