



SOUTH DOWNS
NATIONAL PARK

Visit by Rail

St Faiths & St Cross Meadows

Winchester

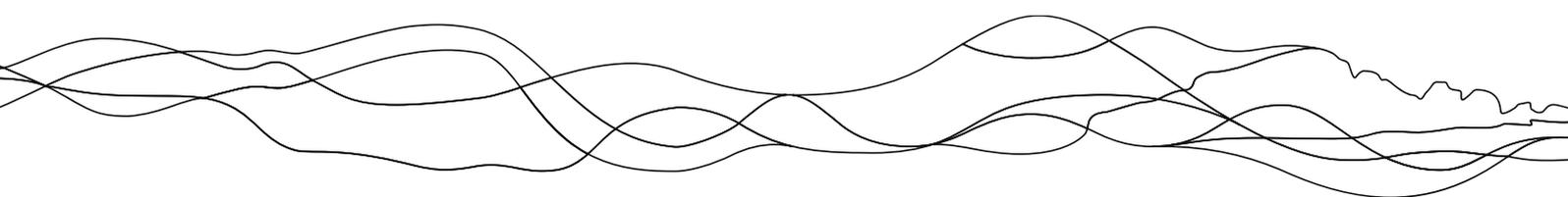
KS2

Educational Visit Plan



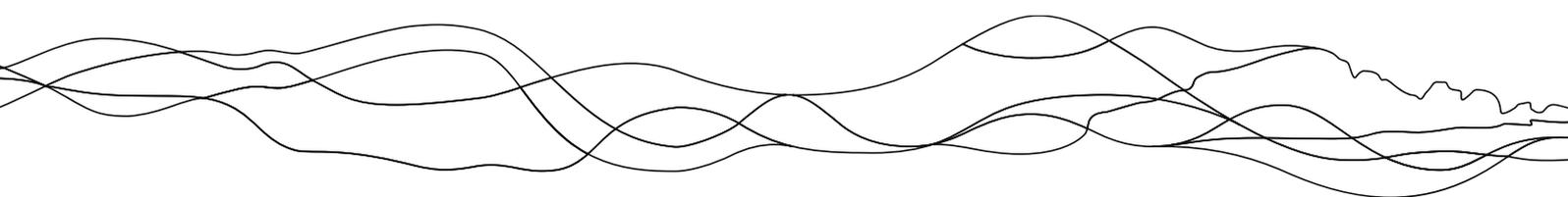
**Hampshire & Isle of Wight
Wildlife Trust**

Protecting wildlife. Inspiring people.



Contents

Visit Introduction.....	3
Visit Information	4
Booking	16
Travel Plan.....	17
Risk Management Plan	19
Risk Assessment.....	22





Visit Introduction

This Education Visit Plan (EVP) has been developed to encourage schools to access the South Downs National Park and its outdoor learning opportunities using sustainable transport in the form of rail travel.

St. Cross Meadows and St. Faith's Meadow are managed by Hampshire & Isle of Wight Wildlife Trust in partnership with their owners, The Hospital of St. Cross and Winchester City Council. They are a 20-minute walk from Winchester Station so are ideally placed for schools to Visit by Rail. An Education volunteer can meet your school at the station and support a walking bus to the Meadows.

The meadows, streams and wet woodland of the Itchen Valley are wonderful, tranquil places, which provide enjoyment for people and a vital home for a diverse array of wildlife and form a key part of the Wildlife Trust's Living Landscape vision to help wildlife thrive in well managed, bigger and joined up habitats within a sustainable high quality landscape.

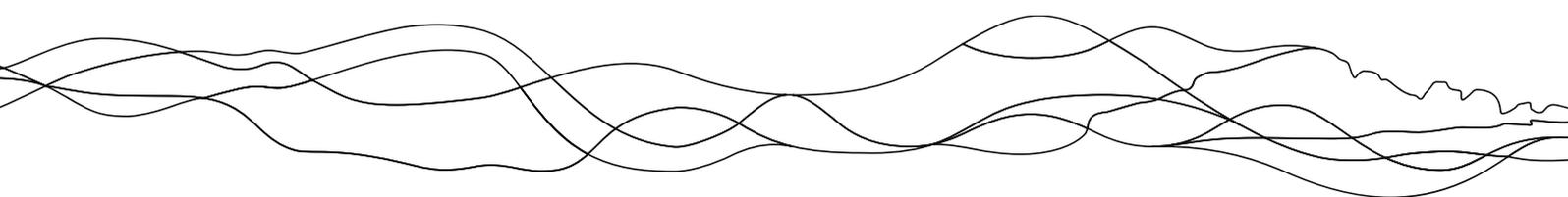
In April 2011 the Wildlife Trust took on a 5-year tenancy of the historic St Cross meadows around the medieval hospital. Grazing with cattle and sheep has been brought back to maintain the wildflowers and other wildlife characteristics of the meadows, thanks to the Trust's herd of British White cattle, one of England's oldest native breeds.

Four adjoining meadows, called The Meadow, The Park, Mill Field and Dairy Field, almost surround the hospital and the cricket grounds to the south, while the River Itchen forms their eastern boundary. Not surprisingly, the meadows play an important part in the health and wildlife value of the river and its many tributaries.

Just about the whole length of the Itchen, 42km, is a Site of Special Scientific Interest (SSSI). Large parts of the floodplain were once maintained as water meadows, a labour-intensive method of maximising the yield from grassland. A fifth meadow in the management package is part of the SSSI and lies south of Five Bridges Road.

On the eastern side of the Itchen opposite the hospital is a narrow strip, just one hectare in area, of wet willow woodland. It contains a good amount of standing dead and fallen timber, and is most likely to be kept as a non-intervention area. This is also designated within the River Itchen SSSI, and forms part of the Trust's tenancy.

To the north of the St. Cross Meadows, is another wet area called St. Faith's Meadow which has suffered from the planting of non-native poplars, presumably as a timber crop. These have now been felled, but native riverside alder and willow trees have been retained.





Visit Information

Key Stage: TWO
ST. CROSS MEADOWS

Habitats / Minibeasts: Food Chains and Adaptations

Aim: To compare and contrast different habitats and to consider the inter-relationship between plants and animals within a habitat.

