



ENGLISH HERITAGE
EDUCATION

KS1-2

KS3

OUTDOOR LEARNING KIT

Walmer Castle and Gardens

This kit helps teachers plan a visit to the gardens at Walmer Castle. Discover eight acres of magnificent gardens, meadows and woodland, including the reopened chalk pit known as the Glen. Use these resources before, during and after your visit to help students get the most out of their outdoor learning experience.

GET IN TOUCH WITH OUR EDUCATION
BOOKINGS TEAM:

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Share your visit with us on Twitter @EHEducation

Step into England's story

WELCOME

This Outdoor Learning Kit has been designed for teachers and group leaders to support a free self-led visit to Walmer Castle and Gardens. It includes a variety of materials suited to teaching a wide range of subjects and key stages, with practical information, activities for use in the gardens and ideas to support follow-up learning.

We know that each class and study group is different, so we have collated our resources into one kit allowing you to decide which materials are best suited to your needs. Please use the contents pages, which have been colour-coded to help you easily locate what you need, and view individual sections. All of our activities have clear guidance on the intended use for study so you can adapt them for your desired learning outcomes.

To further aid your planning, we have created Hazard Information guidance, which you can download from the Walmer Castle and Gardens **Schools page**. From this website, you can also download our Explorer Trail to take your students on a brief self-led tour of the gardens, with engaging activities along the way. You can find more practical information about your booked visit to Walmer Castle and Gardens in the Education Visit Permit and the Site Information Pack which have been sent to you.

We hope you enjoy your visit and find this Outdoor Learning Kit useful. If you have any queries please don't hesitate to get in touch with a member of our team either via bookeducation@english-heritage.org.uk or on 0370 333 0606.

English Heritage Learning Team

ICON KEY

The icons below will help you quickly identify the types of activities and information presented.



SPEAKING



HANDS ON



LOOK



LISTEN



SCIENCE



EXAMINE



MATHS



READ



ROLE PLAY



MUSIC



MAP



QUOTE



ART



GROUP
ACTIVITY

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PRE-VISIT

Information and activities you can use in the classroom before your visit.

WALMER CASTLE AND GARDENS

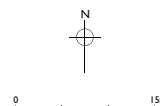
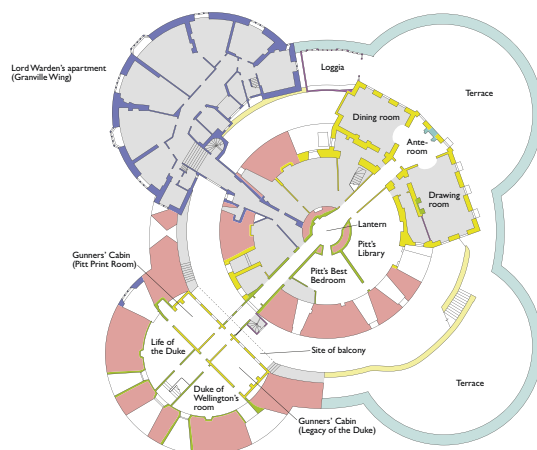
GARDENS PLAN



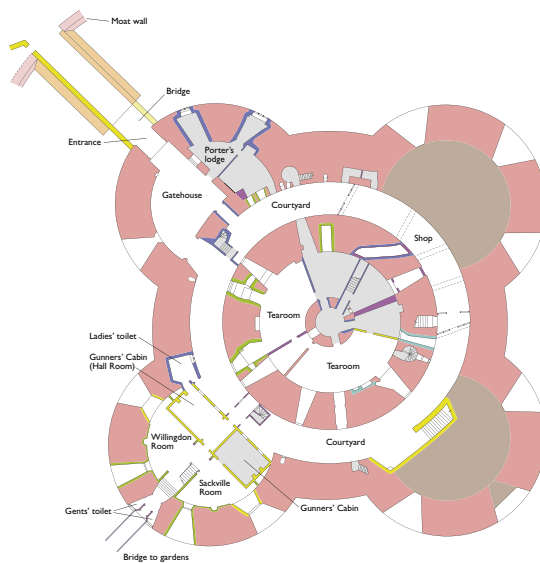
WALMER CASTLE AND GARDENS

CASTLE PLAN

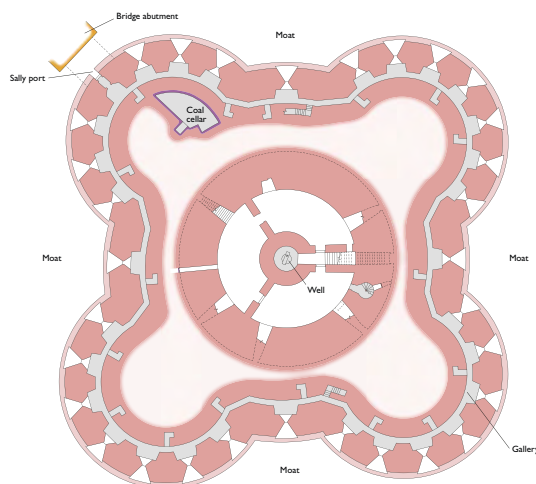
First-floor plan



Ground-floor plan



Basement plan



- 1539–40
 - c. 1570
 - 1661
 - 1732
 - 1795
 - 1806–15
 - 1874
 - 20th century
 - No visitor access
- Pale shades indicate parapets or plinths

ENGLISH HERITAGE
EDUCATION

HISTORICAL INFORMATION

DISCOVER THE STORY OF
WALMER CASTLE AND
GARDENS

Below is a short history of Walmer Castle and Gardens. Use this information to learn how the site has changed over time. You'll find the definitions of the key words in the Glossary.

THE TUDOR FORT IS BUILT

In the 1530s, King Henry VIII (r.1509–47) took England out of the Roman Catholic Church, making enemies of some very powerful Catholic rulers in Europe, including Charles V (**Holy Roman Emperor** and King of Spain), Francis I (King of France) and the **Pope**. Henry's enemies were threatening to invade England, so he quickly identified weak spots along the coast and built a chain of gun **forts** to guard England's shores.

Courtiers, experienced soldiers and local gentry were appointed as **commissioners** and overseers by the king to ensure his wishes were included in the final castle designs and that the forts were built in the same style: squat, round **bastions** with thick walls and lots of open-air and enclosed gun positions, all arranged around a central tower.



Deal, Walmer and Sandown castles were in the first wave of Tudor forts built for Henry VIII between 1539 and 1540.

THE CASTLE BECOMES A RESIDENCE

Since about 1730, the castle has been the official residence of the **Lord Warden of the Cinque Ports**. Inside the castle, the rooms were transformed to make them more comfortable and fashionable for the many important Lords Warden, including **Prime Minister** William Pitt ('the Younger'), **Winston Churchill** and **Queen Elizabeth the Queen Mother**. Until the 1790s it also remained in use as a coastal gun fort.

The **Duke of Wellington**, who won the Battle of Waterloo in 1815, was made Lord Warden in 1829. The Wellington Museum at the castle tells the story of the duke's private life, and includes a pair of the famous 'Wellington' boots. Visit our website to see highlights from the collection: www.english-heritage.org.uk/visit/places/walmer-castle-and-gardens/history-and-stories/collection

THE GARDENS ARE CREATED AND DEVELOPED

From the castle, you can cross the moat to the lovely pleasure grounds. These gardens were originally created c.1802–1806 by Prime Minister William Pitt ('the Younger'), and his enterprising niece, Lady Hester Stanhope. Hester came to Walmer in August 1803 after travelling in Europe for a year. Before that, she had lived with her grandmother who died while Hester was abroad. When she arrived back in England, to avoid having to move back in with her father (who mistreated all his children), she was invited to stay with her uncle, William Pitt, at Walmer.



