Learning Resource Pack

A Comprehensive Guide to Visiting the Attraction

Key Stage 1 and Key Stage 2
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Introduction

The World of Beatrix Potter Attraction

Our unique and award-winning attraction is the only official Peter Rabbit attraction in the UK and a unique experience for old and young alike. Located in Bowness-on-Windermere in the Lake District, Cumbria. The World of Beatrix Potter is a unique visitor attraction provides a fun and stimulating experience that takes you on an imaginative and captivating journey through the works of Beatrix Potter.

Throughout the attraction 23 of Beatrix Potter’s famous tales are brought to life in an engaging and magical way. There is also our Peter Rabbit Garden which adds a fantastic element complementing the indoor part of the Attraction and beginning to tell the story of Beatrix Potter the naturalist. Finally, our Interactive Virtual Walks area of the Attraction provides information about Beatrix Potter, her life and links with the local area.

Children will be delighted as they meet all their storybook friends and grown-ups will be amazed by the craftsmanship of details gone into bring the tales alive. The scenes were created by the attraction’s director, Roger Glossop who is well known for his theatre set designs including work for the National Theatre and The Royal Shakespeare Company.

Beatrix Potter and her stories can be linked to many areas of the National Curriculum including Literacy, History, Geography, Art and Science Topic work based around this amazing lady can provide a wealth of learning opportunities for pupils of all ages. A visit to the World of Beatrix Potter Attraction can enhance and recapitulate children’s learning of Beatrix Potter and her work.

The World of Beatrix Potter Attraction Learning Resource Packs have been developed with practising teachers to provide groups visiting the attraction with inspirational work to complete before, during and after their visit. You will also find teachers notes to help you prepare yourself and the children for their visit and details on our facilities and what we have to offer.
Planning and Booking Your Visit

A visit to the attraction usually takes 60-75 minutes. This allows you time to look around the exhibits and also to appreciate the Peter Rabbit Garden. If you plan to do further activities during your visit, please plan time for these accordingly.

We strongly recommend that you book a group visit to the World of Beatrix Potter Attraction in advance of your arrival, so we can ensure the highest standards of customer care. To make a booking please contact us on:

Telephone: +44 (0)844 504 1233
E-mail: groups@hop-skip-jump.com

To speed up the booking process you may like to complete the Enquiry/Provisional booking form online. We will then contact you with a confirmation that your group is booked into the attraction.

Opening Times

<table>
<thead>
<tr>
<th>Season</th>
<th>Dates</th>
<th>Times</th>
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<tbody>
<tr>
<td>Summer</td>
<td>1st April - 30th September</td>
<td>10.00am - 17.30pm</td>
</tr>
<tr>
<td>Winter</td>
<td>1st October - end March</td>
<td>10.00am - 16.30pm</td>
</tr>
<tr>
<td></td>
<td>CLOSED 25th Dec &amp; 3 weeks in Jan/Feb</td>
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Admission

Admission can be paid on the day of the visit or the school can be invoiced. Group rates apply to groups of 15 people or more.

<table>
<thead>
<tr>
<th>Admission Prices</th>
<th>Adult</th>
<th>Child</th>
</tr>
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<tbody>
<tr>
<td>Normal Admission Rates</td>
<td>£6.95</td>
<td>£3.65</td>
</tr>
<tr>
<td>Group Rate</td>
<td>£5.95</td>
<td>£3.15</td>
</tr>
</tbody>
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We will admit one adult free for every ten paying children.

Drop off and Parking

Coaches are asked to drop groups at Rayrigg Road either opposite the pay and display car park or using the bus lay-by opposite the attraction. There is a coach park located on Glebe Road which is free if your group is planning a boat trip. This will need to be booked.

Access

The main entrance is located off Crag Brow, just around the corner from where the coach will drop you off. Alternatively you can access through our Tearoom entrance on Rayrigg Road. Our attraction is accessible for all, with ramps and lifts available for those using wheelchairs.

Arrival

On your arrival, make your way to the Box Office. If entering through the tearoom, this can be found at the top of the stairs and turn right.