Curriculum Links: KS2 Sc2 Life processes and living things: 1c; 4a, b, c; 5a, b, c, d, e; Geography: 4b; 5a; 6c

Relevant Risk Assessment: General Outdoor Education Activities, Pond Dipping and River Activities

Activity	Equipment	Learning Objectives	VAK
<p>In School</p> <p>Preparation pre-visit</p> <ul style="list-style-type: none"> • Introduce St. Cross Meadows. • Introduce some key words, such as habitat, food chain, food web and adaptation. • Search for minibeasts in the school grounds. 	<p>ID books, bug hunting equipment</p>	<p><u>To introduce terms such as habitat and nature conservation to stimulate children to look at what is around them.</u></p> <p><i>All... children will recognise the word habitat</i></p> <p><i>Most...will have some understanding of the term nature conservation</i></p> <p><i>Some...will be able to describe what nature conservation is.</i></p>	
<p>At the entrance to the meadows.</p> <p>Introduction</p> <ul style="list-style-type: none"> • Introduce St. Cross Meadows and a brief history of The Hospital of St. Cross, leading up to The Wildlife Trust managing the site today for nature conservation. • Reinforce 'habitats' and what they provide the animals and plants that live in them – "food, shelter, water, space and other animals or plants that are the same as them" • Teach them the chant; "Food, Shelter, Water, Space, Habitats are a wonderful place". • Which habitats might be seen today? • What kinds of animals will be found in different habitats? • Do animals need each other to survive? 	<p>Old photographs of the site</p>	<p><u>Define what a habitat is.</u></p> <p><i>All...will be able to recall what a habitat is and give an example.</i></p> <p><i>Most... will be able to give an example of what a habitat provides for living things.</i></p> <p><i>Most...will be able to give an example of a habitat and an animal that would live there.</i></p> <p><i>Some...will understand that different animals and plants live in different habitats.</i></p> <p><i>Some...will be able to recall that a habitat provides food, water, shelter and space for the animals and plants that live there and give examples.</i></p> <p><u>Recognise how people can improve the environment.</u></p> <p><u>Understand that living things and the environment need protection</u></p> <p><i>All ... will understand that originally the network of ditches and streams were dug by people for various reasons, including to form part of a man-made water meadow system but also for the hospital to carry away its waste water.</i></p> <p><i>Most...will understand that people are now improving the site for wildlife.</i></p> <p><i>Some...will understand that the meadows could have been turned into a recreation area which</i></p>	V,A



		<p>would not have been good for wildlife. Some...will be able to recall that Hampshire & Isle of Wight Wildlife Trust is a charity that improves habitats for wildlife</p>	
<p>At The Meadows The Meadow Habitat</p> <ul style="list-style-type: none"> Stand in The Meadows and ask children what they think a meadow is. How does it compare with their school field or a recreation area? Compare the height and diversity of the plants in different parts of the meadow. Discuss the impact/benefits of grazing and cutting on the habitat. Do a still hunt to allow everyone the opportunity to experience the meadow habitat and the animals and plants that live there using all their senses. Gather everyone back and give them the opportunity to feedback their experience to the rest of the group. Use actions to demonstrate the difference between damselflies/dragonflies and grasshoppers/crickets. Demonstrate the safe way to use a sweep net, in a figure of eight down by their feet. Highlight the need to stick to paths so as not to trample all the plants and damage the habitat. Working in pairs they will sweep net through the meadow and bring back examples of the animals they have found to be potted in magnifying pots. <p>Additional Activities: Lifecycles</p>	<p>Sweep nets Magnifying pots ID charts</p>	<p><u>To experience the meadow habitat and compare it with the other habitats</u> All...will experience being in a meadow using all their senses. Most...will observe some similarities and differences with other habitats Some...will be able to describe similarities and differences with other kinds of grassland i.e. a school field. <u>To find out about the different plants and animals that live in the meadow</u> All... will use a sweep net to sweep through the grass and see a wide variety of animals that live in the meadow. All...will be able to name an animal that lives in the meadow. Most...will observe similarities and differences between the animals that they have caught. Most...will be able to demonstrate the difference between a grasshopper and cricket and a dragonfly and damselfly. <u>To introduce the things animals need in their habitat and to treat them with care and sensitivity.</u> All...will know that the plants are important for the animals in the meadow and to stick to path so as not to trample them. Most...will understand the need to return the animals to the pond at the end of the session. Some...will be able to name 2 or 3 things that the animals need to survive. <u>To recognise and compare the main external parts of the animals</u> All...will observe the main external parts of the animal Most...will notice differences in the external parts of the animals and be able to use the charts to identify some of the more common animals. Some...will be able to discuss the differences they observe and suggest reasons for them and adaptations to the habitat. <u>To understand the importance of the plants in the meadow habitat.</u> All... will see the tall grass and flowers.</p>	<p>V,A,K</p>



<p>Discuss life cycles whilst looking at potted examples of larvae and nymphs and photographs or examples of their corresponding adults.</p> <p>Adaptations Gather everyone back together and pass round a potted example of each animal found and talk about their adaptations and how they are different from each other.</p> <p>Food Chains Talk about who eats who using potted examples and recalling observations of other animals that can be difficult to pot such as wasp spiders and dragonflies. Bee game – using bee finger puppets, they fly to flowers to eat the nectar and when they find another bee they do the ‘waggle dance’ to tell them where the flowers are.</p>		<p><i>Most...will understand that grass that is not cut will grow tall and provide a home for lots of animals.</i></p> <p><i>Some...will understand that the plants provide food and shelter to some of the animals.</i></p> <p><u>To understand that animals can produce offspring and that these offspring grow into adults</u></p> <p><i>All...will observe larvae, nymphs and adults.</i></p> <p><i>Most...will understand that the larvae and nymphs are babies and will grow into adults.</i></p> <p><i>Some... will begin to understand the full life cycle of some of the meadow animals.</i></p> <p><u>To understand that animals move, feed, grow, use their senses and reproduce</u></p> <p><i>All...will observe animals moving and responding to their surroundings.</i></p> <p><i>All...will see the eyes and antennae on some of the animals.</i></p> <p><i>Most...will understand that some animals eat plants and some animals eat other animals.</i></p> <p><i>Most...will understand that the animals are using their senses to find their way around.</i></p> <p><i>Some...will begin to understand the feeding relationships between animals in a habitat.</i></p> <p><i>Some...will be able to recall the terms herbivore, carnivore and detritivore and give an example of each.</i></p>	
<p>At Lockburn Stream The River Habitat</p> <ul style="list-style-type: none"> Using site maps and walking around the site, show children the path of the Main River Itchen, Lockburn Stream and the location of carriers and ditches. Take them to Lockburn Stream for river dipping. How is the river different from a pond environment? Show photos of the river in spate. Where do they think they need to look to find the animals? – sheltering under the stones. Demonstrate how to kick sample safely. Working in pairs everyone will 	<p>River photos Site maps Nets White trays White spoons ID charts</p>	<p><u>To experience the river habitat and compare it with the pond.</u></p> <p><i>All...will experience standing in a river and notice that the water is flowing and there are stones on the bottom of the river.</i></p> <p><i>Most...will understand that one of the differences between the river and pond habitat is that the water is flowing.</i></p> <p><i>Most...will be able to recall that the river flows to the sea.</i></p> <p><i>All... will use a kick sampling technique to search for animals living in the river.</i></p> <p><u>To find out about the different plants and animals that live in the river</u></p> <p><i>All... will recognize that a wide variety of animals live in the river.</i></p> <p><i>Most...will understand that the animals are hiding under the stones so that they can shelter from the flow.</i></p> <p><i>Some... will be able to talk about adaptations to their environment.</i></p>	<p>V,A,K</p>