Lady Hester Stanhope joined her uncle, Prime Minister William Pitt the Younger, at Walmer Castle, helping him to landscape the gardens. She acted as his hostess, both at Walmer and in Downing Street, until his death.



A historic plan of Walmer Castle and Gardens from a survey done in 1859 for the War Office, under the direction of Captain R E Scott.

Pitt was the first in a long line of Lords Warden who enjoyed and adapted the gardens over the years. There are now eight acres of magnificent gardens and woodland, including the impressive **Broadwalk**, the elegant Queen Mother's Garden and the secluded, shady **Glen**. The gardens help to tell the story of how Walmer Castle shifted from being a defensive fort, to a comfortable seaside retreat.

REDISCOVERING WALMER'S LOST PLEASURE GROUNDS

In 2018, as part of a £2.3 million project funded by the National Lottery Heritage Fund, English Heritage recovered parts of the garden that had become overgrown and inaccessible, reuniting them into the pleasure grounds, and re-presenting them for future generations to enjoy. A new Learning Centre places learning at the heart of Walmer Castle and gives education visitors a base from which to explore the grounds of the castle.



Work officially began on the project with a ceremony held at Walmer in May 2018 by Walker Construction.

TUDORS
1485–1603

STUARTS
1603–1714

1509–47

Reign of Henry VIII.



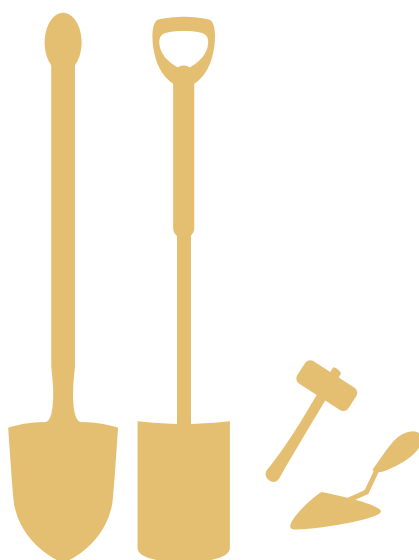
1538–41

Spain, France and the Pope threaten to team up and invade England after Henry VIII falls out with the Catholic Church.

1500

1539–40

Three castles are built for Henry VIII on the Kent coast, at Sandown, Deal and Walmer. More than 1,400 workmen complete building works in 18 months.



16TH CENTURY

1642–51

The English Civil War. The Parliamentarians wanted to change the way the country was run by an all-powerful monarch. The Royalists supported the king, and wanted to keep things as they were.



1649

Charles I is executed and the monarchy is abolished.

1660

Charles II is restored to the throne.

1600

1642

When the English Civil War breaks out, Walmer Castle comes under Parliamentary control.



1648

Royalist forces seize Walmer Castle. A Parliamentary force lays siege to the castle for about four weeks until the Royalists surrender. This was the only major attack on the castle.

17TH CENTURY



GEORGIANS

1714–1837

1714–27

Reign of King George I.

1783

William Pitt ('the Younger') becomes the youngest-ever British Prime Minister at the age of 24.



1700

1729–65

Lionel Sackville, the 1st Duke of Dorset, is the first Lord Warden to use the castle as his official residence.

1792–1806

Prime Minister William Pitt is Lord Warden. Together with his niece Lady Hester Stanhope, he begins to create the pleasure grounds we see today.



18TH CENTURY

VICTORIANS

1837–1901

1803–15

The Napoleonic Wars.

1815

The Duke of Wellington and his Allied army, together with a Prussian army, defeat Napoleon's French army at the Battle of Waterloo, ending the Napoleonic Wars.



1852

The Duke of Wellington dies at Walmer. His room is now displayed as it was on the day of his death.

1800

1829

The Duke of Wellington is made Lord Warden and frequently stays at the castle in the summer, with his friends and family.

1842

Queen Victoria stays at the castle for nearly a month with Prince Albert and their children.

1859

A survey shows there is a strip of mature trees sheltering the garden from the wind. The Oval Lawn, the kitchen and walled gardens and the Paddock are also in place.

1865–91

As Lord Warden, Earl Granville and his wife improve the grounds, creating the Broadwalk with its colourful flower beds and yew hedges.

19TH CENTURY

20TH CENTURY
1900–1999

21ST CENTURY
2000–NOW

WW1
1914–18

WW2
1939–45

MODERN DAY

1914–18

First World War.



1939–45

Second World War.

1952

Elizabeth II becomes queen.

2002

Queen Elizabeth the Queen Mother dies.



2015

Queen Elizabeth II becomes the longest reigning British monarch to date.

1900

2000

1913–34

As Lord Warden, Earl Beauchamp enjoys Walmer with his family each summer, holding parties, putting on shows in the gardens and playing tennis in the moat. It becomes a wartime retreat in 1915 and 1916, visited by important guests such as Lord Kitchener and Winston Churchill.

1978–2002

Queen Elizabeth the Queen Mother is the first female Lord Warden and stays at the castle every July. She takes a close interest in the gardens and grounds.

1997

Penelope Hobhouse creates a new garden within the old walled garden to celebrate the Queen Mother's 95th birthday.

2015

Using a painting created by Thomas Shotter Boys shortly after Wellington's death, English Heritage curators recreate the duke's room as it looked on the day he died at Walmer.

2017

Walmer wins 'Best Garden or Arboretum' at the Horticulture Week Custodian Awards.

2018–19

English Heritage undertakes a £2.3 million project, funded by the National Lottery Heritage Fund, to rediscover Walmer's lost pleasure grounds, restoring access to the Glen and improving the Paddock and woodland walk.

20TH CENTURY

21ST CENTURY

WALMER CASTLE AND GARDENS TIMELINE

GLOSSARY

TRICKY TERMS AND WHAT THEY MEAN

Below is a list of words you might come across while exploring Walmer Castle and Gardens. Use this Glossary to find out what they mean.

annual – used to describe something that happens once every year

arachnid – the name given to a group of creatures with eight legs and a body made of two parts

bark – the hard, outer covering of a tree or shrub

bastion – a low platform for heavy guns. The bastions at Walmer Castle are semi-circular and arranged like a clover leaf, around a central tower.

biannual – used to describe something that happens twice every year

branch – the parts of a tree that stick out from the trunk, on which the leaves and fruit grow

Broadwalk – an area of the garden with a long, straight path and flower beds on either side, known for its cloud-shaped hedges



Tulips grow from bulbs planted beneath the soil.

bulb – underground masses of food storage from which plants grow. Bulbs are planted under the soil, and plants grow from them at certain times of year.

chalk – a white, soft, earthy limestone (calcium carbonate) which makes up most of the ground in the Walmer Castle gardens

cocoon – a covering or case made by some creatures to protect themselves or their young as they develop into adults

commissioners – people chosen by the king to complete a specific task and represent his wishes



A gun mounted on one of the outer bastions at Walmer Castle.



