

KS1

Wakehurst

Royal
Botanic
Gardens **Kew**

**Amazing seeds workshop:
Graded post-visit activities**

***Quick recap:**

Soak broad bean seeds in water for a few hours and peel off the seed coat, just like you did at Wakehurst. Label the seed parts for a display (seed coat, embryo, food store).

****Next steps:**

Go on a seed 'safari'. How many seeds can you find? What will they grow into?

****Next steps:**

'Plant' a seed in a DIY 'greenhouse' (a see-through bag with a soaked paper towel inside) and observe and sketch what happens. How long do you think it will take to grow? Predict the height of the plant at one week and two weeks. Take photos to chart the growth of the seed.

*****Digging deeper:**

The Millennium Seed Bank collects and stores seeds. They have over 2 billion seeds stored. Watch this Kew video to see how they do this and why.

Why are plants important?

[youtube.com/watch?v=XUkKUplyg0](https://www.youtube.com/watch?v=XUkKUplyg0)



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Art in the garden workshop: Graded post-visit activities

*Quick recap:

Look at the photos of your artwork from Wakehurst. Can you remember which parts of the plants you used to create your art? Create an art gallery for your classroom wall.

**Next steps:

Create art in the playground using natural materials. Return an hour or a day later to notice the changes and appreciate the quality of ephemeral art (it is temporary and changes over time). Create a display of time-lapse photos to see your art disappearing.

***Digging deeper:

Can you find examples of art that appears naturally? Think maybe of spiders' webs or flower structures.

[kew.org/read-and-watch/natures-sacred-patterns-wakehurst](https://www.kew.org/read-and-watch/natures-sacred-patterns-wakehurst)

Go on a nature walk and take photos of any plants or nature that have striking patterns/colours/shapes. Create a gallery of nature's art.



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**In the potting shed workshop:
Graded post-visit activities**

***Quick recap:**

Make a diary of your sunflower's growth, measuring and charting each week.

****Next steps:**

Investigate the conditions needed for growth. What happens if a plant has less light/water/warmth? Could you set up an experiment?

****Next steps:**

Soak a bean seed and peel off its coat. Label the seed parts for a display (seed coat, embryo, food store).

*****Digging deeper:**

The Millennium Seed Bank collects and stores seeds. They have over 2 billion seeds stored. Watch this Kew video to see how they do this and why:

[youtube.com/watch?v=XUkKUpllyg0](https://www.youtube.com/watch?v=XUkKUpllyg0)



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Life in water workshop: Graded post-visit activities

***Quick recap:**

Create a collage or fact files based on the creatures you found at Wakehurst.

****Next steps:**

Create your own branching diagrams to identify pond creatures using simple yes/no questions, e.g. Does it have legs? Does it have a tail? Does it have antennae? Use your pond dipping record sheet from Wakehurst to help you.

*****Digging deeper:**

Imagine a local pond is in danger of being filled in to build on. Write a list of reasons why it should be saved or write a letter 'from' one of the creatures you observed at Wakehurst. Think about what the pond and pond plants provide the creatures you saw at Wakehurst (such as camouflage, food, shelter, oxygen).



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**Minibeast safari workshop:
Graded post-visit activities**

***Quick recap:**

Make your own fact file for a minibeast found at Wakehurst.

****Next steps:**

Create your own minibeast branching diagram / ID chart for another class. Test it out. Can they identify minibeasts using your guide? Use your minibeast record sheet from Wakehurst to help you.

*****Digging deeper:**

Make a minibeast hotel using what you have learnt. Which minibeasts might live there? Observe over the coming weeks to find out. Think about what the minibeasts might need in terms of shelter, food and location.



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Plant eater workshop: Graded post-visit activities

*Quick recap:

Make a list of all the foods you have eaten in a meal or in a day. Highlight all those which come from plants. Did any of them surprise you? What about the non-plant products like meat? Why are plants important to them? (Think about food chains.)

**Next steps:

Imagine you have been tasked with planning and planting a vegetable patch for the school grounds. Research what you could grow for each season.

kew.org/read-and-watch/best-spring-veg-containers

***Digging deeper:

Look at a selection of fruits and vegetables from the supermarket. Read the labels to see where they have travelled from. Create a display on a world map, using string to show how far some of the foods we eat travel. Which fruits and vegetables travelled the furthest and which travelled the least far?



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**Story of a sunflower workshop:
Graded post-visit activities**

***Quick recap:**

Plant sunflower seeds. Make a diary of a sunflower's growth, measuring and sketching the plants. Predict what will happen next at each stage.

****Next steps:**

Watch time-lapse videos of sunflowers turning. Did you know that 'sunflower' is 'tournesol' in French, which means **turn** (tourne) **sun** (sol). Why do you think sunflowers turn?

*****Digging deeper:**

Why do plants have flowers? Can you explain this to your partner? What could you plant in the garden to help them?

kew.org/read-and-watch/the-importance-of-bees

kew.org/read-and-watch/how-to-attract-pollinators



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Plant explorers workshop: Graded post-visit activities

*Quick recap:

Can you remember the names of any of the trees you saw at Wakehurst? Which ones were evergreen? Which ones were deciduous?

**Next steps:

Make a simple yes/no identification guide for five or six of your favourite trees. Think of some questions you could ask about the bark/leaves, e.g. Is the bark white/silver?

kew.org/read-and-watch/what-can-you-spot-on-your-tree

***Digging deeper:

Charles Darwin was a plant explorer just like you. He liked to go on thinking walks to think about questions he had about the natural world. Plan your own thinking walk and notice the trees. Consider what the world would be like without trees.



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