

KS2

Wakehurst

Royal
Botanic
Gardens **Kew**

A place to grow workshop: Graded post-visit activities

***Quick recap:**

Record the number of plants found on both sites studied at Wakehurst on a chart or graph.

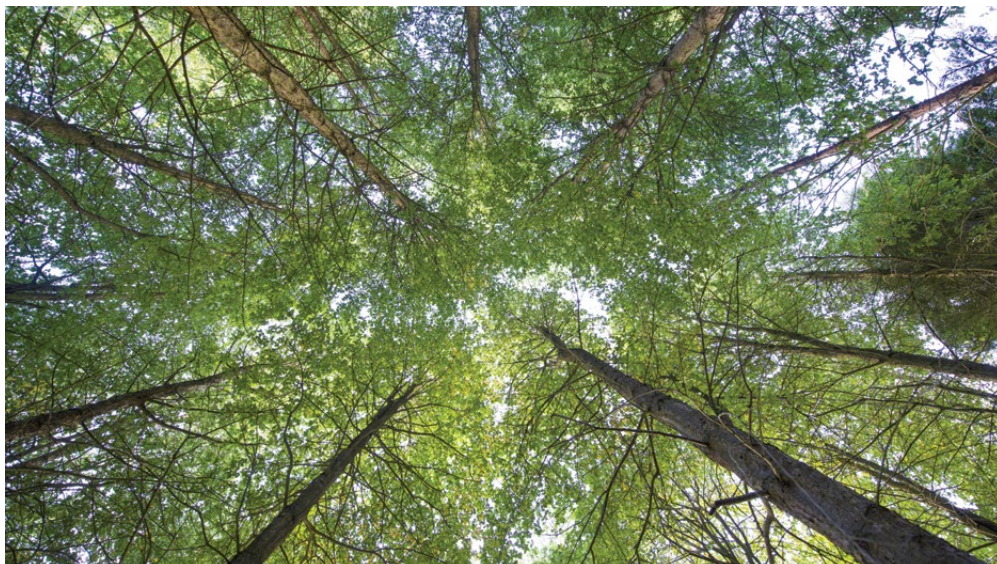
****Next steps:**

Record what is growing in the school grounds. Where do more plants grow? Why do you think this is? (Remember what plants need to grow.)

*****Digging deeper:**

Look at plants' adaptations to shade and cooler/warmer temperatures. Design a super plant which could withstand lower/higher temperatures, less light, less water etc. Why might this be important in the future?

kew.org/read-and-watch/how-plants-have-adapted



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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 write a short paragraph to explain the story behind your ideas?

****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. 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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Banking on seeds workshop: Graded post-visit activities

*Quick recap:

Watch how we look after seeds at Wakehurst:

[youtube.com/watch?v=XUkKUpllyg0&t=1s](https://www.youtube.com/watch?v=XUkKUpllyg0&t=1s)

[youtube.com/watch?v=_W2TH-DSSXk&t=2s](https://www.youtube.com/watch?v=_W2TH-DSSXk&t=2s)

**Next steps:

Look at some of the funny names plants have been given by scientists:

[kew.org/read-and-watch/funny-plant-name-stories](https://www.kew.org/read-and-watch/funny-plant-name-stories)

Imagine you are a plant scientist and have just discovered a new plant. Draw and label it and then think of a name. Think about where it was found, what it looks like and what adaptations it might have when naming it.

***Digging deeper:

What else can we do to protect plants or seeds? Think of a class/school action plan, for example: teach another class about the importance of plants, plant a flower that might attract pollinators, create posters, or lead an assembly. Watch for more information on extinction and conservation:

[youtube.com/watch?v=Cq4FzbeJt38](https://www.youtube.com/watch?v=Cq4FzbeJt38)



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Flower structure workshop: Graded post-visit activities

*Quick recap:

Look at your labelled flower structure strips. Can you remember what each part of the flower was for?

**Next steps:

Using a labelled anatomy of a flower for reference, sketch and label other flowers in your school grounds or gardens. Compare sketches and discuss similarities and differences between flowers.



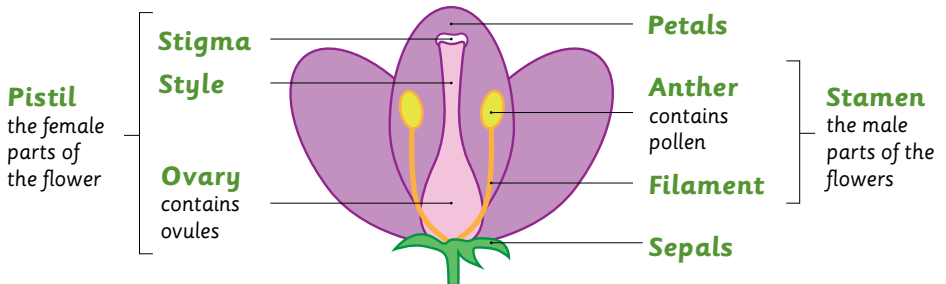
***Digging deeper:

Which flowers attract the most insects? Predict then find out. Why do you think this is? Think about colour, scent and shape. Look again at the structure of a flower. What would happen if one of the flower parts were missing, such as if there were no petals?