Toilets

Toilets are available next to the Beatrix Potter Tearoom. We have Wheelchair accessible toilet facilities.

Cloakroom

Unfortunately we cannot provide a space for children to store their bags.

First Aid

The attraction has a number of trained first aiders. If a first aider is required, please seek assistance from any member of staff or go to the main entrance.
Planning and Booking Your Visit

If you are clear about what you want from your educational visit, contact us and make a provisional booking.

Once you have made your booking you can arrange your complementary teacher visit. This will allow you to see the attraction in full and what we have to offer prior to your group visit.

Your visit may be part of a greater school visit to the area itself. If this is the case, we can help you to plan additional activities with some of the other nearby attractions. Please see the Lake District Tours page of this booklet.

When contacting us to make a booking, it will be helpful if you can have the following details available:

• Preferred date for your visit (and alternatives if possible).
• Approximate time of your arrival and departure.
• Approximate number of children and adults visiting.
• Your full contact details.
• Description of any special needs within the group.

It can be really useful if you can provide us with any intended aims and objectives you have for your visit. We may be able to suggest appropriate self-guided activities or offer you relevant workshops or talks to further enhance your visit.

Risk Assessments
Although we understand that schools are often responsible for providing their own risk assessments when planning educational visits, we can provide you with a copy of our own comprehensive risk assessment. Just ask and we can email this to you.

In our experience, the attraction can be best utilised if you split your group into smaller groups of about 8—10 children. You may wish to show the children the entire attraction first and then revisit parts again in smaller groups. This gives the children the opportunity to appreciate the attraction fully and to carry out additional activities without becoming crowded.
**Childhood**

Beatrix Potter was born Helen Beatrix Potter on the 28th July 1866 at 2 Bolton Gardens, Kensington, London. She was the first daughter of Helen and Rupert Potter. They were a typical wealthy Victorian family who lived in a large house with several servants. Beatrix Potter’s Parents had inherited their money through the cotton trade but gave up their trade roots for a place in London society. Although qualified as a barrister, Beatrix’s father focussed much of his time on his passion for art and photography.

Beatrix was educated from home under a sequence of governesses. She had a lonely and restricted childhood and as she did not attend a school, she had little opportunity to meet other children. Childhood visits to the countryside nurtured her imagination and inspired her art. Soon her London school room was home to a vast collection of insects, butterflies, and small animals, especially mice and rabbits. Her younger brother Bertram was born when she was six years old. In spite of the difference in their ages, they became good friends as they grew up. They both enjoyed painting and drawing and they loved animals. The family always had a dog and the children also kept an assortment of different creatures as pets in the schoolroom.

Beatrix and Bertram were treated by their father to visits to museums and art galleries and Beatrix was encouraged to use her extraordinary artistic talent. Every summer the whole household including servants and pets would rent a house in the countryside. They spent many summers in Scotland but when Beatrix was sixteen their usual house was not available so they came to the Lake District instead. Beatrix fell in love with the beauty of the area and it was here that she became friendly with the local vicar, Canon Rawnsley, one of the founder members of the National Trust, who was to be a great influence and lifelong friend.

Bertram was sent away to boarding school, so Beatrix spent most of her adolescence on her own, studying, painting and sketching. She also began a diary, in which she used a miniaturised secret code to record daily thoughts and observations (a habit that continued until she was 30).

Although she got her Art Student’s Certificate for drawing, Beatrix reached the age of 21 having had little real education.
Beatrix the Writer
Throughout her twenties, Beatrix became a keen naturalist and hoped to make a name for herself in this area. However, she was not taken seriously and her theories were rejected. Beatrix concentrated her efforts on her drawing and painting abilities. She created Christmas cards where her pet rabbit Benjamin Bouncer had been used as a model and made money selling these to friends and family.

Beatrix’s last governess, Annie Carter, was only a few years older than her and they became great friends. When Annie left to marry Edwin Moore, Beatrix would visit her and she wrote letters to Annie’s children containing imaginative stories. Annie suggested to Beatrix that her stories might make good books, so Beatrix borrowed back the letters and turned them into little books.

