

PACK FOR SELF-GUIDED VISITS

RHS GARDEN ROSEMOOR

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What has RHS Garden Rosemoor to offer?

RHS Rosemoor Garden occupies 65 acres situated on the outskirts of Great Torrington. Donated to the RHS by Lady Anne Berry in 1988, Rosemoor offers a variety of formal and informal gardens, which children and adults alike will enjoy. There is a wealth of learning opportunities and fun to be had as the seasons unfold the beauty of RHS Rosemoor.

Spring sees a carpet of snowdrops and primroses, followed by vibrant rhododendrons. Summer brings colour and scent from over 2,000 roses, extensive flower borders and the varied model gardens. Autumn's harvest of fruit and vegetables accompanies fiery foliage tints in the arboretum, before winter plantings create brilliant effects from stem and foliage.

We actively encourage groups to explore our wide and varied habitats from the Woodland walks to the Stream Field meadows, the Formal gardens to the Lady Anne's original garden and the Arboretum. The garden is a fabulous resource for art as well as science, literacy and developing a general appreciation of the world around us.

This pack is aims to provide you with all the information and ideas to help you and the children to get the most out of your self-guided visit.

Don't forget...school visits are FREE but must be booked in advance

RHS Garden Rosemoor

Great Torrington, Devon EX38 8PH Tel. 01805 624067 Website: www.rhs.org.uk
RHS Registered charity No: 222879/SCO38262

Foundation/Key Stage 1

	Activity	Best time of year	Resources	Subject
1	Scavenger Hunt	All year	Scavenger mitten + items to hunt + double-sided sticky tape (any good DIY store)	Science
2	Sensory bucket walk	All year	Buckets with labels	Science Literacy
3	Colour Crazy	Summer	Card, double-sided sticky tape Colour matching strips from DIY store	Science Art
4	Journey sticks	All year	Stick per child with 5 elastic bands tied around	Science Geography
5	Animal Hunt	All Year	Some collecting pots e.g. margarine tubs.	Science PHSE
6	Vegetable hunt	May - September	Clipboards and paper	Science

Key Stage 2

	Activity	Best time of year	Resources	Subject
1	Plant Name Acrostics	All year	Paper and clipboards	Literacy
2	Viewpoints-frames to focus a view	All year	Sketching materials + card frames	Art
3	Comparing Animal Habitats	April - September	Collecting pots	Science
4	Tree identification	All year	Depending on identification method	Science
5	Seed detectives	July - October	Paper and clipboards	Science
6	Parts of a flower sketching	April - September	Sketching materials	Science

How to book your self-guided visit

Group educational visits are free in advance but must be pre-booked.

1. Take a look at the activity ideas and decide which you think best suits your group of children. The children will get more out of their visit if they are in small adult led groups and have an activity to focus on.
2. Contact a member of the Education Department to book a date and to talk through your ideas for your visit. If you wish the children to bring a picnic lunch now would be a good time to discuss this with Education staff.

Please note:

*As a garden we try to reduce the amount of landfill waste we create.
Please encourage the children to bring healthy lunches in re-usable containers.*

Education Department:

Principal Education Officer:
Education Officer:

Sarah Chesters
John Hickson

Schools Booking Line:

01805 626805 / 626855

E-mail:

schoolsrosemoor@rhs.ork.uk

3. You will be sent:

- A booking form, a signed copy of this must be returned as confirmation of your booking.
- Guidance for making a risk assessment.
- A map of the garden.

4. Arrange a time for your free pre-visit.

If you are unable to meet a member of staff on your pre-visit the Entrance Staff will provide you with a guidance sheet.
Don't forget to bring a copy of the risk assessment guidance.

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Requirements and responsibilities of visiting school

Suggested minimum staffing ratio:

Special Needs	1:1
Foundation stage	1:4
Year 1-3	1:6
Years 4-6	1:8
All others	1:10

These ratios may include volunteer helpers.

All accompanying adults need to have been briefed by the group leader, and must have read these requirements and been made aware of any possible risks that may arise during a visit.

(See: Guidance for making a risk assessment for school visits to RHS Gardens).

All school staff are expected to remain with their group throughout the day and are responsible for the young people's needs, behaviour and safety at all times.

