Education Visits

New Forest Wildlife Park

Looking for the perfect school trip in Hampshire? Our immersive animal park experience offers the perfect blend of education and enjoyment, where children and young people can delve into the wonders of wildlife first hand.

Students will develop their understanding of and enthusiasm for wildlife conservation as we create a truly impactful experience that will leave a lasting impression on their hearts and minds.

New Forest wildlife park

Contact: education@newforestwildlifepark.co.uk

Pricing - Unguided

10% off standard entry prices. Current entry prices are;

- Adult - £14.75
- Children (3 to 15 years) - £11.25
- Disabled/special needs adult (1 designated carer free) - £13.75
- Disabled/special needs child (1 designated carer free)- £9.25

This option is suitable for those who wish to make their own way around the park. All that is included is a discounted entry price.

Minimum number of 15 students (5 students if all children are SEND). Otherwise, standard admission applies.

Please note: This package does not include a guide or an education cabin. Children will need to keep their belongings and lunches with them.

Once booked, you will receive a booking confirmation and risk assessment. If you wish to do a pre-visit to plan your day and complete your own risk assessment, you will have free entry for 2 staff members by showing the booking confirmation. Payment can be made on the day or via invoice after your visit

To book please contact: education@newforestwildlifepark.co.uk

Pricing - Guided

- £9.50 per child (under 16)
- £12.50 per person (over 16)
- 1 supervising adult free per 5 paying children. 1 adult free per SEND child.
- Additional adults £14.75
- Minimum 15 students.

You will be met on arrival by your guide(s) who will show you to your education cabin.
Your guide will then give your group an introductory talk and take you on a topic-based tour of the park. After lunch you will take part in a workshop relating to your topic.

You will have access to an education cabin that you may leave any bags or lunches. You will also be able to eat in there if the weather does not allow for an outdoor lunch.

Once booked, you will receive a booking confirmation and risk assessment. If you wish to do a pre-visit to plan your day and complete your own risk assessment, you will have free entry for 2 staff members by showing the booking confirmation. Payment can be made on the day or via invoice after your visit

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Education visit T & C's

During the visit you are responsible for maintaining supervision and discipline of your group.

We kindly ask that the rules below are followed:

- Please walk and remain on the designated paths.
- Do not climb on the safety barriers or fences.
- Please be as quiet as possible as the animals become stressed by excessive noise. The quieter you are the more you'll see.
- Do not feed the animals, touch the netting, or put fingers inside enclosures.
- Please be mindful respectful to other visitors at the park.
- Do not drop litter, use the bins provided or take your litter home with you.
- Although risk assessments are provided, we still recommend and welcome up to two supervising adults complete a pre-visit to the park to help plan your day or to complete your own assessment.

Guides are not expected to manage behaviour. We can only guide 90 students per day across the park, if you wish to bring more than 90 students, please consider visiting over multiple days or book an unguided visit. Staff reserve the right to ask your group to leave if they feel your groups behaviour is having a negative impact on the park or our visitors.

Guided tour outline

- 10:00 - 10:15: Arrival, sign in and drop belongings off to education cabins
- 10:15 - 10:30: Introduction of host, the park and focus of the session
- 10:30 - 12:00: Guided tour with planned educational stops around the park
- 12:00 - 13:00: Lunch in the cabins or on benches outside
- 13:00 - 14:00: Workshop based on educational focus
- 14:00 onward: Time to explore the park yourselves!

Times of the day can be adapted depending on your groups needs and may be slightly different depending on your group numbers and session. Some workshops may take longer to complete. Please contact us to discuss any changes you may need to make and we will do our best to accommodate.

Session options

New Forest wildlife park

We have different sessions depending on what you want to focus on during your visit. Each session is linked to the national curriculum from early years all the way up to sixth form.

Each session will include a guided tour of the park and a workshop.
The content of the guided tour will depend on which session you choose and the workshop will bring together what they have learned in the classroom and on the tour through more hands on learning.

Please note, these sessions are to support classroom learning, not replace lessons.

Contact: education@newforestwildlifepark.co.uk

Seasonal stories
Recommended for EYFS

Winter

What happens to animals in winter? Help Hobbit the Barn owl find out what happens to British animals when the nights draw in and the days get colder.We will learn about all the animals in the park, and focus more on the British and European species and how they are adapted to survive in winter.

Spring

The days are getting longer and brighter which means there is new life around the park. Help Freddie the fallow deer fawn learn about what happens in spring, from animals coming out of hibernation to the new green plants and flowers starting to bloom.