To help you:

Sign up for free to Endeavour, Kew's online learning platform and follow this link: endeavour.kew.org/challenge/ks-2/super-seeds-and-funky-flowers/watch-and-learn

Inside a flower:



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**In the footsteps of
Darwin workshop:
Graded post-visit activities**

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***Quick recap:**

How many different habitats can you remember from your visit to Wakehurst?
Do the same plants grow in each habitat? Why?

****Next steps:**

Mark out a patch of land and record what you find – look at the soil, plants and insects, just like Darwin did. Revisit throughout the year.

*****Digging deeper:**

Choose one type of habitat and consider the problems there for a plant to grow. Design a new 'super' plant with as many adaptations as possible to suit that environment.

Useful links:

kew.org/read-and-watch/britains-habitats-in-a-nutshell

kew.org/read-and-watch/how-plants-have-adapted



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Life in water workshop: Graded post-visit activities

***Quick recap:**

Can you remember any of the pond creatures you discovered at Wakehurst?
How were they the same/different?

****Next steps:**

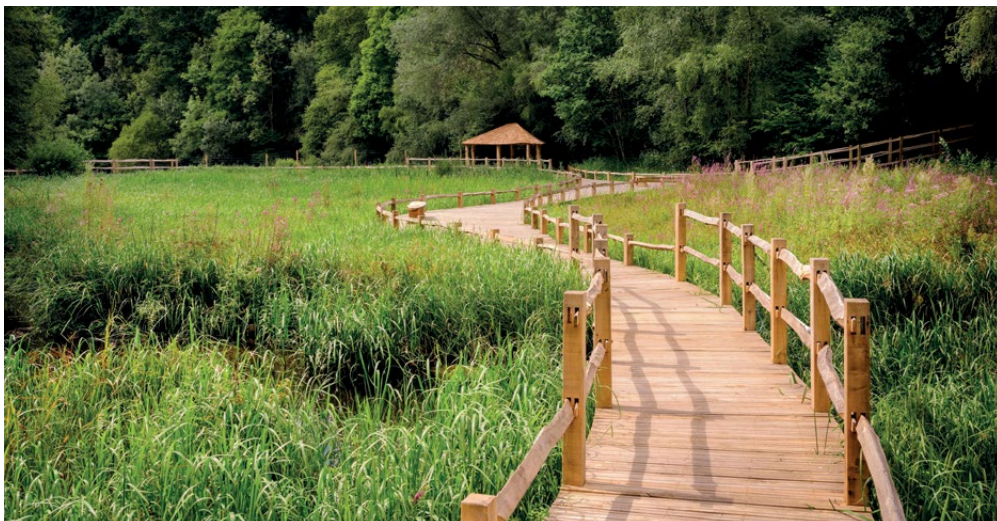
Consider the adaptations needed to live in a pond – think about the creatures you saw at Wakehurst. Design a pond ‘superhero’ with a combination of adaptations.

*****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.

Useful links: Sussex Wildlife Trust

dnu7gk7p9afoo.cloudfront.net/Files/aq6-adaptations-of-pond-creatures.pdf



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Meet a tree workshop: Graded post-visit activities

*Quick recap:

Which trees did you see as you walked round Wakehurst? What was the same about them? What was different?

**Next steps:

Create a simple branching (yes/no) diagram to identify six common trees – give to another group or class to see if it works to identify trees correctly.

***Digging deeper:

Why are trees useful? Make a list of the things we would not have if there were no trees. Look at one of their uses, such as paper. Look at classroom use of and disposal of paper. Think of ways of saving/recycling/reusing. Come up with a school action plan.

Useful links:

[kew.org/read-and-watch/what-can-you-spot-on-your-tree](https://www.kew.org/read-and-watch/what-can-you-spot-on-your-tree)
[woodlandtrust.org.uk/blog/2020/03/tree-id-kids/](https://www.woodlandtrust.org.uk/blog/2020/03/tree-id-kids/)



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Minibeast safari workshop: Graded post-visit activities

*Quick recap:

Which minibeasts did you find at Wakehurst? What was the same about them and what was different?

**Next steps:

Create simple branching diagrams for minibeasts (e.g. Does it have legs? Yes/No). Test on another group or class.

**Next steps:

Set up your own minibeast safari for another class to complete – mark out the area, create recording sheets, signs, invitations etc.

***Digging deeper:

Why are minibeasts important? Find as many reasons as you can.
Why do the minibeasts need plants?

