



Time explorers - KS2

This programme explores the history of Hill Close Gardens. It explores the history of several of the plots and the families who owned them.

If QCA Units are used, this programme will have links with, Unit 11, What was it like for children living in Victorian Britain, Unit 12, How did life change in our locality in Victorian times? And Unit 18, What was it like to live here in the past

MAIN AIMS

- ⊗ To explore the history of our Victorian gardens, developing an understanding of how their local environment has changed
- ⊗ To investigate the people who owned the plots in Hill Close Gardens, developing an understanding of their working and social lives
- ⊗ To use a variety of resources including photos, maps and a DVD
- ⊗ To use the appropriate vocabulary
- ⊗ To communicate knowledge and understanding in a variety of ways including role play

IN SCHOOL

To gain an insight into the roots of Hill Close Gardens and a context for their visit, some background work can be done in school. We will send some information which can be used by the Class Teacher and Children along with a clue that children can use to brainstorm their initial findings;

**‘Warwick’s Hill Close Gardens are rare survivals of Victorian Plots ...
Where are they? Who might have used them? What might they have used them for?’**

INTRODUCTION

Welcome, what do the children already know about Hill Close Gardens. Children will have a guided walk around the gardens to identify the main features of the plots.

ACTIVITY

- ⊗ They will find a time capsule on one or more of the plots which will give more clues for the children to use to piece together an ideas of the people that used Hill Close Gardens
- ⊗ Children will study the contents of the time capsule to piece together an ideas of the families that used Hill Close Gardens
- ⊗ Children will be able to see a range of Victorian tools used on the plots

Children will be able to study each time capsule and the tools.

ACTIVITY

- ⊗ Consider questions that you would like to ask a member of one or more of the families
- ⊗ In groups, return to the appropriate plot to ask a family member the questions (these will be one or more members of our Education Team in role)





LUNCH

GROUP ACTIVITIES - you can choose 3/4 activities depending on size of class

1. role play, being a family who would have owned one of the plots
2. preparing and cooking a Victorian recipe that uses fruits/vegetables grown here
3. flower pressing - make a bookmark
4. stitching - initials
5. Victorian Christmas decorations





Project : Restoration Hill Close Gardens - KS2

This programme explores how Hill Close Gardens was restored.

If you have studied our programme, 'Time Explorers', it continues the journey that Hill Close Gardens and the people linked to it have been on.

MAIN AIMS

- ⊗ To explore the restoration of Hill Close Gardens
- ⊗ To ask questions such as, 'Why was Hill Close Gardens restored?'
- ⊗ To analyse a range of evidence including photos, letters and articles
- ⊗ Gain an understanding of the different views and opinions involved in the restoration
- ⊗ Communicate different views in a variety of ways, including their own
- ⊗ To develop understanding of how people can improve the environment

If you haven't studied our programme 'Time Explorers', you will be given some background information and suggested ways to explore why Hill Close Gardens is a special place in Warwick.

INTRODUCTION

Consider what makes Hill Close Gardens special and tour the gardens as they are now.

ACTIVITY - Re-discovery and people power

Children will be given a newspaper article regarding the gardens being found. The children will explore why the gardens should be saved through writing letters to the Council from local residents and role playing a meeting between Warwick District Council, Orbit Housing Association and local residents.

BREAK - refreshments and play fruit salad or vegetable stir fry game

ACTIVITY - Clearing the site and people power

Children will analyse photographs of five Victorian Summerhouses as they were when the gardens were rediscovered. In groups, they will find where these were taken and list the action required to restore them.

LUNCH

Restoration

We will invite the Project Manager of Hill Close Gardens to explore planning, funding, the eco-friendly building and the re-opening of Hill Close Gardens.

ACTIVITY

Children will be able to plan their own Victorian Plot for Hill Close Gardens and create their design using a variety of materials.





Fruit and Vegetable Jumble - KS2

If QCA Units are used, this programme links with Science, Unit 3B, Helping Plants Grow Well. It also has links with D&T, Unit 3B, Sandwich Snacks depending on what context you plan to focus on.

This programme is planned for the end of Spring/Summer Term

MAIN AIMS

- ⊗ To develop curiosity and promote an interest in the natural world and local environment
- ⊗ To develop understanding that plants can provide food for us and that some plants can provide for us and are grown for this
- ⊗ Identify how some fruit and vegetables grow and that flowering plants produce seeds
- ⊗ To understand that plants provide food and identify how some fruit/vegetables grow
- ⊗ Build on knowledge of what plants need to grow well
- ⊗ To communicate ideas to others in a variety of ways
- ⊗ To begin to understand that flowering plants produce seeds
- ⊗ To use a variety of tool safely
- ⊗ To make careful observations and record using sketches or prints
- ⊗ Develop design, selecting appropriate fruit/vegetables, processes and tools

INTRODUCTION

Introduce the children to the Gardens. Explain that they are Victorian Gardens and the people who owned them grew lots of fruit and vegetables here. Why?

Show children a picture of one of the plots vegetables growing - can they identify them?

ACTIVITY

In groups, explore the plots within Hill Close Gardens where fruit and vegetables are growing. Identify the various fruits and vegetables growing in the plots. Identify which part we eat.

BREAK - refreshments and play fruit salad or vegetable stir fry game

ACTIVITY

Discuss children's ideas about how they start growing, look at seeds, stones, bulbs/tubers. Can they identify them? What do we do with them? What happens? What do they need to grow well? Why do we want them to grow well?