Summer

Follow the story of bingo the bumblebee as she learns about what happens in summer here in the UK. We will look at pollination, seed dispersal and how our animals behave when the sun shines!

Autumn

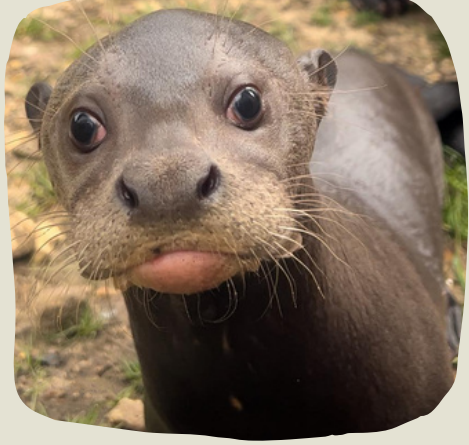
It's Hazel the hedgehogs first winter and she doesn't know how to hibernate!

Explore the park and help Hazel learn about hibernation from her animal friends then build a hedgehog house for her in the interactive workshop. You may also be able to meet one of our hedgehogs if they have not already started hibernation.

Statutory framework links

- Developing children's spoken language through sharing ideas, modelling language from the guides and teachers and story telling.
- Understanding the world around them and enriching and widening children's vocabulary

Otters and Owls
Recommended for EYFS



While you explore the park, learn about otter and owl habitats, diets and the food chains they are a part of! Learn the names of the species of otters and owls we have here in the New Forest Wildlife Park and how different they all are compared to the other species.
During the guided tour, we will discuss each otter and owl habitat and how those animals are adapted to live there. We will talk about what each animal eats and then discuss how why these animals are so important to the ecosystems they inhabit by looking at food chains.

In the workshop, students will be challenged to build their own food chains and questioned about their choices.
In the second part of the workshop, students will be able to get up close to animal artifacts such as feathers and eggs. Students will be asked to describe what they see, feel and sometimes even smell!

Statutory framework links

- Developing children's spoken language through sharing ideas, modelling language from the guides and teachers
- Inviting children to elaborate on their answers
- Opportunity to explore and play to promote physical development
- Understanding the world around them and enriching and widening children's vocabulary

Curiosity quest

Recommended for years 1-6

Allow your students to explore, be curious and get their hands dirty all while developing their scientific enquiry skills.

In this session we will explore the park in a guided tour where students will be able to ask any questions that pop into their heads. We will encourage them to ask questions and challenge them as to what made them ask. After exploring the park, students will take part in a hands-on activity exploring the woodland in the park.

Curriculum links

- Experience and observe phenomena (Year 1)
- Encouraged to be curious, ask questions about what they notice (Year 1)
- Asking questions and recognising they can be answered in different ways (Year 1)
- Observing closely, using simple equipment (Year 1)
- Explore and compare the differences between things that are living, dead and things that have never been alive (Year 2)
- Exploring and talking about every day phenomena and the relationships between living things and familiar environments (Years 3 & 4)
- Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions (Years 3 & 4)
- Using or making simple guides or keys to explore and identify local plants and animals (Year 4)
- Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary (Years 5 & 6)
- Recording data, using classification keys, tables and graphs (Years 5 & 6)
- Develop keys and other information records to identify, classify and describe living things and materials, and identify patterns that might be found in the natural environment (Years 5 & 6)

Predator and prey

Recommended for years 1-3

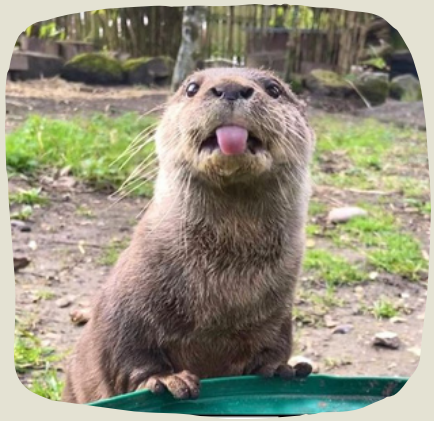
How do we know if an animal is a carnivore, herbivore or omnivore?
In this session we will name the animals in the park on a guided tour and explore how we know if those animals are carnivores, herbivores or omnivores. As we tour the park, we will compare the features and adaptations of different animals and how these features help them hunt or forage.

We will also investigate what the animals eat and how we use that information to categorise them. Students will be given an independent task during part of the tour to categorise certain animals to see what they have learned.
In the workshop we will discuss their findings from the tour and take part in activities to further their understanding and evaluate how much they have learned.