A woodlouse is a crustacean because of its tough, segmented, outer shell.

crustacean – the name given to a group of creatures with a tough armour-like outer shell, a body made of segments, and limbs that have joints

deciduous – used to describe a plant that drops its leaves at a certain point in the year, usually autumn

Duke of Wellington – a very important Englishman who won the Battle of Waterloo in 1815, and was Prime Minister of England twice. The ‘Wellington boot’ is named after him.

evergreen – used to describe a plant that keeps its leaves and stays green all through the year

exoskeleton – a tough, outer shell

fort – a military building designed to defend against attack

fungi – a group of simple organisms (living things) that are not plants, animals or bacteria, e.g. mushrooms and mould. They



Fungi growing on a rotting log in the Glen at Walmer. Photo taken by Imogen Robinson, an A-level photography student from Dover Grammar School for Girls.

feed on organic matter and can be found everywhere: in soil, lakes, rivers and trees.

gastropod – the name given to a group of creatures with soft flat-based bodies and a muscly ‘foot’ which they use to move around

Glen – an area of the garden that used to be a chalk quarry and was turned into a shady, secluded garden by William Pitt and his niece, Lady Hester Stanhope

habitat – the natural home of a plant, animal or other living thing

harvest

– the act of cutting and collecting crops, fruit and vegetables

hibernate

– the clever way some animals survive the cold winter

weather by finding a safe place to curl up until warmer weather arrives. During hibernation, animals go into a deep sleep, barely breathe and allow their body temperatures to drop.

Holy Roman Emperor, Charles V – ruler of the Holy Roman Empire from 1519 to 1558. He was ruler of many parts of Europe and the Spanish colonies in America and Asia.

honeydew – the sugary waste secreted by aphids, which some butterflies feed on

invertebrate – a creature with no backbone. Some of these have tough skeletons on the outside of their bodies, called exoskeletons.



The gardens team at Walmer create an autumn display each year, showing the various things that have been harvested.



Leaves come in all different shapes and sizes and can be used to identify plants. Photo taken by Imogen Robinson, an A-level photography student from Dover Grammar School for Girls.

leaf – the flat part of a plant that grows from a stem or branch. Leaves help the plant absorb sunlight.

Lord Warden of the Cinque Ports – the person who, on behalf of the government, regulated the activities of the five powerful port towns on the south-east coast of England – Hastings, New Romney, Hythe, Dover and Sandwich – and 37 other associated towns. ‘Cinque Ports’ means ‘five ports’ in Norman French. The post of Lord Warden still exists today as a ceremonial position.

metamorphosis – the process by which a young plant or animal changes into its adult form, e.g. caterpillars become butterflies

moat – a ditch that surrounds a building, either dry or filled with water, for the purpose of defending it



The moat at Walmer Castle was originally designed for defence and was eventually turned into a garden.

native – a plant that has always grown in England, and wasn’t brought here from somewhere else

nectar – the sweet, sugary liquid made by flowers

nutrients – ingredients that are needed for healthy growth. Plants grow better in soil that is rich in nutrients.

Paddock – an area of the garden that turns into an insect-filled wildflower meadow in summer.

The grass is mowed in August and grows back every year.



The Paddock in summer, before the grass is mowed.

perennial – a type of plant which lasts throughout the year or for many years

photosynthesis – the process by which plants turn carbon dioxide, water and sunlight into energy so that they can grow

pollen – a fine powder, often yellow, which the male part of a plant produces

pollinator – an insect that lands on plants, picking up pollen and moving it to other plants. This helps the pollen (from the male part of the plant) transfer to the female part of the plant, aiding reproduction.



Bees are very good pollinators. Photo taken by Georgia Amos, an A-level photography student from Dover Grammar School for Girls.

Pope – the head of the Roman Catholic Church, worldwide

predator – an animal that hunts, kills and eats other animals

prey – an animal that is hunted, killed and eaten by other animals

Prime Minister – the person who runs the country as head of government

Queen

Elizabeth

the Queen

Mother – the mother of our current reigning monarch, Queen Elizabeth II

root – the part of the plant that attaches it to the ground, travelling into the soil to find water and nutrients, helping the plant grow

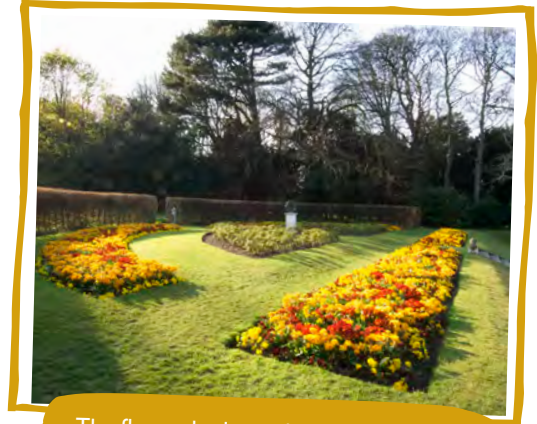
sap – the sticky fluid that circulates around a plant. You might see this sticky substance coming out of tree trunks or plant stems.



Her Majesty Queen Elizabeth the Queen Mother enjoying the garden that was gifted to her by English Heritage in 1997.

shrub – a woody plant that is smaller than a tree and has several small branches sticking out from a stem near the ground

stem – the main, central bit of a plant, from which the other parts of the plant (such as leaves and flowers) grow



The flower beds on the upper terrace.

terraces – an area of the garden that has been designed to have lawns on different levels, like very broad steps

trunk – the main, woody stem of a tree. The trunk gets wider every year so you can tell how old the tree is by the size of its trunk.

Winston Churchill – the man who was famously Prime Minister of England during the Second World War



SPOTTER SHEETS

Visual checklists that can be used as stand-alone resources or as part of the ready-made garden activities provided in this kit.

These birds have made Walmer their home so please **be kind** to them!

FEEDING



DRINKING



PERCHING



HOPPING



ENGLISH HERITAGE
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BIRD BEHAVIOUR

SPOTTER SHEET

KSI

BATHING



NESTING



SINGING



DID YOU KNOW?

Birds have hollow bones that help them fly.

You can **look** but don't touch! This keeps you safe and protects the kitchen garden.

BEANS



CUCUMBER



LETTUCE



RHUBARB



ENGLISH HERITAGE
EDUCATION

FRUIT AND VEGETABLES SPOTTER SHEET

KSI-2

CHERRY TOMATOES



STRAWBERRIES



RASPBERRIES



LEEK



BEETROOT

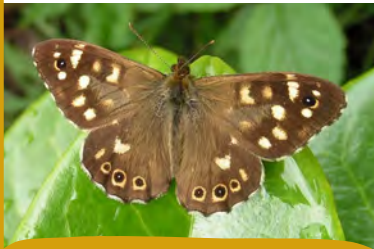


DID YOU KNOW?

Different fruits and vegetables grow at different times of year. Find the panel in the kitchen garden to see what is being grown this season.

You can **look** and **sniff**, but don't lick or pick!
This keeps you safe and protects the woodland.

BUTTERFLY



There are plants in the woods that different caterpillars like to eat. These caterpillars eventually turn into butterflies.

SYCAMORE TREE



These trees can grow to 35 metres – that's seven double-decker buses stacked on top of each other!

WOODLOUSE



These minibeasts love damp, dark places such as piles of dead leaves and rotten logs.

TREE STUMP



The gardeners often leave these in the ground after a tree is cut down. They make good homes for grubs and help fungi to grow. Photo by Imogen Robinson.



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EDUCATION

WONDERS IN THE WOODS

SPOTTER SHEET

KSI-2

UNDERGROWTH



A healthy woodland has layers. Smaller shrubs under the trees give birds and insects a place to hide.