In groups, brainstorm ideas - feed back to class





GROUP ACTIVITIES - choose from a range of activities;

- ⊗ if planning a second visit, plant vegetable seeds in children's garden and come back to harvest and taste them
- ⊗ plant beans/seeds in pots to take back to school to investigate conditions to ensure they grow well
- ⊗ look more closely at seeds, identifying which seeds grow into which vegetables
- ⊗ make own vegetable patch - using an upside down box lid, draw, colour and cut out vegetables for their patch. Make slots in lid and put vegetables in patch according to whether they grow above or below ground





Seed Workshop - KS2

If QCA Units are used, this programme links with Science, Unit 5B, Life Cycles

MAIN AIMS

- ⊗ To develop curiosity and promote an interest in the natural world and local environment
- ⊗ To use appropriate vocabulary to communicate ideas to others
- ⊗ To make careful observation of seeds in the Gardens
- ⊗ To make careful observation of flowers and pollination in the Gardens
- ⊗ To develop knowledge of how plants reproduce
- ⊗ To build an understanding that seeds are dispersed in a variety of ways

INTRODUCTION

Introduce the children to the Gardens. Explain that they are Victorian Gardens and the people who owned them grew lots of fruit and vegetables here. Why?

(There are more than 70 sorts of apple, pear and plum tree here)

ACTIVITY

Look at several varieties of apple. Identify the fruit, where is it from? How did it grow? What will happen to it? Why is it important to the plant?

‘Which seed?’ cut open a variety of fruit and vegetables to see inside, look at pictures of seed heads from flowers and some real seed heads/pods. Use books and pictures to find out how seeds are dispersed.

ACTIVITY

In the Autumn Term;

In small groups, identify seeds found around Hill Close Gardens. Discuss what they are for and the how they are dispersed and conditions they need to grow.

Or, in the late Spring/ Summer Terms;

In small groups identify flowers. Discuss pollination, look for evidence of this. Look at the Nursery bed where new plants are being raised. Children may be able to pollinate the apricot trees/plants by hand.

What did we find?

BREAK for refreshments and ‘the pollination game’





TO FINISH

- ⊗ Make a flower using various materials ensuring all parts are included

If available, one of our Volunteers will give a short talk about how seeds are used in the Gardens.

Possible Follow Up Activities

- ⊗ What happens next? The process from Pollination.
- ⊗ Make a life cycle wheel





Insect Inspectors - KS2

If QCA Units are used, this programme links with Science, Unit 4B, Habitats

MAIN AIMS

- ⊗ To develop curiosity and promote an interest in the environment
- ⊗ To identify and classify a variety of minibeasts, use a simple key
- ⊗ To identify a variety of habitat and explore which organisms are found there
- ⊗ To make predictions about habitats, giving reasons

INTRODUCTION

Each child will receive an 'Insect Inspectors' pack which includes the 'Mission Documents'.

Explain their mission is to track down the minibeasts of Hill Close Gardens.

ACTIVITY

Split into groups, each group going to a different area of Hill Close Gardens to explore which minibeasts are found in that habitat. Groups can visit a number of different habitats. Collect some minibeasts to bring back to the classroom for further inspection!

BREAK for refreshments and a game

ACTIVITY

'What have we here?' explain they are going to work out what 'gangs' the minibeasts belong to. In small groups, use the 'What have we here' page to classify the minibeasts found in each habitat (each table will represent the minibeasts found in a different habitat). When the minibeasts have been identified, the 'Minibeasts ID Parade' can be completed.

Groups can repeat this activity for each habitat (i.e. rotate around each table), or each group can report their findings back to the group. Each group can then brainstorm why they think particular minibeasts were found in that habitat.

ACTIVITY

'Where do they hang out', predict where various minibeasts would be found. *

ACTIVITY (depending on time, this activity can be completed during your visit or back at school)

'Minibeasts of the future' - children can design their own minibeasts.





If you are staying for a day visit, children can construct a variety of minibeasts.

Possible Follow Up Activities

- ⊗ Explore a chose minibeast further using books and the internet.
- ⊗ Design minibeast 'traps' based on information gathered from visit and further research. Predict which trap will be most/least effective. Observe and record findings.
- ⊗ Consider how the findings from the visit could be recorded - use a data handling program.
- ⊗ Design and make a 'minibeast hotel'.





Maths Workshops ~ FY/KS1/KS2

Maths trails and activities can be planned focusing on shape, pattern, number and measures around the Gardens for all Key Stages. They are linked to the National Curriculum and give children a real life context to practice the skills they have learnt in the classroom. Examples are;

- ⊗ a shape and pattern trail
- ⊗ a number trail
- ⊗ measuring the sizes of beds to work out how many plants are required
- ⊗ using measures to make a scale model of a Victorian Summerhouse

Art Workshops ~ FY/KS1/KS2

Art workshops allow children time to sketch the large variety of trees, plants and flowers and consider size colour, texture and perspective. Activities focusing on a particular elements can be included.

Recycling Workshops ~ FY/KS1/KS2

To find out more about our environmentally friendly Centre and recycling in the Gardens, please contact the Education Officer.

Victorian Plant Hunters ~ KS1/KS2

If QCA Units are used, this programme links with Science, Unit 1B, Growing plants, Unit 2B, Plants and animals in the environment (focusing on plants) and Unit 4B, Habitats
This programme is best done during the Summer months

This Programme is being developed. Please contact the Education Officer to find out more.