In 1901, after the idea was rejected by six publishers, Beatrix used her own money to pay for 250 copies of The Tale of Peter Rabbit to be made. They sold very quickly. Having seen a copy, Frederick Warne decided to publish Peter Rabbit, and within a year had already had to produce six editions to meet demand. This success marked the start of a life-long relationship between Beatrix and Warne’s. It also brought Beatrix friendship with, and then love for, Norman Warne, her editor, who sent her a marriage proposal in 1905.

Although she agreed to marry him, Beatrix’s parent did not approve of the match and tried in vane to change Beatrix’s mind.

Unfortunately, Norman died of leukemia less than a month after his proposal.

Beatrix was devastated by the tragedy, but she did her best to overcome her grief by devoting herself to her work. She also spent as much time as she could in the Lake District where she was using the income from her books to buy farmland. She was unable to live there full time because she was expected to take care of her parents in London, but she stayed as often as possible, and began to learn the business of running a farm.

She continued writing, producing one or two new books each year for the next eight years. In 1909, through purchasing another Cumbrian property near to Hill Top, she met and then befriended a local solicitor, William Heelis. Beatrix married William in 1913. She was 47.
Beatrix the Farmer

Marriage freed Beatrix to settle properly in the Lake District. She was finally able to throw herself fully into the role of farmer. She enjoyed the physical, day-to-day tasks. Beatrix also became an expert in breeding Herdwicks, a type of sheep indigenous to Cumbria.

During her lifetime she helped to run the farms and became an expert on the Herdwick breed. The Herdwicks are a very hardy breed with coarse grey fleece, ideally suited to life on the fells. Sadly, in the early 1900's the Herdwicks were in danger of being replaced by less hardy breeds with softer wool. Beatrix and a handful of other local farmers however, made sure that they continued to be bred in this area. The total Herdwick flock now stands at around 75,000 sheep.

During her lifetime Beatrix bought fifteen farms, and took a very active part in caring for them. Dressed in clogs, shawl and an old tweed skirt, she helped with the hay-making, waded through mud to unblock drains and searched the fells for lost sheep. She said she was at her happiest when she was with her farm animals.

With her shepherd, Tom Storey, she won major prizes for breeding Herdwick sheep and in 1943 she became the first woman to be elected President of the Herdwick Sheep Breeders' Association, a sign of the high regard in which she was held by the local farming community.

By the early 1930’s she had bought over 4000 acres of farmland with the money she had made from her 23 tales, many of which were inspired by and written in the Lake District.

Apart from farming, Beatrix's major passion in the final part of her life was conservation, an interest inspired by her friendship with Canon Rawnsley. Her expanding estate, funded by revenue from book sales, gave her the opportunity to fulfill an ambition to preserve not only part of the Lake District's unique landscape but the area's traditional farming methods.

Beatrix died aged 77 on 22nd December 1943. In her will she left 14 farms and over 4000 acres to the National Trust, land that it still owns and protects against development today.
### Teachers Notes