BEETLE



These invertebrates have armour-like exoskeletons. Different beetles eat different things but they all love the woods.

BIRD BOXES



We attach these small boxes to trees in the woods to encourage birds to nest here.

DID YOU KNOW?

A bit of untidiness is good for the woods. We don't clear up the leaf litter because millions of tiny creatures love it – and these are all food for other wildlife like birds and hedgehogs.

You can **look** and **sniff**, but don't lick or pick!
This keeps you safe and protects the Glen.

FERNS



These evergreen plants love the shade under the tall trees in the Glen. They start life curled up and slowly uncurl. Photo by Imogen Robinson.

CHALK PIT



The Glen used to be a quarry for digging chalk. Certain trees and plants grow really well in chalky soil. Photo by Imogen Robinson.

IVY



This climbing evergreen plant can be damaging to trees but it provides food and shelter for wildlife.

ELM TREE



In spring, these trees have dark pink flowers that hang in tassels. The top surface of the oval-shaped leaves feels rough to touch.



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GEMS IN THE GLEN

SPOTTER SHEET

KSI-2

ROTTING LOGS



These provide safe hiding places for hedgehogs and insects and create damp homes for toads and slugs. Photo by Imogen Robinson.

GREATER SPOTTED WOODPECKER



These birds cling to tree trunks and can be hard to spot! If you don't see a woodpecker, look for the holes they make in the trees.

YEW TREE



These evergreens keep their needle-like leaves all year round and have red fruit in winter. Photo by Imogen Robinson.

DID YOU KNOW?

The environment here is different from the rest of the gardens. It is more shady and sheltered from the wind.

You can **look** and **sniff**, but don't lick or pick!
This keeps you safe and protects the meadow.

YELLOW RATTLE ☐



This plant invades grass roots and steals their nutrients. It stops the grass from taking over, so that other plants can grow.

BUMBLEBEE ☐



Between spring and late summer these buzz from flower to flower, picking up and spreading pollen.

GRASS ☐



Grass can be fuzzy and hairy or glossy and green. Some grass leaves are wide and floppy, others are narrow and stiff.

RED HORSE CHESTNUT ☐



In spring, these trees have pinkish-red flowers that look like pretty candles and in autumn they drop conkers.



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MARVELS IN THE MEADOW

SPOTTER SHEET

KSI-2

ORCHID ☐



These summer flowers are bright pink and look like pretty pyramids on top of long green stems.

BUTTERFLY ☐



These start life as a caterpillar. Most caterpillars will only eat certain plants, so more plant species means more types of butterflies.

GRASSHOPPER ☐



These noisy insects make a chirping sound by rubbing their back legs against their wings.

DID YOU KNOW?

This is a very special chalk meadow. Certain plants love chalky soil and certain insects love these plants! In summer the grasslands are alive with insects.

These creatures have made Walmer their home so please **be kind** to them!

GARDEN SNAIL



A snail is a gastropod, meaning it has a soft body with a flat base which it uses to move around.

EARTHWORM



Worms will eat just about anything as long as it's dead. They have no eyes and they breathe through their skin.

SPIDER



Spiders are arachnids, meaning they have eight legs and a body made of two parts.

APHID



These tiny insects have needle-like mouths for piercing and sucking sap from plants.



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CRAWLING MINIBEASTS

SPOTTER SHEET

KSI-2

CATERPILLAR



Caterpillars create cocoons around themselves and eventually come out as butterflies or moths. This is called metamorphosis.

WOODLOUSE



A woodlouse is a crustacean, meaning it has a tough outer shell and is related to lobsters and crabs.

CENTIPEDE



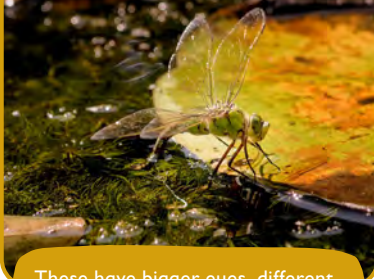
Most centipedes don't actually have 100 legs. They have two legs per body segment and they all grow to different lengths.

DID YOU KNOW?

These creatures are all invertebrates, meaning they don't have backbones.

These creatures have made Walmer their home so please **be kind** to them!

DRAGONFLY



These have bigger eyes, different wing shapes and shorter, thicker bodies than damselflies.

MOTH



These are the less-colourful cousins of butterflies and are most active at night.

DAMSELFLY



These fold their wings up when resting whereas dragonflies hold them out like an aeroplane.

HOVERFLY



Although they look like wasps, these insects are harmless flies and can't sting you.



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FLYING MINIBEASTS

SPOTTER SHEET

KSI-2

LADYBIRD



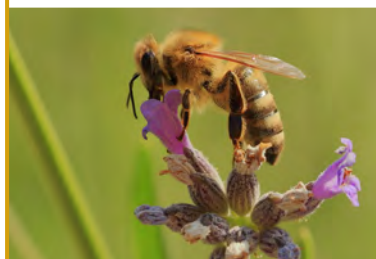
These come in many colours and patterns but the most well-known is the seven-spot ladybird.

BUMBLEBEE



In their quest for pollen, these fuzzy bees scent-mark each flower they visit so they don't waste time going back to it again.

HONEY BEE



These honey-making bees will die if they use their sting, but bumblebees will not.

DID YOU KNOW?

Most flying minibeasts are great pollinators, meaning they visit flowers all around the garden, picking up and spreading pollen, causing more flowers to grow.

These butterflies have made Walmer their home so please **be kind** to them!

BRIMSTONE



These hibernate over winter and fly from the first sunny day in spring. The caterpillars eat buckthorn which likes the chalky soil at Walmer.

CABBAGE WHITE



These come out two to three times a year and fly all day, but not during dawn or in the evening.

HOLLY BLUE



These emerge twice a year. The spring caterpillars eat holly and the autumn caterpillars eat ivy, both of which grow at Walmer.

PEACOCK



These use the eye spots on their wings to scare off predators that want to eat them.



ENGLISH HERITAGE
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BEAUTIFUL BUTTERFLIES

SPOTTER SHEET

KS1-2

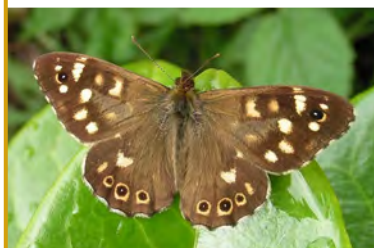
KS3

TORTOISESHELL



These can be seen feeding on flowers all year round during warm spells. The caterpillars eat stinging nettles.

SPECKLED WOOD



Unlike most butterflies, these don't need nectar from flowers. They suck up honeydew – the sugary waste made by aphids.

RED ADMIRAL



These emerge in spring and fly through the summer, but rarely survive the winter.

DID YOU KNOW?

The mixture of trees and flowers here is great for butterflies. They like sweet nectar from flowers, but their caterpillars also need other types of plants for food.

These birds have made Walmer their home so please **be kind** to them!

CHAFFINCH



Most finches are seed-eaters, but in spring chaffinches also eat insects, which they can even catch while flying.

GREEN
WOODPECKER



These have one of the longest tongues of any bird in Europe, which they use to catch tasty ants.

ROBIN



These sing all year round to keep other robins off their patch. If another robin dares to come too close, they will fight.

BLACKBIRD



Lots of our trees and shrubs have berries on them in autumn, which blackbirds love to eat, along with worms and insects.



