



# The woodland management tree cycle

**Key Stage/Age group** KS2/3/4

**Time needed for activity** 20 minutes

**Location** Indoors or outdoors

## Context

This activity plan highlights the importance of sustainably managing our natural resources, focusing on the life cycle of trees and the cycle of sustainable woodland management.

Natural Resources Wales' purpose is to pursue sustainable management of natural resources in all of its work. This means looking after air, land, water, wildlife, plants and soil to improve Wales' well-being, and provide a better future for everyone.

## Curriculum links

ESDGC	Natural environment	Consumption and waste
KS2	<ul style="list-style-type: none"> <li>• Develop respect for landscapes, habitats and living things</li> <li>• Develop a fascination with and respect for the natural world</li> <li>• People depend on the environment for energy, food, materials and resources</li> </ul>	<ul style="list-style-type: none"> <li>• Where things people consume come from and go to</li> </ul>
KS3	<ul style="list-style-type: none"> <li>• Show informed concern for the quality of the natural environment near and far</li> <li>• How human activity changes local and global environments</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a sense of responsibility for sustainable development</li> </ul>
KS4	<ul style="list-style-type: none"> <li>• Show concern for all living things, their needs and inter-relationships</li> <li>• Value wild spaces</li> <li>• The carrying capacity of any environment and the earth as a whole limited by natural systems</li> </ul>	

## Aim

**By the end of this activity learners will be able to:**

- Understand and describe the cycle of sustainable woodland management

## Equipment and resources

- **Resource cards - Tree cycle**
- **PowerPoint presentation - The woodland management tree cycle**
- **Glossary game - Trees and woodlands**

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## What to do

Encourage the learners to look at and read the resource cards carefully, before arranging them into the correct chronological order. Ask questions to promote discussion, including:

- What can you see?
- What is happening?
- What are they doing?
- Why are they doing that?
- What will happen then?

Supporting information can be found in the Tree cycle PowerPoint presentation.

There are many different ways in which the activity can be carried out to best suit the age and ability of the group. For example,

- Small groups of learners can be given the cards to re-arrange into the correct order on the floor or a table.
- The cards can be ordered and attached to a tree or hung on a line as a whole group activity.
- Learners can, individually or in groups, cut up and glue the cards onto paper in the correct order.
- Learners can be put into groups of 13 (or remove cards for a smaller number of learners) and each one has a card. The learners then hold their card and arrange themselves into a circle or line in the correct order.

Give learners the opportunity to explain the order they put their resource cards in and compare with other groups.

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## Follow up activity/extension

- Give further information on each step in the process by going through the Tree cycle PowerPoint presentation.
- Try out the Tree Planting Activity Plan.

## Looking for more learning resources, information and data?

Please contact: [education@naturalresourceswales.gov.uk](mailto:education@naturalresourceswales.gov.uk) or go to <https://naturalresources.wales/learning>

Alternative format; large print or another language, please contact:  
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