Curriculum links
- Identify and name a variety of common animals (Year 1)
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores (Year 1)
- Describe and compare the structure of common animals (Year 1)
- How plants serve as a source of food for animals (Year 2)
- Compare and contrast the diets of different animals and group the animals according to what they eat (Year 3)

Food chains and feeding

Recommended for years 2-4



What do otters eat? What do owls eat? Where does their food come from?

What if they don't get enough food?

In this session, students will learn about the types of food our animals eat, how we decide what to feed them and why it is so important we monitor what they eat. We will explore how our animals hunt or forage for food using their senses and adaptations on planned stops around the park. Students will learn about our plants and animals around the park then use what they have learned to construct food chains, showing how energy flows through an ecosystem.

Curriculum links

- Use the idea of a simple food chain and identify different sources of food (Year 2)
- Identify that animals need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat (Year 3)
- Construct and interpret a variety of food chains, identifying producers, predators and prey (Year 4)
- Comparing the teeth of carnivores and herbivores, and suggesting reasons for differences (Year 4)

Habitats and human impacts

Recommended for years 2-6

Where do animals live? What do animals and plants need in a habitat to survive?

How have humans affected habitats?

In this session we will identify different plants and animals around the park and discuss what their natural habitats would be. We will also discuss the basic needs of plants and animals in a habitat and what happens when things go wrong. At different stops around the park we will discuss how humans have affected natural habitats and changed the environment, impacting both animals and plants. We will also make a stop at bugingham palace – our bug hotel and discuss the importance of microhabitats.

In the workshop we will discuss their findings from the tour and take part in activities to further their understanding and evaluate how much they have learned.

Curriculum links

- Identify what habitats and micro-habitats are (Year 2)
- Identify that most living things live in habitats to which they are suited (Year 2)
- Describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other (Year 2)
- Identify and name a variety of plants and animals in their habitats (including microhabitats) (Year 2)
- How plants serve as a source of food and shelter for animals (Year 2)
- Recognise that environments can change and that this can pose dangers to living things (Year 4)
- How plants and animals are suited to their environment and how adaptation may lead to evolution (Year 6)

Can you classify?
Recommended for years 4-6

How do we group animals? What are invertebrates and vertebrates?

Why do we group plants and animals?

In this session, students will learn how to classify plants and animals on a guided tour. Students will learn about the different groups we put living things into and why we put them in those groups based on the way it looks, what it eats or certain features. Students will create scientific drawings of a chosen animal and label the features that we use to identify it. Students will use a key to help them identify animals based on its features and then create a key themselves in the workshop.

Curriculum links

- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment (Year 4)
- Give reasons for classifying plants and animals based on specific characteristics (Year 6)
- Classify animals into invertebrates and vertebrates (Year 6)
- Significance of the work of Carl Linnaeus (Year 6)
- Investigate animals and plants and decide where they belong in the classification system (Year 6)

Curiosity quest
Recommended for KS2/KS3

Allow your students to explore, be curious and get their hands dirty.
In this session we will explore the park in a guided tour where students will be able to ask any questions that pop into their heads. We will encourage them to ask questions and challenge them as to what made them ask. After exploring the park, we will have a keeper Q & A, where your students can ask the keepers any questions they like about the park, the animals or their jobs. We recommend asking your students to prepare questions prior to their visit.

Curriculum links

KS2

- Asking relevant questions and using different types of scientific enquiries to answer them
- Ask their own questions about what they observe
- Select the most appropriate ways to answer science questions using different types of scientific enquiry
- Pupils should study and raise questions about their local environment throughout the year

KS3

- Ask questions and develop a line of enquiry based on observations of the real world, alongside prior knowledge and experience
- The national curriculum for science reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically.

Ecosystems
Recommended for KS3/KS4

Why are predators so important in an ecosystem and how are they adapted to catch their prey?
In this session, we will discuss how the animals in the park are adapted to live in their environments and explore the importance of each level of organisation in ecosystems from predators to decomposers.
As we tour the park, we will discuss the animals roles in a food chain and how they all rely on each other. We will highlight specific animals, such as our Lynx and discuss the predator-prey relationship they have with snowshoe hare which is a commonly asked GCSE question.
On the tour we will discuss the animals natural habitats and how they are adapted to live in these environments. For example, why do Asian short clawed otters have different feet to Giant river otters? Why do snowy owl males look different to the females?
In the workshop we will either further explore the role of microorganisms in ecosystems or look in more detail at animal adaptations.