ENGLISH HERITAGE
EDUCATION

BRILLIANT BIRDS

SPOTTER SHEET

KSI-2

KS3

WREN



These small birds don't usually like company, but on cold nights, they sleep huddled in gangs.

GOLDFINCH



These use their beaks like tweezers to get seeds out of plants. A group of goldfinches is called a 'charm'... how charming!

TREECREEPER



We have lots of old trees with gnarly bark – perfect hunting places for insect-loving tree creepers.

GREATER SPOTTED
WOODPECKER



In spring, these use trees to make a fast drumming noise with their beaks. They aren't drilling holes; they are sending signals to other birds.

DID YOU KNOW?

You can learn more about these by looking at the wooden birds carved into tree stumps along the woodland path.

You can **look** and **sniff**, but don't lick or pick! This keeps you safe and protects the trees.

ENGLISH OAK



These native trees have grown in England for thousands of years. The tree has to be at least 40 years old to produce acorns.

HOLLY



These are a symbol of Christmas because they have glossy leaves all year round and red berries in winter. Photo by Imogen Robinson.

MULBERRY



These trees produce juicy fruits that start out white in summer and turn purple by autumn, when they are ripe. Don't get them confused with blackberries!

COMMON BEECH



These deciduous trees usually grow on chalk, so they love the Glen. In autumn, they hang on to their leaves for a while after they turn brown.



ENGLISH HERITAGE
EDUCATION

TERRIFIC TREES

SPOTTER SHEET

KS1-2

KS3

YEW



These evergreens can be found in the woodland and Glen. Photo by Imogen Robinson.

SWEET CHESTNUT



These deciduous trees can live for up to 700 years. They have yellow flowers in spring, which are pollinated by insects and develop into shiny brown fruits, wrapped in a spiky case.

COMMON LIME



These deciduous trees flower in July, providing nectar for honey bees. Their leaves turn yellow and drop in autumn.

DID YOU KNOW?

Some of these trees are deciduous, meaning they drop their leaves in autumn and regrow them in spring. Others are evergreens; they keep their leaves all year round.

You can **look** and **sniff**, but don't lick or pick! This keeps you safe and protects the flowers.

BLUEBELL



About half of the entire world's bluebells grow in the UK! Badgers like to dig up and eat bluebell bulbs.

DAFFODIL



These grow all around Walmer gardens, including in the Paddock and the moat.

SNOWDROP



January to March is snowdrop season. Look for them in the woodland and Paddock.

PRIMROSE



This is one of the first plants to bloom in spring. Its name comes from the word 'primus' which means 'first' or 'early'.



ENGLISH HERITAGE
EDUCATION

SPRING FLOWERS

SPOTTER SHEET

KS1-2

KS3

COWSLIP



The name 'cowslip' actually means 'cowslop' (cowpat), because it grows best in fields and meadows near the cows!

CYCLAMEN



These can be found in woody areas. Some of them have heart-shaped leaves.

BLOSSOM



Look for cherry blossom on the trees in the Paddock and apple blossom on the trees in the orchard.

DID YOU KNOW?

Bulbs live happily under the ground for most of the year, until the flowers pop up in spring. The plant eventually dies back and it happens all over again the next year!

You can **look** and **sniff**, but don't lick or pick! This keeps you safe and protects the flowers.

FOXGLOVE



Look for these tall purple spikes, in the woodland undergrowth.

ORCHID



Look for these pink pyramids in the Paddock.

ROSE



Look for these sweet-smelling flowers putting on a colourful summer show in the kitchen garden.

GOLDENROD



Look for these bright yellow plants in the flower beds of the Broadwalk.



ENGLISH HERITAGE
EDUCATION

SUMMER FLOWERS

SPOTTER SHEET

KSI-2

KS3

BLUE HEDGEHOG



Look for these spiky blue globes in the flower beds of the Broadwalk. Its name comes from the ancient Greek word for hedgehog (echinops).

HYDRANGEA



Look in the moat for these woody shrubs with big flowers.

BEAR'S BREECHES



Look for these tall, upright plants in the flower beds of the Broadwalk.

DID YOU KNOW?

Even the castle is taken over by colourful flowers in summer when large daisies begin to peek out from nooks and crannies in the walls.

You can **look** and **sniff**, but don't lick or pick! This keeps you safe and protects the gardens.

SQUASH



By autumn, these vegetables are swollen from summer growth and are ready for harvest.

DAHLIA



These colourful globes flower in the autumn months. Photo by Isabel Baldwin from Dover Grammar School for Girls.

JAPANESE ANEMONE



These flower in summer and provide colour in the Queen Mother's Garden until the end of autumn.

SALVIA



These tall pink spikes can be seen in the flower beds of the Broadwalk in autumn.



ENGLISH HERITAGE
EDUCATION

AUTUMN HIGHLIGHTS

SPOTTER SHEET

KSI-2

KS3

VIRGINIA CREEPER



The leaves of these wall-hugging plants change colour in autumn and turn the walls of the castle flame red.

APPLES



In the orchards, apples and pears become ripe and ready for picking.

CONKERS



On the floor of the woods, you'll see that horse chestnut trees are dropping their shiny brown seeds in spiky cases.

DID YOU KNOW?

In autumn, the kitchen garden is bursting with fruit and vegetables. From September, the gardens team make a special display from all the things they've harvested.



GARDEN ACTIVITIES

Ideas for hands-on, outdoor learning experiences that suit a range of different learning styles and curriculum areas.

SELF-LED ACTIVITY

GEOGRAPHY GAME



KS1

Recommended for

KS1 (Geography)

Learning objectives

- Explore interesting things hiding in different parts of the gardens.
- Develop skills of orientation and use basic directional language.

Location

All around the gardens

Time to complete

Approx. 1 hour



SUMMARY

GROUP SIZE AND EQUIPMENT

This activity works best when working in small groups. We recommend teams of three or four, with a supervising adult guiding the activity.

Please pick up these resources from the cupboard in the Learning Centre, enough for one per group:

- Laminated versions of the map on page 34
- Mini whiteboard pens and erasers.

When you've finished, please put the resources back where you found them for others to enjoy.

Gather your group at the Learning Centre and put them into small groups. Explain that they are about to go on a mission to find interesting things hidden around the gardens. There are eight things to find, each with a different grid reference and a rhyming riddle to help.

Before you start, use the map provided to make sure students understand how grid references work. Also, check their understanding of the following prepositions, as they will come up during the activity: in, under, on, along and through.

During the activity, use the mini whiteboard pen to mark each thing onto the map once you have found it.

MORE LEARNING IDEAS

You could get students to draw or take a photo of each thing hidden around the gardens. Back in the classroom, you could compile these drawings and photos into a big class book or a wall display showing all the things they saw at Walmer Gardens.

GEOGRAPHY GAME



C2

In the kitchen garden where fruit and veg grow, find the special board that tells you what's on show.

D2

Under a sign, sitting on the ground, there's a lion made of stone just waiting to be found.

D3

At the bottom of the garden, take the hidden path. You'll come across a fountain that was put there in the past.

C3

In the middle of the lawn, a massive yew tree grows. It was planted on this spot 600 years ago.

C4

Along the woodland path are birds carved into trees. If you keep on walking, you will spot eight of these.

B4

In the Paddock, through the shady trees, you'll find a wooden hive that is home to honey bees.

A3

The Glen is a garden that used to be a chalk pit. Find the information board that tells you all about it.