#### Beatrix Potter Timeline

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<tr>
<th>Year</th>
<th>Event</th>
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<tbody>
<tr>
<td>1866</td>
<td><strong>28th July Helen Beatrix Potter born</strong> in 2 Bolton Gardens, South Kensington, London; the first child of Helen and Rupert Potter.</td>
</tr>
<tr>
<td>1871</td>
<td>Beatrix spends first summer holiday in Scotland</td>
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<tr>
<td>1872</td>
<td>Brother Walter Bertram born.</td>
</tr>
<tr>
<td>1881</td>
<td>Beatrix begins her Journal aged 15. The journal is written in a secret code which was not cracked until 1958.</td>
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<tr>
<td>1882</td>
<td>The Potter family's first Lake District holiday at Wray Castle in the Lake District.</td>
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<tr>
<td>1883</td>
<td>Beatrix receives a new governess, Annie Carter</td>
</tr>
<tr>
<td>1885</td>
<td>Annie Carter marries Edwin Moore (two years later Noel Moore is born.) Beatrix acquires a rabbit, Benjamin Bouncer.</td>
</tr>
<tr>
<td>1887</td>
<td>Beatrix develops serious rheumatic fever</td>
</tr>
<tr>
<td>1889</td>
<td>Benjamin Bouncer models for Potter family Christmas cards.</td>
</tr>
<tr>
<td>1893</td>
<td>Beatrix sends Noel Moore a story about her pet rabbit, Peter.</td>
</tr>
<tr>
<td>1896</td>
<td>Beatrix and family spend summer holiday in Near Sawrey.</td>
</tr>
<tr>
<td>1901</td>
<td>Frederick Warne &amp; Co show interest in <em>The Tale of Peter Rabbit</em> in Mr. McGregor's Garden, but reject it. Beatrix publishes 250 copies of the <em>Tale of Peter Rabbit</em>, privately.</td>
</tr>
<tr>
<td>1902</td>
<td>Frederick Warne publishes 8000 copies of <em>The Tale of Peter Rabbit</em>, shortened and illustrated in full colour. Beatrix privately publishes 500 copies of <em>The Tailor of Gloucester</em>.</td>
</tr>
<tr>
<td>1903</td>
<td><em>The Tale of Squirrel Nutkin</em> and <em>Tailor of Gloucester</em> published.</td>
</tr>
<tr>
<td>1904</td>
<td><em>The Tale of Benjamin Bunny</em> and <em>The Tale of Two Bad Mice</em>.</td>
</tr>
<tr>
<td>1905</td>
<td>At 39 years old, Beatrix receives and accepts a proposal of marriage from her editor Norman Warne but he dies of leukaemia. <em>The Tale of Mrs. Tiggy Winkle</em> and <em>The Pie and the Patty-Pan</em> published.</td>
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Beatrix officially buys Hill Top Farm in Near Sawrey
### Teachers Notes
#### Beatrix Potter Timeline

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
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<tbody>
<tr>
<td>1906</td>
<td>The Tale of Mr. Jeremy Fisher is published. Beatrix starts to breed Herdwick Sheep at Hill Top Farm</td>
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<tr>
<td>1907</td>
<td>The Tale of Tom Kitten is published.</td>
</tr>
<tr>
<td>1908</td>
<td>The Tale of Jemima Puddle-Duck is published.</td>
</tr>
<tr>
<td>1909</td>
<td>Beatrix buys second farm in Near Sawrey, Castle Farm. The Tale of the Flopsy Bunnies and The Tale of Ginger and Pickles are published.</td>
</tr>
<tr>
<td>1911</td>
<td>The Tale of Timmy Tiptoes and Peter Rabbit's Painting Book are published.</td>
</tr>
<tr>
<td>1912</td>
<td>The Tale of Mr. Todd is published. Beatrix accepts a proposal of marriage from William Heelis, a Lake District solicitor.</td>
</tr>
<tr>
<td>1913</td>
<td>Beatrix marries William Heelis. They choose Castle Cottage as their home. The Tale of Piggling Bland is published.</td>
</tr>
<tr>
<td>1917</td>
<td>Appley Dappley's Book of Rhymes and Tale of Johnny Town Mouse is published.</td>
</tr>
<tr>
<td>1921</td>
<td>Cecily Parsley's Nursery Rhymes published.</td>
</tr>
<tr>
<td>1923</td>
<td>Beatrix buys Troutbeck Park Farm, 1900 acre sheep farm.</td>
</tr>
<tr>
<td>1926</td>
<td>The Tale of Samuel Whiskers is published.</td>
</tr>
<tr>
<td>1930</td>
<td>At 63 years old, Beatrix buys 5000 acre Monk Coniston. She wins silver challenge cup for best Lake District Herdwick ewe. The Tale of Little Pig Robinson is published.</td>
</tr>
<tr>
<td>1938</td>
<td>Beatrix has surgery in Liverpool.</td>
</tr>
<tr>
<td>1939</td>
<td>Beatrix dictates her will before more surgery.</td>
</tr>
<tr>
<td>1943</td>
<td>Beatrix elected President of Herdwick Sheep Breeders' Association to begin March 1944. <strong>22nd December Beatrix Potter Heelis dies at 77</strong> at Castle Cottage.</td>
</tr>
<tr>
<td>1945</td>
<td>William Heelies dies. The joint Heelis property, over 4000 acres with 17 farms, 8 cottages are all left to National Trust.</td>
</tr>
</tbody>
</table>