<p>have the opportunity to do a kick sample.</p> <ul style="list-style-type: none"> • Towards the end of the session everyone will stop sampling and have a really close look at the animals in the trays. • Use charts to identify the animals they have caught. <p>Additional Activities:</p> <p>Lifecycles Discuss life cycles whilst looking at potted examples of larvae and nymphs and photographs of their corresponding adults.</p> <p>Adaptations Encourage them to compare what the different animals look like and how they move. Use actions to reinforce how the creatures move around in the river. Talk about how animals get oxygen underwater and show examples. Talk about the animals adaptations e.g. Bullhead change colour to camouflage.</p> <p>Food Chains</p> <ul style="list-style-type: none"> • Introduce using the chart with the letters on to find out what they eat – ‘H’ herbivore, ‘C’ carnivore’ and ‘D’ detritivore and encourage them to work out who eats what. • Play the Bullhead Feeding Game – they are all bullheads with their own home stone. They swim around feeding (catching bubbles) until the leader shouts ‘pike’, and then everyone has to run for shelter by their home stone and avoid being eaten. <p>River Processes (See River Study)</p>	<p><u>To introduce the things animals need in their habitat and to treat them with care and sensitivity.</u> <i>All...will know that the animals in the river need to be in water to survive.</i> <i>Most...will understand the need to return the animals to the river at the end of the session.</i> <i>Some...will be able to name 2 or 3 things that the animals need to survive.</i></p> <p><u>To recognise and compare the main external parts of the animals</u> <i>All...will observe similarities and differences between the animals that they have caught.</i> <i>Most...will be able to use the charts to be able to identify some of the more common animals.</i> <i>Some...will be able to discuss their observations of the animals’ behavioural and physical adaptations to the river environment where the water is flowing.</i></p> <p><u>To understand that animals can produce offspring and that these offspring grow into adults</u> <i>All...will observe larvae, nymphs and adults.</i> <i>Most...will understand that the larvae and nymphs are babies and will grow into adults.</i> <i>Some... will begin to understand the full life cycle of some of the river animals.</i></p> <p><u>To understand that animals move, feed, grow, use their senses and reproduce</u> <i>All...will observe animals moving and responding to their surroundings.</i> <i>All...will see the eyes and antennae on some of the animals.</i> <i>Most...will observe animals feeding and will understand that some animals eat plants and some animals eat other animals.</i> <i>Most...will understand that the animals are using their senses to find their way around.</i> <i>Some...will begin to understand the feeding relationships between animals in a habitat.</i> <i>Some...will be able to recall the terms herbivore, carnivore and detritivore and give an example of each.</i></p> <p><u>To be able to recognise some physical processes associated with the river.</u> <i>All...will see the photographs of the river in spate and the river in its current state.</i> <i>Most...will be able to identify examples of erosion and deposition.</i></p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



<p>Whilst standing next to The River Itchen, look at photographs of the river in flood and compare to the river's current state. Walk along river looking for signs of erosion and deposition. Compare a meander with a straight section of river; Finish with a pooh stick race using knowledge of river flow.</p>		<p><i>Most...will understand where the fastest flow is in the river and use this for a pooh stick race.</i></p>	
<p>Additional Adaptations Activities:</p>			
<p>The entrance to The Meadows Clay Minibeasts</p> <ul style="list-style-type: none"> Children are split into groups and given a card listing some characteristics of a minibeast (2 versions for upper and lower KS2) e.g. 'Your creature is a carnivore that lives under logs in the woodland.' Children are told they will be designing and making a minibeast out of clay/salt dough and natural objects to fit their brief and are encouraged to think of the adaptations that their minibeast may need (e.g. mouth parts, legs, exoskeleton) Make minibeasts either individually or in pairs/groups. <p>Plenary To give children the opportunity to tell the group about their minibeasts.</p> <ul style="list-style-type: none"> Discuss making a habitat for the minibeasts and all of the things a habitat needs to have. Children make habitats for minibeasts and show them to each other and to the adults 	<p>Clay/salt dough Brief cards</p>	<p><u>To reinforce understanding of minibeasts, their physical adaptations and their habitats</u> <i>All...will make a minibeast model.</i> <i>Most...will make a minibeast model with one or more physical adaptations relevant to the brief (e.g. the correct number of legs, mouth parts).</i> <i>Some... will make a minibeast model with one or more physical adaptations relevant to the brief (e.g. the correct number of legs, mouth parts) and will be able to explain how these adaptations allow their animal to access the things provided by their habitat.</i> <i>All...will choose a habitat for their minibeast.</i> <i>Most...will construct a habitat that offers the minibeast some shelter</i> <i>Some...will construct an appropriate habitat with several things an animal needs to survive (food, water etc)</i></p>	
<p>Review activity</p> <ul style="list-style-type: none"> Ask children to share their favourite part of the day with the person next to them and one thing they have learnt that 	<p>Photos of different habitats and animals</p>	<p><u>To identify similarities and differences between the habitats and ways in which these affect the animals and plants that are found there</u> <i>All...will have the opportunity to reflect on the</i></p>	<p>V,A</p>



<p>they didn't know before.</p> <ul style="list-style-type: none"> Recall the term 'habitat' as a home that provides food, water, shelter and space. Discuss the different habitats they have visited and recall the animals they found in each. Discuss food chains/ adaptations and life cycles as appropriate to the visit. Thank them for being so careful and looking after the animals and plants while they were visiting. Encourage children to go back to school and at home to discover the animals that live there in the habitats local to them. 		<p><i>day and share their favourite part and something they have learnt.</i></p> <p><i>All...will be able to recall the term 'habitat'.</i></p> <p><i>Most...will understand that a habitat is a home for plants and animals.</i></p> <p><i>All...will be able to give an example of a habitat and an animal that would live there.</i></p> <p><i>Some...will be able to recall that a habitat provides food, water, shelter and space for the animals and plants that live there.</i></p> <p><i>Some...will be able to give an example of an animal they have seen and what was special about it (an adaptation).</i></p>	
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Follow up – as discussed with school at pre-visit

Some ideas often shared with teachers:

Minibeast Activity sheets sent back to school.