Useful links:

woodlandtrust.org.uk/blog/2019/04/minibeast-hunt/



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Plant Doctor: Graded post-visit activities

***Quick recap:**

Can you remember from Wakehurst what a plant needs to stay healthy? Label the parts of the plants you drew and say what each part of the plant does (e.g. petals attract pollinators).

bbc.co.uk/bitesize/topics/zpxnyrd/articles/z3wpsbk

****Next steps:**

Imagine you have been asked to plan and plant a vegetable patch or flower bed in the school gardens. Plan where it will go and what you will plant, considering the needs of the plants and the conditions. Think about water, sun/shade, how tall the plants grow, and how to protect them from predators. Use the growing requirements on the back of seed packets to help you.

*****Digging deeper:**

Look at how plants have adapted to survive in different growing conditions. Invent a new plant which will withstand less watering, less light, or higher temperatures. Draw and label explaining your choices. Why might this be important in the future?

kew.org/read-and-watch/how-plants-have-adapted



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Plant eater workshop: Graded post-visit activities

***Quick recap:**

Can you remember which fruits and vegetables you looked at in your workshop?
Which part of the plant did they come from?

Root	Stem	Leaf	Flower	Fruit	Seed

****Next steps:**

Make a fact file on an edible plant, to include a recipe using the plant.

****Next steps:**

Plant sugar snap peas and sketch them as they grow. Think about the importance of each part of the plant. What would happen if, for example, the roots or stem were missing?

*****Digging deeper:**

Think about the importance of eating local, seasonal foods. Look at the labels on fruits and vegetables and work out how far they have had to travel. Use string and pins on a world map for a display.



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Rainforest workshop: Graded post-visit activities

*Quick recap:

Can you remember any rainforest plant adaptations from your workshop?

Consider the size, colour, shape and feel of the leaves (look underneath too), where the plant might grow in a tropical rainforest and what the conditions might be like there.

**Next steps:

Create a fact file for any of the rainforest plants you learnt about at Wakehurst, or maybe you can think of some others. Think about what life would be like if we had no longer had access to them.

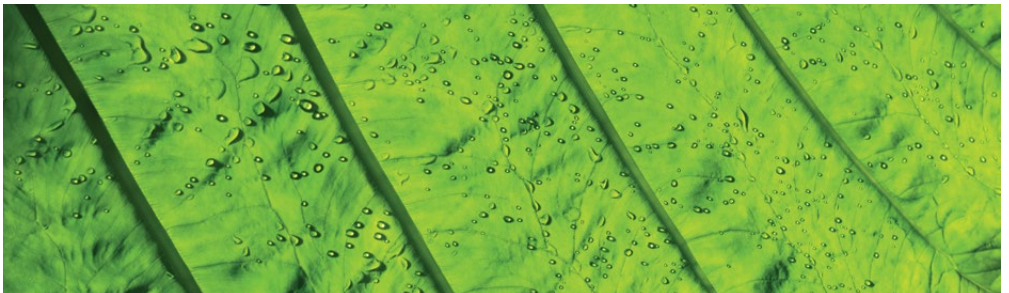
***Digging deeper:

Look at your plant observation sheets. How were the rainforest plants and the sunflower different? How would a sunflower need to adapt to thrive in the rainforest? To help you: plants need light – how might they find this? What size leaves would be able to capture more light? Could the colour of the leaves help? What sort of leaf would survive better when wet?

Useful links:

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

[kew.org/sites/default/files/2020-03/UKS2%20Habitats%20post-visit.pdf](https://www.kew.org/sites/default/files/2020-03/UKS2%20Habitats%20post-visit.pdf)



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**Seeds on the move workshop:
Graded post-visit activities**

***Quick recap:**

Can you remember the different methods of seed dispersal? Here are some images of seeds. How do you think they are dispersed?



endeavour.kew.org/sites/endeavour/files/documents/2021-09/KS2%20Pollination%20and%20seed%20dispersal%20infographics.pdf

****Next steps:**

Seed dispersal debate: divide the class into different seed dispersal methods. Each group must argue why their method is the best, researching the many seeds that use this method.

*****Digging deeper:**

Imagine you are a seed scientist and have discovered a new seed that can be dispersed by wind, water, animal and by itself. What would it look like? Draw and label, explaining your choices.

Watch this Kew video to see how we collect and store seeds at the Millennium Seed Bank at Wakehurst: **youtube.com/watch?v=XUkKUpllyg0&t=1s**



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Story of a sunflower workshop: Graded post-visit activities

*Quick recap:

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

**Next steps:

You learnt at Wakehurst that sunflower seeds are dispersed by wind and birds. Look at other seeds. Can you tell from their size and shape how they are dispersed? (Wind, animal, water or self?) Explain your answers.

endeavour.kew.org/sites/endeavour/files/documents/2021-09/KS2%20Pollination%20and%20seed%20dispersal%20infographics.pdf

***Digging deeper:

Watch how we look after seeds at the Millennium Seed Bank at Wakehurst:

kew.org/wakehurst/whats-at-wakehurst/millennium-seed-bank
youtube.com/watch?v=XUkKUpllyg0

Why are seeds important?



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