Curriculum links (KS3)

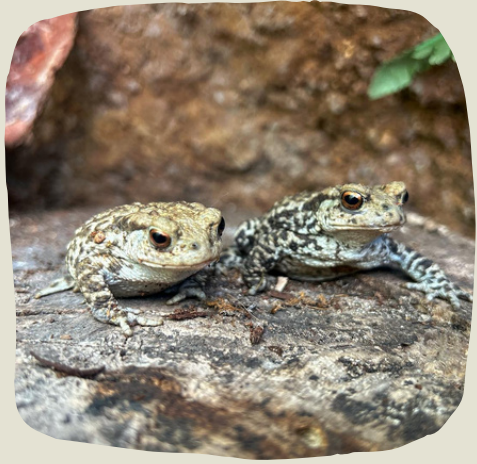
- The interdependence of organisms in an ecosystem including food webs .

Curriculum links (KS4)

- Levels of organisation within an ecosystem
- The role of microorganisms (decomposers) in the cycling of materials through an ecosystem
- Organisms are interdependent and are adapted to their environment

Wildlife investigations

Recommended for KS3/KS4



During our guided tour, students will be asked questions about what behaviours they see in the animals. They will be asked to think deeply about why these animals are carrying out these behaviours and how they are linked to the animals well-being or survival.
Students will be asked to make predictions about what would happen if we changed factors within the animals environment and what lead them to think this.
During the workshop, students will design an experiment linked to animal behaviour, including the variables, method and a hypothesis. They will record their findings as accurately as possible then analyse their results.

After their experiment, students will be questioned about what they could change and how the experiment could be improved. They will determine whether their hypothesis was true and will be asked to share their findings and how they may change it in future. You are welcome to take their findings with you back to school and use them to further analyse their results in a graph.

Please note: Since this session involves our animals, we cannot guarantee which animals we will be investigating. The animals at the park are wild animals and we will only be looking at natural behaviours. We ask you only book this session if your group are happy to complete a behaviour study which involves standing still, making notes for periods of time watching the same animals.

Wildlife investigations

Recommended for KS3/KS4

Curriculum links

KS3

- Ask questions and develop a line of enquiry based on observations of the real world, alongside prior knowledge and experience
- Make predictions using scientific knowledge and understanding
- Select, plan and carry out the most appropriate types of scientific enquiries to test predictions, including identifying independent, dependent and control variables, where appropriate
- Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work, paying attention to health and safety
- Make and record observations and measurements using a range of methods for different investigations; and evaluate the reliability of methods and suggest possible improvements

KS4

- Planning experiments to make observations, test hypotheses or explore phenomena
- Applying a knowledge of a range of techniques, apparatus, and materials to select those appropriate both for fieldwork and for experiments
- Carrying out experiments appropriately, having due regard to the correct manipulation of apparatus, the accuracy of measurements and health and safety considerations
- Making and recording observations and measurements using a range of apparatus and methods
- Evaluating methods and suggesting possible improvements and further investigations.

Animal care and conservation

Higher education only

Explore the park with your knowledgeable guide and learn about our animals.
Spend time with a keeper and learn about the importance of correct diet and nutrition, enclosure design and maintenance, and what we do to enrich our animals lives.
As we tour the park you will learn about our rescue animals, breeding programmes and wild release programmes we are a part of.
We will also look at where animals are on the IUCN red list, the main threats to their survival and conservation efforts.

In the workshop, take part in building enrichment for our animals, complete a behaviour study or meet one of our animals up close. Please get in contact if you have a particular focus for your group and we are happy to adapt our sessions to better meet your needs.

We cannot guarantee you will get to participate in a particular workshop as it will depend on keeper and animal availability.

Workshops

Our workshops aim to develop students curiosity for the natural world while developing their scientific skills.
Each workshop will depend on the age and capability of your students as well as weather conditions, keeper availability and your tour focus. They are subject to change depending on all of these factors so we cannot guarantee you will get to take part in a particular workshop. If there is a particular workshop you really want to do, please get in contact and we will do our best to make it happen.
We aim to make our workshops as hands on as possible and if the weather allows, we will be outside!
Workshops could include but are not limited to;

- Looking for slow worms
- Building food chains
- Creating and analysing moth traps
- Butterfly or bird counts
- Sweep nets
- Owl pellet dissection
- Building hedgehog houses
- Building bee houses
- Making bee bombs
- Planting bulbs or wildflower seeds
- Pond dipping (spring/summer)
- Behaviour studies
- Building enrichment for the animals
- Scavenger hunt
- Animal identification through props
- Building insect hotels
- Making pitfall traps
- Making pooters