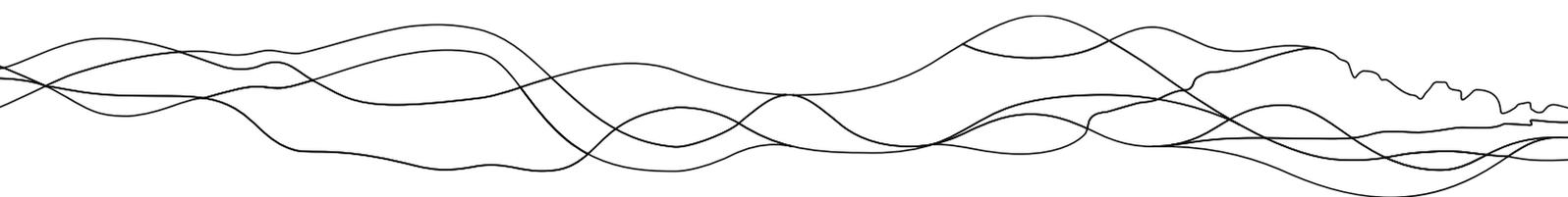
Information given to teachers about the Wildlife Watch Website where there are lots of activities and game ideas. They could also create a virtual school habitat together as a class by recording all the animals they can find.

<http://www.wildlifewatch.org.uk/>

Identify what habitats they have at school and discover what animals live there. Compare this to St. Cross Meadows.

Improve the school habitats for wildlife for example by making a minibeast hotel, making bird feeders or planting some nectar rich flowers to attract wildlife. They could then monitor what wildlife they see over time.

Create a mini habitat for a model animal that provides everything the animal needs to survive.





Course: WATER WORLD
Key Stage: TWO

Aim: Visit and explore different wetland habitats and through this develop an understanding of the water cycle and river processes, and their importance for people and wildlife.

Relevant Risk Assessment: General Outdoor Education Activities and River Activities

Activity (approx. time)	Equipment	Learning Objectives:	VAK
<p>School Preparation pre-visit</p> <ul style="list-style-type: none"> Introduce children to the basic water cycle and possibly the commonly used technical terms, including; source, mouth, meander, erosion, deposition, flow, up/ downstream and tributary. Use the map to identify source(s) and the route of the River Itchen including the sections to be visited. What do the children expect the river to be like based on the map? Point out the River Itchen on the way to St Cross Meadows, where possible. 	<p>Winchester OS map(s)</p>	<p><u>To introduce the vocabulary of river systems</u> All...will recognise 2 technical terms, e.g. source/ mouth, meander, tributary. Most...will use the above terms in the correct context. Some...will recognise and/ or be able to explain further technical terms, e.g. undercutting, confluence.</p> <p><u>To introduce the locality: River Itchen and St Cross Meadows</u> All... will have local knowledge, i.e. heard of the River Itchen. Most...will have improved their local knowledge by identifying places known to them on the river/ map/ aerial photo, e.g. towns. Some...will associate their knowledge of the River Itchen and form expectations of the St Cross Meadows landscape.</p>	<p>A</p> <p>V</p>
<p>The Meadow, Site and river orientation</p> <ul style="list-style-type: none"> Introduce site maps to illustrate the path of the main River Itchen and Lockburn Stream and to show the location of carriers and ditches and site features. 	<p>St Cross Meadows Throw Rope</p>	<p><u>To identify and relate features on the site map to real locations</u> All...will find their own physical location on a map by recognising two or more symbols on a key. Most...will name the main river and Lockburn Stream and the features they walk past by referencing the map to reality. Some...will pre-empt objects to follow their route on the map.</p>	<p>V, K</p>
<p>River Itchen Stream and Rivers study</p> <ul style="list-style-type: none"> At the River Itchen ask children to work in small groups, looking upstream and downstream at each river observing features they may have learnt about in school, 	<p>Sticks! Throw ropes</p>	<p><u>To identify river features that they are already familiar with</u> All...will have the opportunity to experience rivers in real life and apply their knowledge. Most...will recognise and correctly identify several features e.g. meander, erosion. Some...will hypothesise why certain features are the way they are, e.g. the flow is faster in</p>	<p>V, A</p>

<p>and anything else interesting that they notice about the river. Stream next to the flint wall.</p> <ul style="list-style-type: none"> • Use 'Pooh sticks' game (half a class at a time) to illustrate river speed and flow across its' width. • Ask children to discuss what they noticed and then discuss as a whole group. • Stream <p>Compare and contrast the Main River and smaller streams.</p> <ul style="list-style-type: none"> • At the streams carry out the above observations and discussions and ask children to discuss the differences. <ul style="list-style-type: none"> • Explain the word tributary (using Tree/twig as a visual aid), and that when a tributary joins another river this is a confluence. 		<p>a certain area of the river due to it being narrower/shallower.</p> <p><u>To observe and compare flow rates across the width of the stream, linking this to erosion and deposition.</u> All...will see how Pooh sticks respond to flow and observe that some parts of the river travel faster than others Most...will hypothesise why the flow is different in different parts of the river. Some...will understand that flow is faster on the inside bend causing erosion, and slower on the outside causing deposition.</p> <p><u>To recognise the differences in river courses and consider reasons for this</u> All...will experience and observe two different rivers. Most...will observe differences in width, flow, depth, substrate, vegetation and turbidity. Some...will hypothesise reasons for the above differences.</p> <p><u>To introduce the technical term tributary and to see one</u> All...will visit the Lockburn Stream and understand it flows into the River Itchen, not straight into the sea. Most...will learn and recall the technical terms, tributary and confluence. Some...will relate this to the confluence of two rivers on the map and be able to apply the concept elsewhere.</p>	<p>V, A</p> <p>V,K</p>
<p>Streams passing through the Hospital Grounds</p> <ul style="list-style-type: none"> • Introduce Lockburn Stream where it passes through The Hospital of St Cross. • Link its history as a sewer to the water cycle and talk about clean and dirty water. • Link this to the water we use. 	<p>Throw rope Maps</p>	<p><u>To visit a carrier and drain and understand they are a man made feature with a purpose.</u> All... will visit streams and learn that the hospital built them to carry away foul water. Most...will understand the water is pumped, treated and cleaned before arriving at houses now and that previously the streams were used as a waste water system. Some...will understand that the brothers drank ale as this was cleaner than the water in the streams.</p>	<p>V, A</p>
<p>Further field study of wider wetland habitats:</p>	<p>Maps and Aerial photos</p>	<p><u>To use aerial photos and the map to identify now familiar natural and man-made features</u></p>	