B3

Find the statue of Mercury, a Roman god. Look closely at his ankles – can you see something odd?



You'll find me in B3.



I'm waiting in D2.



I'm hiding in D3.

SELF-LED ACTIVITY

TREE SURVEY



KSI-2

Recommended for

KSI-2 (Science, Art)

Learning objectives

- Identify and examine different trees, considering how old they might be.
- Draw leaf shapes and bark types.

Location

Oval Lawn

Time to complete

Approx. 30 minutes



SUMMARY

GROUP SIZE AND EQUIPMENT

This activity works best when working in teams of three or four, with a supervising adult. Students will need to bring paper and something to write/draw with.

Please pick up these resources from the cupboard in the Learning Centre, enough for one per group:

- Laminated versions of the 'Terrific Trees' spotter sheet on page 28
- Measuring tapes
- Clipboards.

When you've finished, please put the resources back where you found them for others to enjoy.

During your visit, use the 'Terrific Trees' spotter sheet to identify some of the trees growing on the Oval Lawn. Explain to students that trunks grow outwards as well as upwards, forming a new layer of growth every year. If you sliced through a trunk you would be able to see and count its growth rings.

Ask each group to select one tree and work as a team to:

- measure the circumference of the trunk (this is officially measured at chest height or 1.3 metres from the ground)
- describe the colour and texture of the bark
- draw the shape of the leaves
- make seasonal notes, e.g. the presence of buds, blossom or fruit.

Now ask each group to move on to another tree and repeat the survey.

MORE LEARNING IDEAS

1. Hunt for the commemorative trees around Walmer Gardens. They were all planted for special reasons. Read the tree plaques to find out more.

2. Identify tree types in the grounds of your school and tally the number of occurrences of each.

SELF-LED ACTIVITY

HABITAT HEROES



KS1–2

Recommended for

KS1–2 (Science, Geography)

Learning objectives

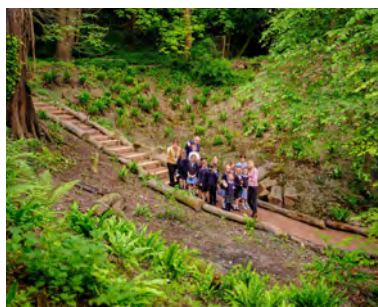
- Understand how different habitats are suited to different plants and animals.
- Discuss what can be done to look after habitats and keep them healthy.

Location

Rotate around the woodland, Paddock and Glen

Time to complete

60 minutes; 20 minutes in each habitat



SUMMARY

GROUP SIZE AND EQUIPMENT

This activity works best when working in three smaller groups of approx. 10 students, each with a supervising adult.

Please pick up these resources from the cupboard in the Learning Centre, enough for one per group:

- Laminated versions of the 'Wonders in the Woods', 'Gems in the Glen' and 'Marvels in the Meadow' spotter sheets on pages 21, 22 and 23
- 60-second sand timers.

When you've finished, please put the resources back where you found them for others to enjoy.

During your visit, split into three groups and send each group to the woodland, Paddock or Glen. The supervising adult should use the appropriate spotter sheet to explore the habitat with their group. Explain that the soil type, levels of sunlight, and things that live in each habitat work together to make it an attractive or unattractive home for certain plants, insects and animals. The gardens team at Walmer look after the habitats to encourage diversity.

After 15 minutes of looking for the things on the spotter sheet, ask each student to find a space and close their eyes. Turn over the sand timer, which will take 60 seconds to count down, and get students to make a mental note of the different sounds they hear in that time.

Now repeat the activities above in the two habitats you haven't yet visited. Encourage students to compare and contrast the things they see and hear in each habitat and discuss why they are all so different.

MORE LEARNING IDEAS

Discuss what can be done in or around your school to encourage diversity. Can you plant things that bees, birds and butterflies like? Or make a bug hotel or pile up some old logs to make a home for minibeasts and fungi? How can you encourage animals to spend more time feeding and nesting in this area?

SELF-LED ACTIVITY

BIRDSONG

SING-A-LONG



KS1-2

Recommended for

KS1-2 (Science, Music)

Learning objectives

- Identify birds by how they look and sing.
- Listen to and practise different bird songs.

Location

Woodland path

Time to complete

Approx. 30 minutes

SUMMARY

GROUP SIZE AND EQUIPMENT

This activity works best when working together as a whole class.

Please pick up these resources from the cupboard in the Learning Centre:

- Cuddly toy birds with birdsong noises (robin, blackbird, goldfinch, chaffinch, green woodpecker, greater spotted woodpecker)
- Binoculars, enough for one per student.

When you've finished, please put the resources back where you found them for others to enjoy.



Along the woodland path, you will find different birds carved into tree stumps. Each stump features information, which can be used to learn more about each bird.

Walk through the woods and use these bird carvings as stopping points. At each, gather your class and use the matching cuddly toy to play them the tune sung by that bird. Birds use songs to attract mates, send warnings and communicate with their family. Ask students to listen carefully to the birdsong and then mimic it. Now get students to close their eyes and listen for birds making that song in the trees. If they hear it, they should use their binoculars to try to locate it. Remind students that it is often easier to hear a bird than see it, so they will need to pay close attention and be very patient.

MORE LEARNING IDEAS

Challenge students to use the 'Bird Behaviour' or 'Brilliant Birds' spotter sheets on pages 19 and 27 to identify the different birds that visit their school playground or garden, and report back to you on what they saw and heard.

SELF-LED ACTIVITY

SENSORY STORYTELLING



Recommended for

KSI (English, Drama)

Learning objectives

- Use the garden and the senses to construct a story.
- Understand the importance of character and setting in storytelling.

Location

Woodland

Time to complete

45–60 minutes



SUMMARY

GROUP SIZE AND EQUIPMENT

This activity works best when working together as a whole class.

Please pick up the badger, hedgehog, bat, frog and mouse hand puppets from the cupboard in the Learning Centre.

When you've finished, please put the resources back where you found them for others to enjoy.

During your visit, take your class into the woods and explain that you are going to work together to create a story set there. Like all good stories, this one is going to have lots of interesting characters and a clear beginning, middle and end.

First, introduce students to the main character: Mary the mouse. Explain that little Mary normally lives in the castle but she has ended up alone in the woods, by accident. What sorts of things might she hear, see and smell that could scare her? She is very shy and needs some help getting home, so we are going to look for some woodland animals who can help.

Go along the woodland path and ask students to look for somewhere a badger, hedgehog, bat or frog might live. When they have an idea about one of these, get everyone to stop and call for the animal. In response, bring out the relevant hand puppet and get students to give the animal a name. Each animal should give Mary the mouse one piece of advice or a direction, which you can work with the students to come up with. Follow the path through the woods, meeting and hearing from more characters along the way, until Mary the mouse is safely back at the castle.

MORE LEARNING IDEAS

Write your woodland tale into a class story book, with students drawing pictures to tell key parts of the story.

SELF-LED ACTIVITY

FLOWER POWER



KS2

KS3

Recommended for

KS2 and KS3 (Science)

Learning objectives

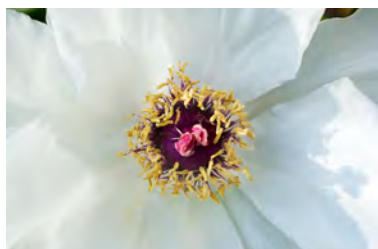
- Understand how flowers grow and reproduce.
- Examine flowers and their different parts.