Emergencies

There is First Aid cover in the Gardens in case of an emergency. Please contact a member of staff either in one of our buildings (Gardens Entrance) or in the gardens where the majority carry radios and can call for assistance.

In addition to dealing with the incident the First Aiders will log details in our Health and Safety log book. In the event of an incident which is not dealt with by one of our First Aiders, please contact a member of the Education Staff who will ensure that the incident is recorded.

It is essential that the school holds Public Liability Insurance.

On the day of your visit

Arriving at the Gardens

Cars: Please park in the Main Gardens Car Park.

Coaches: Coaches may park in the coach park opposite entrance and drop off students and adults.

Please report to the Entrance Staff on arrival.

They will be expecting you and can assist you with any last minute queries.

Please note:

- There are no litter bins in the garden therefore all rubbish must be taken home please.
- We would be grateful if you could remind adults not to use the tables outside the restaurant as these are for the use of restaurant customers only.

The staff will also provide you with an evaluation sheet. Please take time to fill this in so that we know what works well and what doesn't! We wish to make self-guided visits successful for all who come on them.

You may then enter the gardens.

We hope you have a fun and informative visit.

Details of activities for Foundation/Key Stage 1

1. Scavenger Hunt

Tape two hand sized pieces of card together to make a mitten. One per child. On one side put 3 or 4 rows of good quality double-sided sticky tape (available from all good DIY shops). On the other side stick a printed list of items to scavenge.

The items may depend on the time of year but here are some ideas:

- *A leaf with wavy edges*
- *A seed*
- *3 different shades of green*
- *A feather*
- *Something spiky*
- *Something smooth*
- *Something red*
- *Something long*
- *A yellow petal*

Please discuss with the children caring for the plants.

They can freely take from the ground or their group leaders can be the responsible picker.

2. Sensory bucket walk

This can help to focus the very young. Provide each small group with a bucket. Tie onto the bucket one laminated label:

E.g. smooth, rough, spiky, hard, shiny, and soft.

Reinforce the idea that the children will not be harming anything but only putting in the bucket what nature gives freely.

They can freely take from the ground or their group leaders can be the responsible picker.

In late spring/summer a group could visit the herb garden to find lovely and horrible smells! One group could do some sketching for the sense of sight.

3. Colour Crazy

Depending on the season the colour range can be different but does work all year.

Use some colour paint matching strips from a DIY store.

Rectangle of card- 20cmx10cm approx.

Put one strip of double sided sticky tape on the card. Next to the tape stick the colours you wish the children to hunt for.



The children need to match a petal or leaf to the colours given them. It can be made more challenging by giving them a few tones of the same colours. Green will always be available!

Please discuss with the children about caring for to the plants.

One petal where there are many may not be a problem. If you are unsure, say that only their group leader can take a plant piece.

4. Journey sticks

This is a great activity for focusing on contrasting plant habitats at Rosemoor. Explain to the children that Native Americans used 'Journey Sticks' as maps to show the route of a journey. Our journey will take in 4 or 5 significantly different areas of the garden. In each area the children can take 1 or 2 things that remind them of the area and fit them under the elastic band.

i.e. 1 Band=1 Habitat.

Please discuss with the children caring for the plants. They can freely take from the ground or their group leaders can be the responsible picker.

At the end on the journey you should be able to see from your 'Journey Stick' which route you have taken around the garden.

Here are suggestions for your journey:

Lower Woodland Walk → *Lake* → *Meadow* →

Cottage/Herb Garden → *Rose Garden* → *Winter Garden*

You will need :

- Sticks 30cmx3cm (approx!).
- Place 4 or 5 elastic bands around the stick at equal intervals.

You may wish the children to work in pairs but it works best with one each.

Pre-prepare the sticks for younger children or large groups.

Small groups may enjoy finding the sticks in the woodland.

Follow up:

Back at school groups of children may be given a large 'Totem Pole' drawn on card and the children can recall and draw the items they collected in sections relating to the garden area. If you want the route to be different for each group, send the groups around the garden in different orders.

5. Animal Hunts (April-September)

Look for leaf litter animals in our Lower Woodland Walk. The area is rich with animal life.

Find an area full of leaf litter.