Chronology by Linda Lear, adapted from Judy Taylor's in *Beatrix Potter Artist & Illustrator, paintings and drawings selected by Anne Stevenson Hobbs* (London: Frederick Warne & Co., 2005)
Synopsis of the Tales

The Tale of Jemima Puddle-duck
Jemima Puddle-duck wants to make a nest for herself in a quiet place right away from the farmyard. A charming gentleman with sandy whiskers and a bushy tail offers to help her but are his intentions as innocent as they seem?

The Tale of Mr. Tod
Peter Rabbit and Benjamin Bunny return in an adventure that features two villains, Tommy Brock the badger and Mr. Tod the fox. Fortunately those two dislike each other so much that when Tommy Brock kidnaps Benjamin’s young family, Mr. Tod unwittingly becomes the rabbits’ ally.

The Tale of Pigling Bland
Pigling Bland leaves the farm where he was born and sets off to market. On the way he meets the enchanting Pigwig, who is being held hostage by the unpleasant farmer Mr. Piperson, and the two little pigs decide to run away together.

The Tale of Mrs. Tittlemouse
Mrs. Tittlemouse is a very particular, tidy wood-mouse whose underground home with its many sandy passages is constantly being invaded by uninvited insect guests. But when a swarm of bees move in, an unlikely honey-loving hero comes to Mrs. Tittlemouse’s rescue.

The Tale of Squirrel Nutkin
Every autumn Squirrel Nutkin and his cousins are granted permission by Old Brown the owl to collect nuts on Owl Island. But Squirrel Nutkin can’t resist teasing Old Brown by asking him riddles and soon finds himself in serious trouble.

The Story of a Fierce Bad Rabbit
One of Beatrix Potter’s fans challenged her to write a story about a rabbit who was even more naughty than Peter. So this charming tale for very young readers has a rabbit anti-hero who is as bad as he can be.

The Tale of Mrs. Tiggy-Winkle
Out on the hillside Lucie finds a mysterious little door which leads straight into the kitchen of a very unusual washer-woman. Twinkly-eyed Mrs Tiggy-winkle has prickles under her cap and does the laundry for some surprising customers.
The Tale of Two Bad Mice
Tom Thumb and Hunca Munca explore a beautiful doll’s-house which appears to be a perfect home for mice. When they find that the delicious food is all made of plaster, however, they lose their tempers and start to behave very badly indeed.

The Story of Miss Moppet
Miss Moppet the kitten teases an impudent mouse but soon gets her come-uppance in the second of Beatrix Potter’s simple, funny tales especially for very young children.

The Tale of Johnny Town-Mouse
Johnny Town-mouse tries to introduce a country mouse to the joys of urban living, but poor Timmy Willie finds it a terrifying experience. Then Johnny decides to pay a visit to the countryside and the tables are turned.

The Tale of Samuel Whiskers
Tom Kitten wants to hide from his mother and climbs inside the chimney. But up there the rat Samuel Whiskers is living in a secret space behind the attic walls and “kitten roly-poly pudding” is his favourite meal.

The Tale of The Pie and The Patty-Pan
The village in this tale is based on Sawrey, where Beatrix Potter lived. However in the story the inhabitants are all animals and unexpected problems arise when Ribby the cat invites Duchess the dog to tea.

The Tale of Tom Kitten
Tom Kitten and his sisters are dressed up in their best clothes ready for a visit by their mother’s fine friends. All they have to do is keep their clothes clean until the visitors arrive, but that proves no easy matter once the kittens start having fun in the garden.

The Tale of Mr. Jeremy Fisher
Mr. Jeremy sets out to catch some minnows for his dinner party. So begins a day full of the worst ever fisherman’s mishaps and he has a dramatic story to tell his friends when dinner-time finally comes.