<ul style="list-style-type: none"> Look at the St. Cross site map and aerial photos to gain an understanding of how St. Cross and the River Itchen fits into the wider landscape. Answer questions on the photos to facilitate discussion about the geography of the Itchen Valley and the surrounding area. <p>The meadow</p> <ul style="list-style-type: none"> Field sketch of the river valley in pairs using acetate grid sheets. <p>Riverbank</p> <ul style="list-style-type: none"> Bird study using binoculars from the riverbank. 	<p>Paper, pencils, grid sheets.</p> <p>Binoculars</p>	<p>All...will identify the motorway and river features on the map and aerial photo. Most...will transfer from one medium to another by recognising shapes, patterns and the relative position of landmarks, at varying scales Some...will identify features that are further afield on the aerial photo such as St. Catherine's Hill and other features that they were already familiar with (e.g. their school).</p> <p><u>To use listening, questioning and sketching skills and geographical language to convert observations into a visual record.</u> All...will describe or draw geographical (natural and man-made) features. Most...will use co-ordinates and geographical language to achieve this. Some...will prioritise which features to record (and know why) and know whether they are natural or man-made.</p> <p><u>To experience bird watching and have the opportunity to identify birds associated with rivers and relate back to food webs and wetland habitat knowledge.</u> All...will use and focus binoculars on birds and features in the landscape. Most...will identify common birds and observe their behaviour. Some...will relate bird feeding behaviour to food web and wetland habitat knowledge.</p>	<p>V, A, K</p> <p>V, A, K</p> <p>V, K</p>
<p>Optional activities available depending on year group and focus:</p>			
<p>Stream in The Park or along the flint wall.</p> <ul style="list-style-type: none"> Use biotic indicator species to ascertain level of pollution in the stream (KS 2 and 3) 	<p>Nets, Trays, FSC ID Keys, Pots, Spoons</p>	<p><u>To understand that clean/ dirty water is suitable for different organisms and that identifying the organisms present, can be used as a test of pollution</u> All... will catch and identify river invertebrates, looking particularly for key indicator species. Most...will understand that the various invertebrates they find can be used to measure the scale of pollution in the river and will correctly work out how polluted the stream is.</p>	<p>K, V, A</p>

<p>Comparison of polluted stream area, with pond (possibly school pond) or cleaner stream area.</p>	<p>Flow metre /pooh sticks, stop watch, metre tape Metre rule</p>	<p>Some...will understand that whether these species survive is dependent on their sensitivity to oxygen levels/their method of breathing underwater.</p> <p><u>To demonstrate the impact of stream flow on invertebrate life (oxygenation/ pollution of water)</u> All....will compare the flow speed of water in different parts of the stream and observe the physical effects of this Most...will discover the effects of fast/slow flow on pollution. Some...will relate this to turbidity, flow speed and oxygenation.</p>	<p>V, A, K</p>
<p>Any open space</p> <ul style="list-style-type: none"> • Raindrop Drama activity – ‘Sally Splash’ water droplet postcards for Y3/4 	<p>Postcards</p>	<p><u>To introduce the water cycle as a concept of tiny water droplets making a long journey</u> All...will discover and reproduce the story of a water droplet travelling through different features/objects (cloud, lake, deer, leaf, poo) Most...will learn the technical terms relating to the water cycle, e.g. evaporation, precipitation, condensation. Some...will reproduce the story with further elements e.g. humans, showing knowledge applied.</p>	<p>V, A</p>
<p>The Park</p> <ul style="list-style-type: none"> • Water Cycle mapping challenge - Sort water cycle answers into a water cycle story. 	<p>‘Water Cycle’ cards and Tags, Clipboards, pencils, Whistle, Maps, answer sheet.</p>	<p><u>To work as a team and use map reading skills to collect answers</u> All...will use the key to orientate a map and explore The park, finding water cycle cards. Most... will collect answers relating to the water cycle and use prior knowledge to discover the “missing” theme. Some...will be able to connect all the clues into a water cycle ”story”, showing understanding of this process.</p>	<p>V, A, K</p>
<p>School, The meadow</p> <ul style="list-style-type: none"> • Water cycle game - Children use different methods of transporting water around a real-life diagram then label it with the different processes, e.g. precipitation. 	<p>Buckets, labels, water pistols, sponges, cup, 2 pieces of gutter</p>	<p><u>Introduce or revise the different processes that take place during the water cycle, and the concept that water continually moves around</u> All...will understand that water continually moves around in a cycle Most...will understand that the different methods of transporting the water represent processes such as evaporation, and correctly label the ‘diagram’. Some...will realise that by being careless with the water during its transportation it gets lost, i.e. humans have an impact on the natural</p>	<p>V, A, K</p>



		cycle of water.	
<p>Any suitable clearing/open space</p> <ul style="list-style-type: none"> • Play “captains coming” style river game: <p>Spring – bubble up from ground, Rocky shallows – hop up and down, Meander – weave from side to side, Waterfall – fall to ground with a yell, Deep channel – run on spot, Eddy – spin on spot Erode the river bed – pick up leaves, Deposition – throw leaves Reach the sea – shout “estuary” – and wave!</p>		<p><u>To reinforce the meaning of “rivers” vocabulary</u> All...will associate physical movement or shape with technical terms. Most...will relate their own movements to how the river achieves this. Some...will stretch further, add actions and variations based on other words.</p>	K, A
<p>Meadow Concluding Activity (5 minutes)</p> <ul style="list-style-type: none"> • Briefly review key learning points. • Re-highlight the point that water is an important resource for both people and wildlife and that the things that they wash down the sink can affect both. • What kind of things can they do to ensure that there is plenty of clean water for us and wildlife? 		<p><u>To reflect on learning and make the connection between wildlife conservation and their own actions</u></p>	A

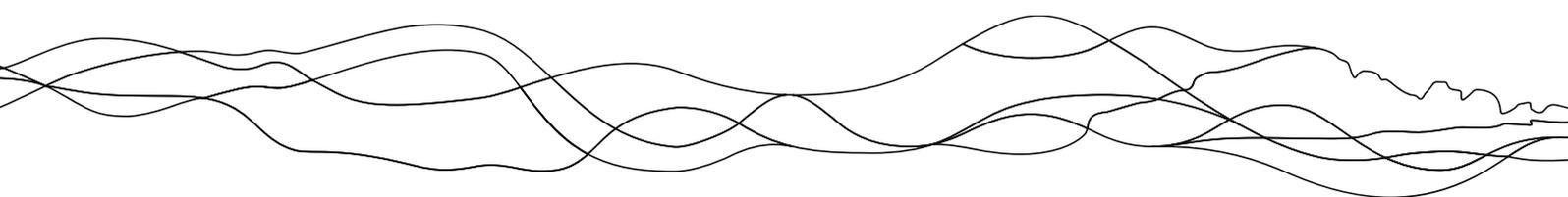
Follow-up

Show/give teachers copies of resources to use in class or hand out to each child to take home.