Location

Learning Centre and
Broadwalk

Time to complete

Approx. 45 minutes



SUMMARY

GROUP SIZE AND EQUIPMENT

This activity works best when working together as a whole class. Please pick up these resources from the cupboard in the Learning Centre, enough for one per student:

- Laminated versions of the flower diagram on page 40
- Magnifying glasses.

When you've finished, please put the resources back where you found them for others to enjoy.

During your visit, explore these key questions with students:

1) How do flowers grow?

Go outside and ask students to look up at the sky and down at the ground. Is there anything above and below them that helps flowers grow? Yes. Soil stores rainwater. The roots of the flower suck up water and its leaves absorb the sunlight from the sky. It converts these things into energy for growth; this is called photosynthesis.

2) How do flowers reproduce?

Stand along the Broadwalk and watch for bees and other pollinators visiting flowers. If students spot one landing on a flower, they should watch it get covered in yellow pollen and move on to a different flower. When pollen reaches a new flower, it travels down inside the plant where it makes seeds. These seeds are then dispersed by animals or the wind. Some of the seeds will grow into new plants.

3) What are the different parts of a flower?

Go to the Learning Centre where there should be a vase of flowers available for close observation. Use the diagram on the next page to explain the different parts of a flower.

MORE LEARNING IDEAS

Use the 'Spring Flowers' and 'Summer Flowers' spotter sheets on pages 29 and 30 to identify which flowers are growing around the gardens at different times of year.

PARTS OF A FLOWER



Petal

Attracts insects and other pollinators

Anther

Makes pollen

Stigma

Traps pollen

Filament

Provides support

Style

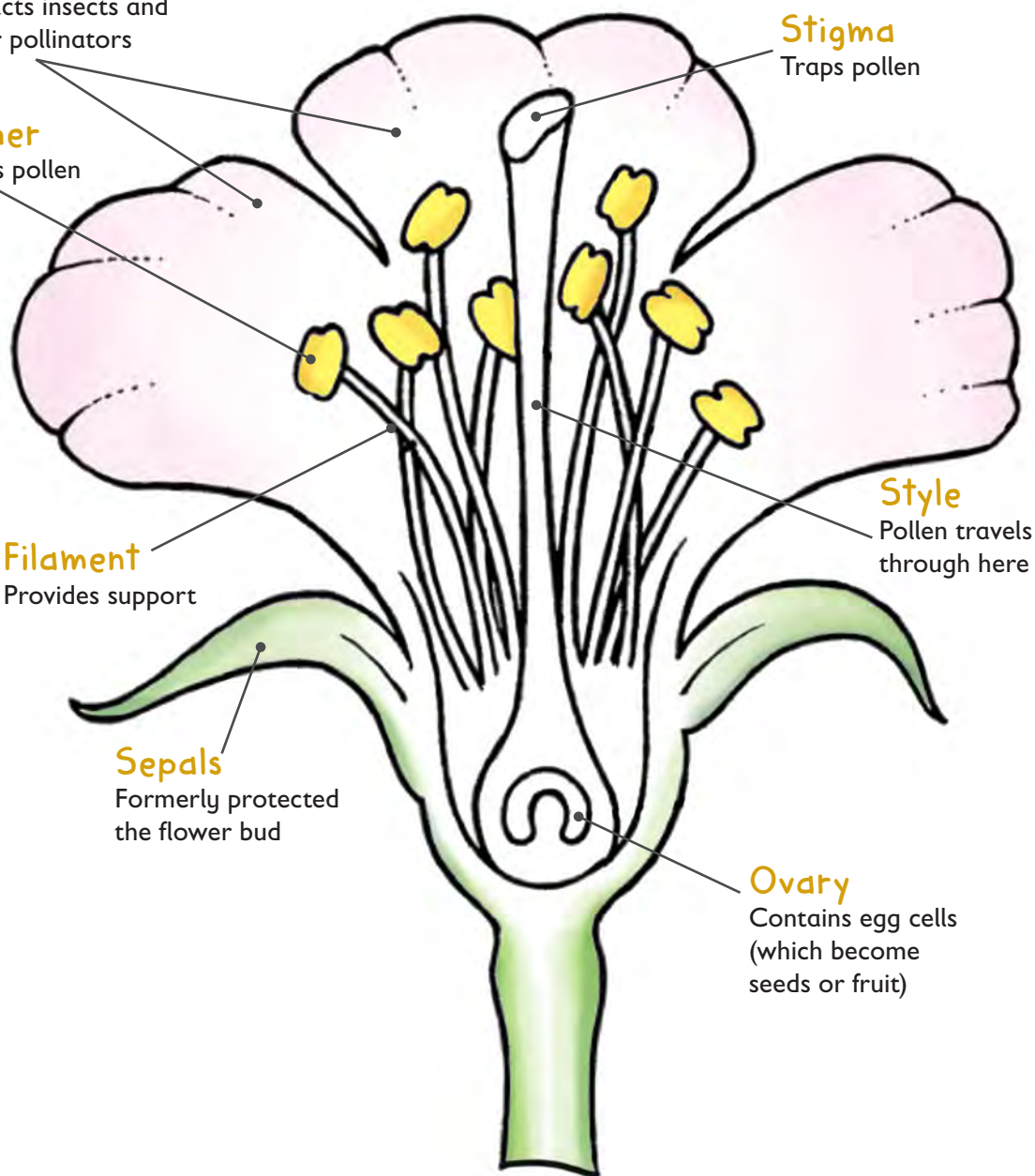
Pollen travels through here

Sepals

Formerly protected the flower bud

Ovary

Contains egg cells (which become seeds or fruit)



A diagram showing the different parts of a flower, which it uses to reproduce.

SELF-LED ACTIVITY

GARDEN GEOMETRY



KS1-2

KS3

Recommended for

KS1-3 (Maths, Art)

Learning objectives

- Identify different shapes and patterns in nature.
- Practise skills of repetition, rotation and reflection.

Location

Anywhere in the gardens

Time to complete

Approx. 30 minutes



SUMMARY

GROUP SIZE AND EQUIPMENT

This activity works best when students work as individuals in the same area of the garden. Students will need to bring squared paper and something to write/draw with.

Please pick up clipboards from the cupboard in the Learning Centre, enough for one per student.

When you've finished, please put the resources back where you found them for others to enjoy.

Gather your group in an area of the garden with some interesting plants. Ask them to find a plant with eye-catching shapes and patterns. Encourage them to look closely for unusual examples of leaves, flowers, bark and seeds. Once they have found a plant they like, ask students to make a close-up observational drawing of the most intriguing part of the plant.

Following this, set students the challenge to use their squared paper to repeat their drawing twice more on the page. Now ask them to reflect it to create a mirror image of their original drawing. Finally, ask them to rotate their original drawing by 90°. They should now have created some interesting geometric patterns on their page.

MORE LEARNING IDEAS

Back in the classroom, students could use their drawings as inspiration for a William Morris style wallpaper, with repeating shapes and patterns made from things found in nature.

SELF-LED ACTIVITY

ARTISTIC ADVENTURES



KS1-2

KS3

SUMMARY

Recommended for

KS1-3 (Art)

Learning objectives

- Engage with different colours, shapes and textures found in nature.
- Respond creatively to different foliage types and textures.

Location

Broadwalk

Time to complete

Approx. 30 minutes



GROUP SIZE AND EQUIPMENT

This activity works best when students work as individuals in the same area of the garden. Students will need to bring paper and something to write/draw with.

