

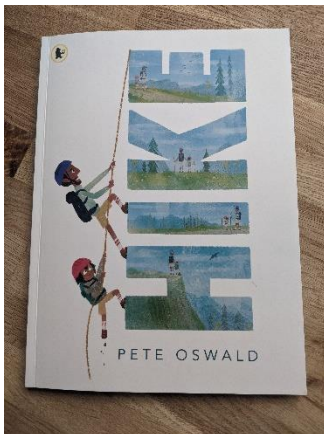
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Teachers notes for 'Hike' by Pete Oswald

Guidance for teachers using the text Hike to support the teaching of geography at KS1

Hike, Pete Oswald (2021) Walker Books, London

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The book 'Hike' is a wonderfully illustrated picture book created by Pete Oswald. The story sees a father and child wake up early in the morning to hike the local forest and mountains. From packing up the car and driving through the town the story takes in beautiful landscapes of the forest from the river and waterfall to the dense woodland and vast summit peak. Father and child plant a tree sapling before returning home past the shops and buildings of the city to document their adventures in the family album.

There are many geography links throughout this picture book and these notes support the Hike medium term planning available on the Moodle. Being almost wordless, this illustrated story shows the wonder of father and child in the natural environment they hike.

Begin the storytelling at the first double page with the title sequence. Instead of the usual publishing information here the scene is set for the start of the tale with the home of the father and child. Support children to observe the types of home here, with the family bungalow clearly in evidence. Other homes along the street are depicted as single-storey with similar trees planted in the front garden. In the background notice the skyscraper style blocks and discuss what activities happen here introducing terms like offices, business and shops.

Moving into the home on page 3 dad wakes the child for their hike and there are lots of visual clues about what hiking involves. From the tree printed duvet cover to the map, compass and binoculars encourage children to reflect on what happens on a hike and how it could be different to a walk. Notice the tree sapling ready for planting as this makes later appearances. Page 5 has a sequence of vignettes of the child getting dressed in hiking boots and hat and stowing the sapling and trowel in the backpack. There are 3 scenes on page 6 of the human environment showing the jeep passing the local town with shops like the sports store and shoe shop evident and the skyscrapers just about visible in the background

The illustration of the jeep and the winding tree dotted road on pages 7-8 is the first real glimpse of the landscape of the hike. The skyscrapers are still visible in the background showing the distance travelled but here children can start to identify different features such as the 2 tree types of coniferous and deciduous. It would be useful here to refer to trees on the school grounds and in the local area and which type are more common where we live. There are also red and yellow flowers depicted along the roadside and low growing shrubs.

On page 9 the 3 scenes show dad and child getting backpacks on and ready to start the trail. The welcome sign helps promote the positive nature of the activity and in the bottom image the hiking sign and child with the open map helps reinforce the use of maps in this activity and would be a good opportunity to ask children when else we use maps. The right-hand image on page 10 with the car parked below and dad and child hiking have gentle hills in the background and different tree species are evident. There are more coniferous trees shown as tiny triangles in the background, but a large deciduous tree in the foreground. The illustrator Pete Oswald conducted an interview in 2021 speaking about how he based the landscape on the forests of Utah he used to hike with his dad. Fishlake forest with its more obvious abundance of water is more comparable, although Dixie Forest could also be seen as the inspiration in the illustrations.

The double page 11-12 of looking down on dad and child walking helps us to consider birds eye view and how images can be used from above. The book now will make more references to animals with the fox and what looks like a bluebird (given its colouring and blue eggs).

On page 13 it is clear to see that father and child are now walking uphill, and those gentle hills from the start at the car park appear more pronounced and steeper. Rabbits and eagles appear with lots more wildlife in the smaller vignettes. From deer to bear tracks and the insect spotting of ladybugs and butterflies it helps us stress the range of wildlife in a forest and can be a useful time to discuss what lives in our local woodland and to reflect on any woodland walks and forest school activities such as minibeasts.

Page 15 has the humorous scene of a snowball fight due to a small amount of snow remaining in the ground. A good opportunity now to talk about seasons and ask children when they think this hike was taken. The bottom image of the fish in the lake could signify the real Fishlake Forest in Utah and is a good time to reflect on other features associated with water and where the water comes from in a lake. The opposite page 16 has dad and child now with walking sticks made from branches and shows deciduous trees without their leaves and still a little snow just off the path. Another chance to ask children what season this book was set and reflect on when deciduous trees shed and bud leaves.

The scenes crossing the river on 17-18 show the bravery of the child and support from dad, but it is the bottom image on page 18 depicting the huge waterfall and wide river which are

geographically significant and can help discussion about other river features we find like streams and river source or spring.

Page 19 has father and child staring in awe at the waterfall and show curved boulders from the eroded gorge. The bottom picture has the waterfall in the background showing that father and child are still on their upwards ascent and that trees are becoming more spaced out and wider apart

On pages 21-22 the toughest part of the hike happens with both putting on helmets for the climb to the summit. Like the previous page there are less trees here and only some flowers and small shrubs to see. The final peak they are climbing is bare rock with no vegetation.

The double page view from the summit 23-24 with the eagles soaring close by is a wow moment. The surrounding hills have lots of steep peaks and there is a clear dominance of coniferous trees. A little snow can still be seen on the ground and only some moss where father and child stand.

The map comes back in page 25 showing they have correctly followed the trail to a clump of coniferous trees. Here the sapling makes its grand appearance as dad and child plant it, taking a photograph of them with it. Discuss tree planting with your class, have any families plant trees in their garden such as fruit trees. Have they noticed any trees planted in the local area – with their tell-tale plastic tubing to protect them as they grow. Children could be asked to consider the benefits of planting trees for wildlife and humans.

The double page 27-28 has lots of small details – from the shadows cast by the tall coniferous trees and small boulders with tiny patches of snow to show we are still on high ground here. The bees on the pink flowers pollinating them are also significant.

On pages 29-30 the sun is setting, and it is clear dad and child are walking downhill casting long shadows. This is a useful point in thinking about time of day and where the sun is in the sky and our shadows at various times of day. The landscape is dominated by trees and boulders with the odd dotted deciduous tree. Cirrus clouds depicted in oranges help show the sun is going down.

On 31 there is a very similar image to page 10 but with father and child walking towards the car with happy faces. The author has managed to show the difference in time of day very effectively and you could compare back to ask how do we know one is in the morning/late afternoon. A 'cheers' of water bottles and removing of hats and backpacks helps signify the end celebration of a good hike.

The car journey home on page 33-34 shows nightfall with yellow lights in the skyscrapers and car headlights as well as the shop and office windows. It could be useful here to ask children if it is a town or city they are driving past and talk about land use in a city. The huge clock on one building could signify this is a council/government building or even a bank. The building next to it and the shoe shop has four large chimneys and could represent an older building with a different style or even perhaps a small factory. The balconies on the building that is only half shown could suggest these are residential flats/apartments.

The story ends with arriving home events on pages 35-36 like feeding the cat, having dinner then cookies and on the final double page father and child asleep on the sofa with their photo planting a tree earlier already stuck in the family album. Hiking paraphernalia litters the room with

drawings of wildlife, magnifying glass, and walking sticks prominent. At the back of the book you have a close up of the family album page, showing the tree planting hike is a family tradition going back to grandparents.

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