Ollie the Otter water cycle booklets

Peter the Meter leaflets,

Waterwise Education packs

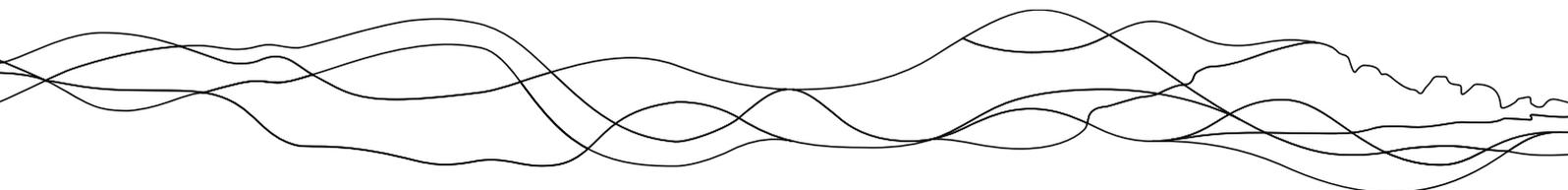




Itinerary

The following timings are only approximate depending on your specific train times. You will also have to factor in the walk from the school to the station.

Itinerary		
Time	Activity	Emergency Action
09.30	Arrive at Winchester station Walking bus to St Cross Meadows	Inform Group Leader of issues
10.00	Arrival at St Cross Meadows Welcome, introduction to the day and health and safety briefing	Inform Group Leader of issues
10.30	Session 1 Classes work on their first activity with a member of Wildlife Trust staff or a trained volunteer	Inform Group Leader of issues
11.30	Session 2 Groups work on a different activity.	Inform Group Leader of issues
12.30	Finishing off Rounding off the day, packing up, Walking bus back to the station and goodbyes!	Inform Group Leader of issues





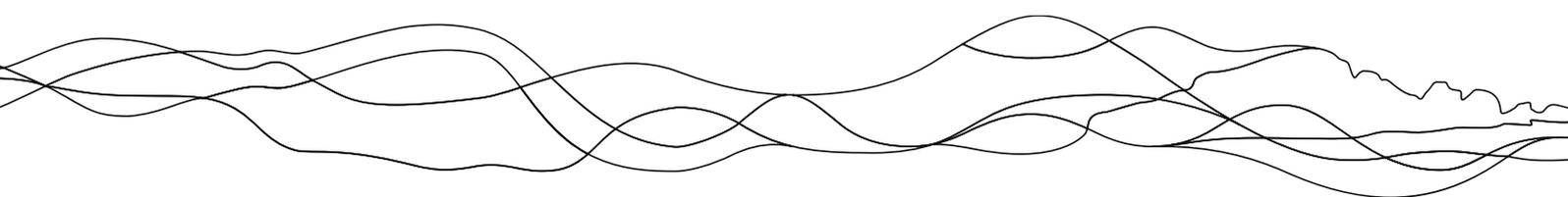
Booking

Pre- Visit Information for Teachers and Group Leaders

We want your group to have an exciting, stimulating and safe day at our Reserve. These notes are intended to help your day run smoothly.

All bookings must be made directly by the Group Leader with the organisation listed; please follow the booking instructions carefully. Terms and conditions for each service provider are as stated by each organisation; please ask them for more details if required.

Learning Provider Information			
Organisation Name	Hampshire and Isle of Wight Wildlife Trust		
Contact Name	Susan Simmonds		
Telephone	01962 828629	Address	
Email	susan.simmonds@hiwwt.org.uk		
Website	www.hiwwt.org.uk/information-for-teachers	Postcode	
Cost	To deliver a ½ day session, we ask for £4.00 per pupil per ½ day towards our work, minimum of £60 in total.		
Group sizes	We prefer to keep group sizes to a maximum of 30 to ensure the best possible learning experiences for your group. Please contact us to discuss your individual requirements.		
Pre-visit	All teachers/leaders bringing groups to our reserves are asked to attend a pre-visit meeting, during which we can discuss the proposed content and timings of your visit, run through any relevant risk assessments and familiarise you with the centre and reserve. You will have the opportunity to raise any concerns or questions you might have or to let us know about the specific needs of individual children.		
Cancellation policy	If you cancel less than 14 days in advance you will be invoiced for the minimum charge. Should you need to change the date of your visit, please inform us as soon as possible and we will try to accommodate your new requirements. However, the Hampshire and Isle of Wight Wildlife Trust reserves the right to treat your change of date as a cancellation.		



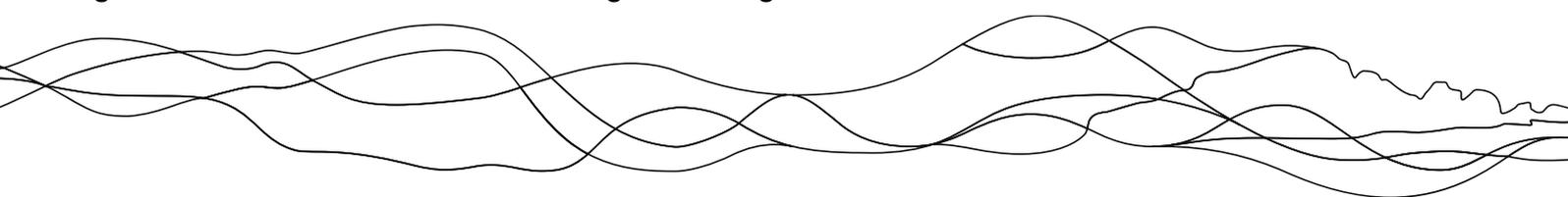


Travel Plan

This travel plan is a generic risk assessment aimed at facilitating risk assessment of a specific visit by rail prior to use with a group. Use it to form the actual risk assessment and **embolden the text** once complete.

Sussex CRP School Train Travel - Risk Assessment							
Persons covered by this assessment: All pupils and staff							
Location: Stations and trains				Date:			
Task or Activity: Travel by train from:				To:			
Hazard:	Risks(s)	Persons who may be harmed	Existing Control Measures	Ranking with existing controls (L / S / R)	Additional Control Measures	Ranking with additional Controls (L / S / R)	Responsibility & Timescale
Walking to and from the station	Road traffic accident Falls & trips	All named above	Walking in pairs with teachers	1 / 5 / 5		1 / 5 / 5	Teachers for all of trip
At the station	Trips and falls Platform edge Members of the public	All named above	Safety briefing given to each pupil. Teachers to be with pupils at all times. Everyone to keep back from platform edges.	1/5/5	Children to be in small groups with a designated adult No running. No mobile phones to be used.	1/5/5	Safety Briefing by teachers Teachers to ensure for all of visit.
Travel by Train	Accident	All named above	Safety briefing given to each pupil. Everyone to keep back from platform edges. Pupils to be seated at all times on train. Each group to be with designated adult in one carriage.	1 / 5 / 5		1 / 5 / 5	Safety Briefing by teachers to pupils Teachers to ensure pupils are seated.
Adverse weather	Falls & trips	All named above	Bad weather plan	2 / 3 / 6	No trip is to be undertaken if the weather is really bad.	1 / 1 / 1	Safety Briefing by teachers to pupils

Level of risk (**R**) is Likelihood (**L**) multiplied by Severity (**S**) and will be a number between 1 and 25. The grid below shows that 16 - 25 can be regarded as high risk, 9 - 15 as medium risk, and 1 - 8 as low risk.