- Ask each child to find a small stick to help them move away the leaves.
- Tell the children that this is not for digging. Many of the animals are sheltering under the surface leaves.
- Teach the children not to harm the animals they find. Where possible not to touch them for fear of damaging them. However encourage the children not to be frightened of them. They may wish to put some in a collecting pot to study more closely. Encourage them to count the legs, body parts, decide if they think they are meat eaters or plant eaters (often the meat eaters are faster as they have to catch their prey!)
- Make sure the animals are carefully returned to their habitats and remember that they don't have parachutes!
- Year 2's or adults may wish to use a simple identification sheet and count up how many they find of each animal. If an animal cannot be identified then sketch it on the back of the sheet and look it up later.

REMEMBER: It is vital that the children wash their hands after exploring the leaf litter.

There are toilets in the visitor centre.

6. Vegetable Hunt (May-Sept)

For this activity we would advise you to visit or ring prior to your visit to check which fruit and vegetables are in season so that you can make up your quiz sheet. You are welcome to take photos or maybe just cut pictures from a catalogue. The children can then explore the Fruit and Vegetable Garden to match the pictures on their quiz sheet.

Details of activities for Key Stage 2

1. Plant Name Acrostics

Using each letter in a plants name to write a poem or verse.
Here are some examples:

Win D s	G reetings
C A rry	Y O u
Cotto N	Sta L ky
Threa D s	D elightful
Oracl E	Agre E able
C L ocks	Compa N ion
P I ck	A R omatic
O ne	G O lden
N ow	Frien D
<i>Taraxacum officinale</i>	<i>Solidago virgaurea</i>

2. Viewpoints- frames to focus a view

Make frames to help the children focus a view. These can simply be made by cutting a rectangular aperture out of an A5 or A4 piece of card. Laminate these for durability. On your pre-visit choose areas on which you wish the children to focus on.

Here are some ideas:

- *The silhouettes of leafless trees provide great opportunity for line/pen and ink drawings.*
- *An area of tree bark drawn using shading and cross hatching techniques.*
- *Ripples and reflections on water, perhaps using chalk or charcoal.*
- *A section of leaf.*
- *A long distant view/ a close up view/ a section of a plant.*

3. Comparing Animal Habitats (April/Sept)

Contrasting Areas:

- a. Leaf litter of the Lower Woodland Walk (See Foundation/Key Stage 1 Animal Hunt for details), or Woodland Walks by Lady Anne's Garden.
- b. The dry habitat of the stone wall in the Plantsman's Garden. The children will find animals sheltering here. There may be spiders and ants who like dry habitats. Slugs often use the shade to stop themselves drying out. Ladybirds and other beetles shelter here too.
- c. The wild flower meadow in the Stream Field or Arboretum. Remember only to look on from the paths and not to trample. They will provide a fabulous resource for insect surveys in May, June and July. Provide the children with tally charts. Bees, hover flies, flies, moths, butterflies will all be present. This could be compared with mown areas of grass. Insects will be present but children may need to hunt harder to find them.
- d. The flower borders of the formal gardens like the Shrub Rose Garden or the Queen Mother's Garden. Are they as rich with different insects as the wild flower meadows?
- e. The Mediterranean Garden in Lady Anne's Garden provides a habitat with different types of plants. Does this differ from elsewhere?

4. Tree identification

Trees can be identified by their size and shape, their seeds, the leaves, the buds and the bark.

The class could be divided into groups to identify trees in different ways. The bud identification can take place from November to April. However, there are plenty of leaves on the woodland floor all year round.

For Id sheets visit www.woodlandtrust.co.uk

5. Seed Detectives (July-Oct)

Explore the gardens looking for different ways that seeds are dispersed. E.g. wind (flight), wind (shaking), explosion, animals.
Record findings pictorially.

This activity could be used in conjunction with the insect survey and the parts of the flower sketching.

6. Parts of a flower sketching

Clipboards and pencils.

Encourage the children to look in detail at the flower parts. Before they begin show the children a clear example.

Look for:

- the petals-some may have guiding lines/spots or colours to help direct the pollinating insect.
- the stamens where the pollen is made.
- the sticky stigma where the pollen hopefully lands.
- the style which supports the stigma
- the sepals if there are any left. These protected the flower when it was in bud.