Please pick up these resources from the cupboard in the Learning Centre, enough for one per student:

- Clipboards
- Colour wheels.

When you've finished, please put the resources back where you found them for others to enjoy.

During your visit, take students to the Broadwalk where they will find an array of different plants and flowers in the double border flanking the path. For younger students, use the colour wheel to select a colour and ask them to find three examples of things that match the chosen colour.

For older students, challenge them to find a serrated leaf, a flower that features a repeating pattern, a fluffy bit of foliage, and a leaf smaller than a 50p coin. Ask them to select and sketch one plant in this area that they feel has an interesting shape, colour or texture.

Students' sketches could become the inspiration for a home-made souvenir that they design from scratch and make back in the classroom. The end product could be a key ring, bookmark, fridge magnet, ruler, snow globe, etc.

MORE LEARNING IDEAS

Back in the classroom, students should use arts and crafts materials to develop their ideas and produce the final product. You may want to provide templates to help younger students with their souvenir design, such as an outlined shape of a ruler or key ring.



POST-VISIT

Activities and information to help you extend your students' learning back in the classroom.



SOURCES

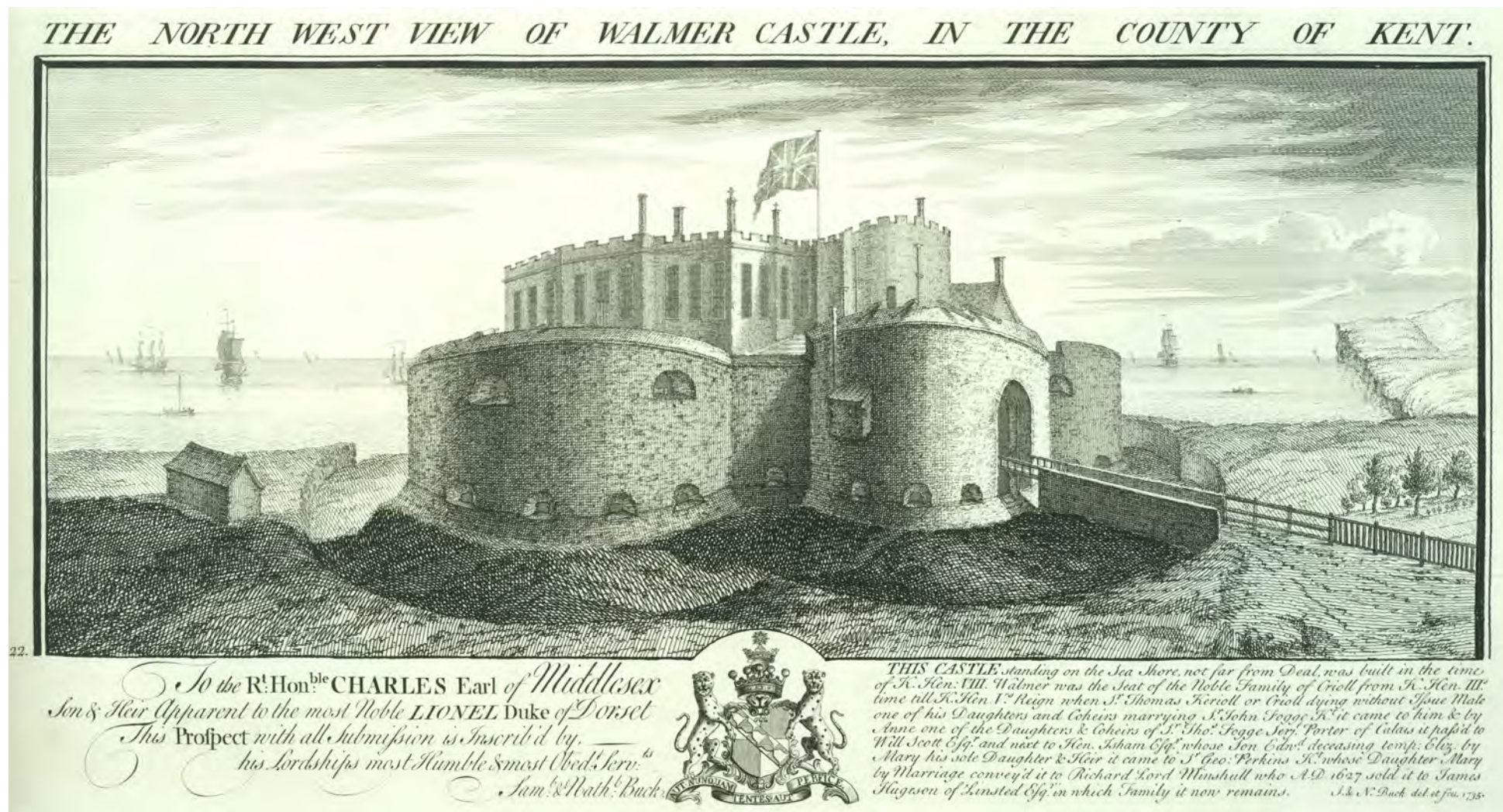
PEER INTO THE PAST

A historical source is something that tells us about life in the past, such as a document, a picture or an object. It may be a primary source, from the time, or a secondary source, created later. Our experts have chosen these sources to help you learn about Walmer Castle and Gardens' history.

SOURCE 1



A painting of the 'Three Castles of the Downs' showing Walmer (right), Deal (centre) and Sandown (above Deal), thought to be painted by Sir Martin Beckman in the later 17th century.



An engraving of Walmer Castle by the brothers Samuel and Nathaniel Buck, created in 1735.

SOURCE 3

'I found myself so much the better for sea air that I have been tempted to stay as long as I could at Walmer.'

Prime Minister William Pitt writing in 1801 when he was Lord Warden of the Cinque Ports.

“”

SOURCE 4

'The Chalk Pit will be very pretty in time. I take great pleasure in attending to the planting of it.'

Lady Hester Stanhope writing about the Glen in 1805. Hester came to Walmer in August 1803 after travelling in Europe for a year. Before that, she had lived with her grandmother who died while Hester was abroad. When she arrived back in England, to avoid having to move back in with her father (who mistreated all his children), she was invited to stay with her uncle, William Pitt, at Walmer.

“”

SOURCE 5



An engraving called 'A Walk by the Sea-Shore' showing the Duke of Wellington by Walmer Castle.

SOURCE 6



A drawing of the Glen and Glen Cottage (labelled Liverpool House in error) in 1860. Courtesy of the National Archives.

SOURCE 7

‘I’m sitting in the garden in perfect stillness & sun shine, crocuses sprouting & fizzling out of the ground in little blazes like fireworks.’

Violet Bonham Carter, a British politician, writing about Walmer in 1915. She was Sir Winston Churchill’s closest female friend, apart from his wife, and her grandchildren include the famous actress Helena Bonham Carter.

SOURCE 8



A photograph (c.1921) of the Broadwalk and keyhole feature cut into the trees in the distance, so that there was a continuous view all the way down the garden.

SOURCE 9

‘I have been given many flowers before, but never a garden.’

“”

Queen Elizabeth the Queen Mother speaking in 1997, when the garden was gifted to her by English Heritage to celebrate her 95th birthday. She was the first female Lord Warden of the Cinque Ports from 1978 to her death in 2002.

SOURCE 10



During her time as Lord Warden, the Queen Mother enjoyed the garden with her corgis Monty, Rush and Minnie.