		Severity				
		1	2	3	4	5
Likelihood	1	1	2	3	4	5
	2	2	4	6	8	10
	3	3	6	9	12	15
	4	4	8	12	16	20
	5	5	10	15	20	25

Likelihood	Severity
1 Nearly impossible	1 No injury
2 Possible under unfortunate circumstances	2 Minor injury requiring no more than first aid
3 Possible under normal circumstances	3 Minor injury requiring attendance at hospital or doctor's surgery
4 Probable	4 Major injury
5 Inevitable	5 Fatal

Ticket Information

To find out how much it will cost for your visit you can follow the link and complete the Group Travel Booking Form. The information will then be emailed to you directly.

www.southernrailway.com/tickets-and-fares/railcards-and-discounts/group-travel-booking-form

There are restrictions on some tickets so you need to check the train times to see if they are outside the restrictions

Train Information

National Rail Enquiries is an excellent website that gives you live information about trains, tells you the next train you can take, the fastest train and helps you to plan your journey. There is also an 'app' which is very useful if you have a Smart phone.



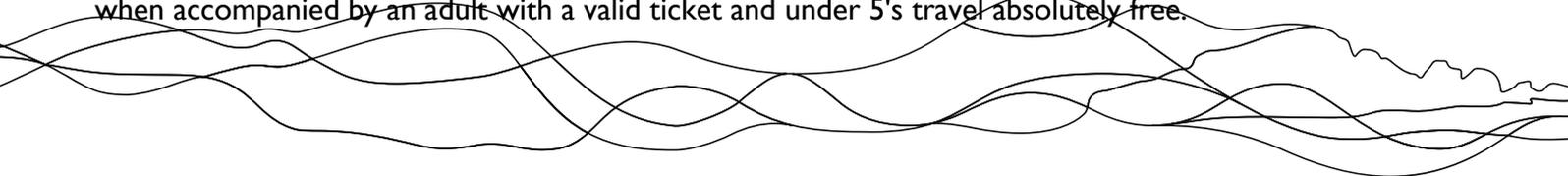
Hints & tips

Let all of the passengers getting off the train go first, then get a seat as quickly as possible once you are in the carriage. Get pupils to sit in next to the windows so that other passengers can sit down more easily.

Most stations and trains have toilets but this is not always the case so make sure that you make your students are aware of this before you travel. Where stations have toilet facilities the opening times will vary depending on the station.

GroupSave from Southern Railway, offers a 34% discount on the adult fare for between 3 and 9 people when travelling together.

Also on Southern Railway up to four children aged 5 to 15 years may travel Off-Peak for only £2 each when accompanied by an adult with a valid ticket and under 5's travel absolutely free.





Risk Management Plan

Each educational session or event requires an appropriate safety briefing. It is based on the risk assessment and forms the Risk Management Plan.

Pre-visit Briefing – delivered by the Group Leader prior to the visit to prepare the participants
This is a reminder of the key points to cover:

General

Emergency plan
Suitable attire and footwear
Weather appropriate protection
Emergency equipment, first aid
(are permission slips needed for emergency medication?)
Food and toilets
How accompanying/supporting adults will be deployed
Expectations
No headphones
Mobile phones kept in pockets or bags
Adults to have contact numbers for other adults on the visit

Walk

Footpaths
Traffic

Activities

Specific activity hazards

On Site Briefing – delivered by the Education Team on the day

Outline of the day and emergency actions.

A member of the Education Team will be with the group all day, any problems should be brought up as soon as possible to allow for us to seek solutions.

The site is a public space and the group is expected to be courteous and polite.

On the walk there is a flowing river. As long as people are sensible and aware of their surroundings everyone will remain safe.

At no point in the visit should headphones be used.

We recommend the following ratios of adults to children *as a minimum*:

Under 5s	1:6
Key stage 1 pupils	1:6
Key stage 2 pupils	1:8
Key stage 3 and 4 pupils	1:10

The level of supervision and responsibility given to any adults helping on your visit should be decided by school staff before the visit. Please make sure you are aware of your school's Child Protection Policy for guidance on this. Examples to consider include, accompanying children to the toilets, administering first aid and behaviour management strategies.

Wildlife Trust staff and volunteers should not be counted as part of the adult to child ratio.

A decorative graphic at the bottom of the page consisting of several overlapping, wavy black lines that create a sense of movement and flow.



During your visit, group leaders will carry a first aid kit, a throw line and an emergency procedures card. Please let the education officer or assistant know of any incidents or accidents which occur while you are on site. The behaviour of your class remains your responsibility at all times.

Wildlife Trust staff and trained volunteers will normally plan, prepare and lead your activities, but the behaviour of your class remains the responsibility of the school at all times.

What we expect from group leaders and helpers

We want you and your children to enjoy your visit to our Wildlife Reserves and to get as much out of the experiences here as possible. To this end we would like to clarify what we expect of class teachers and adult helpers during your visit.

Please ensure that all staff and parent helpers accompanying the children understand their role in enabling the children to get the most out of the day – and please do feel free to provide them with copies of this pack if you wish to.

Clothing and footwear

Most of our activities take place outdoors and in all weather, so it is important that the children, (staff and parent helpers) are dressed appropriately:

- Waterproof coat and wellies or stout shoes. Wellies must be clean and dry before visit to avoid transferring diseases such as crayfish plague to our river.
- Sandals, crocs and flip flops are not suitable footwear for our nature reserve due to the terrain.
- Warm clothes, hats and gloves are essential in cold weather- lots of thin layers work best.
- Sunscreen and hats are required in summer – long trousers and long sleeves are recommended to reduce the risk of sunburn and contracting ticks from areas of long grass.

It always surprises staff and helpers how quickly the visit passes – there just isn't enough time in the day! We strongly recommend that the adults accompanying the children on the trip are allocated a small group of children who they have responsibility for. This makes it much easier and quicker to keep track of the children and ensure their safety at all times, while also speeding up and easing the logistics of moving children from one activity to another, maximising the learning and amount of time engaged in the activities.

All adults, be they school staff or parents, are there to help! Some children may need help to engage fully in the activities or to listen to instructions; others may need support to use equipment safely and effectively, while others may simply need a hand changing wet wellies and socks for dry ones after river dipping! We need your help to ensure all of the above and that the children are working safely and behaving responsibly. **If you are unsure what to do please ask the Wildlife Trust staff!**

We encourage all adults to participate in the activities. All adults should therefore come suitably prepared and equipped for the day's weather and activities.

Children often become more involved when they can see that their leaders and helpers are also interested. We are sure that the adults enjoy the activities at least as much as the children and reserve the right to ask them to "take a step back" if we feel that the children are not being allowed to fully participate in an activity or explore their own ideas!

It is recommended that you take out insurance to cover risks of accident, illness, loss of personal belongings or cancellation.



Frequently Asked Questions

Are there toilet facilities on site?

Toilet facilities can be requested from the Hospital of St Cross. Usually toilets are available for day long visits which include a visit to the look at the historic buildings, meet one of the brothers and take 'the dole'.

How much time will we spend outside during our visit?

Visits are usually half a day due to the lack of toileting facilities on site. Groups are welcome to picnic lunch to extend the visit. For longer visits, please contact Susan.Simmonds@hiwwt.org.uk for more information.

Do we need to bring stationary or worksheets with us?

Please bring your own pens, pencils, paper and clipboards. We will provide any materials you may need.

Do members of staff at the centre have risk assessment/first aid training?

Yes. Our staff hold ITC Level 2 Certificate in Outdoor First Aid.

Who leads the activities?

Usually the activities are led by centre staff and trained volunteers. All the people who work with children at St. Cross and St. Faiths Meadows are DBS checked. Details of the Wildlife Trust's Child Protection statements are available on request.

Are children taught in class groups?

Groups are usually taught in groups of 30, for activities such as river sampling, groups are split down to 15 to ensure safe working at the river's edge. Groups also regularly split into smaller pairs or teams for different activities. This will depend on which activities you are undertaking.

Who is responsible for the behaviour of the children?

The behaviour of your class or group remains your responsibility at all times. Our sites are primarily nature reserves and unacceptable behaviour such as disregarding the leader's instructions or showing a lack of respect for the reserve and wildlife could result in your group being excluded from future visits.

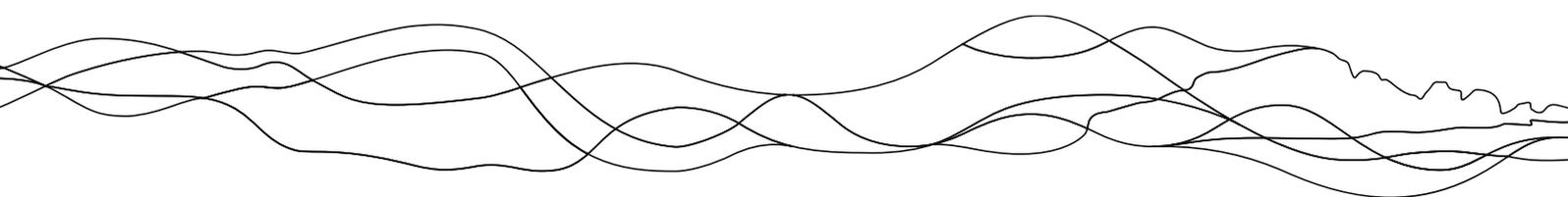
Will the adults in the group be expected to join in with activities?

In our experience, children become more involved in the activities when the adults participate.

Safeguarding and Child Protection concerns?

We take child protection and safeguarding very seriously. Our statement (link below) sets out how we implement child protection and safeguarding across the Trust and who to contact if you have questions or concerns.

[Child protection and safeguarding statement](#)





Risk Assessment

This generic risk assessment is a pick list aimed at facilitating risk assessment of a specific site prior to use with a group. Use it to form the actual risk assessment and **embolden the text** once complete.

Please add activity related risk assessment. It is the responsibility of Group Leaders to familiarise themselves with all risk assessments associated with the visit and update them accordingly.

Prior to the group arriving, the Education Team should carry out a daily site check to identify/minimise risks and inform safety briefing. A risk management plan must be completed based on the finalised risk assessment.

Hazard and Associated Risk	Initial Risk	People at Risk	Existing Ways of Reducing Risk	Measures to be taken, and by whom	PPE	COSHH	Risk Outcome
Open site and exposure to the elements leading to cold injury	Medium	Group	Suitable clothing needs to be worn for the weather conditions	Group Leader to inform group of the expected dress code for the expected weather conditions.			Low
Uneven ground resulting in slips, trips or falls, causing injury or contact with cow pats.	Medium	Group	Suitable footwear to be worn throughout the event. Keep to the designated footpath. Single file walking where appropriate.	Education Team to assess site prior to group visit and identify significant hazards to the group during initial briefing.	Sturdy shoes		Low
Narrow pavements/no pavements resulting in slips, trips or falls into the road	High	Group	Single file walking where appropriate. Use pedestrian crossing	Group Leader to warn group of hazards when walking.			Low
General contact with vegetation resulting in minor injuries, scratches or allergic reactions.	Medium	Group	Site management to minimise risk. Schedule of work arranged to address issues. Keep to the designated footpath.	Education Team to assess site prior to group visit and identify significant hazards to the group during initial briefing. Group Leader to be aware of allergies in the group and have a suitable emergency plan.			Low
Steep drops, faces and slopes leading to falls and crush injuries.	High	Group	Appropriate barriers installed to minimise risk.	Education Team to make visiting groups aware of specific hazards. Education team to carry out daily site check prior to group arriving.			Low
Flowing river, deep water leading to drowning, health hazard or cold injury.	Medium	Group	Group educated in emergency procedures. Keep to the designated footpath. Single file walking where appropriate.	Education Team to identify boundaries and provide appropriate supervision where water approached	Throw rope or ring where appropriate		Low
Contact with insects resulting in bites and stings	Medium	Group	Long trousers and tops advised where insects are identified as a problem.	Group Leader to consider the use of insect repellent and be aware of any allergies in the group. Avoid known tick areas in high season.	Long trousers and tops where appropriate	Insect repellent	Low
Contact with animals/livestock resulting in injury	Low	Group	Group members prepared with a code of behaviour when near animals. Education Team will be present to reduce risk of contact with livestock.	Education Team to remind group what to do in the event of contact with animals. Education Team to liaise with handler of straying animals. Education Team to identify no-go areas where disturbance to animals is identified.			Low
Contact with members of the public resulting in abduction or abuse.	Low	Group	Group members prepared with a code of behaviour when near strangers	Group Leader to remind group what to do in the event of inappropriate contact with strangers. Group members to advise Group Leader of suspicious activity asap.			Low