The Tale of the Flopsy Bunnies
Peter Rabbit and Benjamin Bunny, are now grown up and Benjamin is married to Peter’s sister, Flopsy. But danger still exists in Mr. McGregor’s garden and it threatens Benjamin and Flopsy’s children, the six little Flopsy Bunnies.
Synopsis of the Tales

The Tailor of Gloucester
A group of little mice decide to help a poor, sick tailor who has left the unsewn pieces of a coat in his shop. Will the mice be able to finish the coat with their tiny stitches in time for Christmas morning, in spite of the unwanted attentions of the tailor’s cat, Simpkin?

The Tale of Little Pig Robinson
The story of how a young pig from a Devon farm comes to embark on an exciting sea voyage that eventually takes him all the way to the land where the Bong Tree grows.

Appley Dapply’s and Cecily Parsley’s Nursery Rhymes
Beatrix Potter loved nursery rhymes and collected and illustrated them for many years. These books contain a selection of her own favourites, both familiar rhymes as well as unusual variants featuring animal characters.

The Tale of Timmy Tiptoes
When the other grey squirrels mistakenly think that Timmy Tiptoes is stealing their nuts, he is forced to hide out with Chippy Hackee the chipmunk. Beatrix Potter wrote this tale particularly for her American readers so she featured animals not normally found in the English Lake District, including an American black bear.

The Tale of Benjamin Bunny
In this sequel to The Tale of Peter Rabbit, Peter and his cousin Benjamin return to the forbidden territory of Mr. McGregor’s garden. The two little rabbits manage to rescue Peter’s lost clothes but then become trapped by an unexpected enemy.

The Tale of Peter Rabbit
Naughty Peter Rabbit disobeys his mother and runs off into Mr. McGregor’s vegetable garden. But when he comes face to face with Mr. McGregor himself, a thrilling chase ensues. This was Beatrix Potter’s first and most famous book and remains a firm favourite today.

The Tale of Ginger and Pickles
Ginger the cat and Pickles the terrier run the village shop and everyone from Peter Rabbit to Mrs. Tiggy-winkle does their shopping there. But not all the customers are willing to pay their bills and things go badly wrong in this entertaining tale of business incompetence.
Map of Attraction
The Peter Rabbit Garden

The World of Beatrix Potter Attraction opened its Peter Rabbit Garden in 2009. The opening of the Garden added a fantastic new element which complemented the indoor part of the Attraction and began to tell the story of Beatrix Potter the naturalist.

The Garden was designed by Chelsea RHS Gold medal winner Richard Lucas. Richard embarked on a nationwide hunt to ‘root out’ the appropriate unusual and traditional varieties of fruit, vegetables, herbs and flowers.

All varieties of plants used in the garden would have been known to Beatrix Potter and date from before 1943. The garden is made from local materials, including Honister slate and Furness bricks and is run using organic principles.

Children will enjoy exploring this vibrant and enchanting part of the attraction. There are animal homes to hunt out, fragrant plants to discover and Mr McGregor’s garden where you will find a whole host of vegetables growing. Keep an eye out for Peter’s favourite, Long Scarlet Radishes.

Our gardeners can be available to give your group a tour of the garden, picking out interesting species and explaining how we grow the various plants, fruit, vegetables and herbs.

We have a selection of teacher led activities which can take place in the garden (see Suggested Self-guided Activities section of this booklet) We may also be able to offer gardening workshops and visits to our Poly tunnel where we grow fresh fruit and vegetables for our Beatrix Potter Tearoom. You can discuss these ideas when making your booking.
Suggested Self-guided Activities

The following pages contain some free teaching resources designed for teachers and group leaders to use while visiting the attraction.

They are aimed at Key stage 1 and 2 but could be easily adapted to suit older or younger children.

All the activities provide links to the Key stage 1 and Key stage 2 National Curriculum and the Primary National Strategy or QCA schemes of work where relevant.

Whether your school follows established schemes of work or is working towards a creative approach to the curriculum these activities have been designed to support learners in developing skills in communication, group work and creative thinking as well as being great fun.

Each activity includes pre visit exercises which provide the children with either an introduction to the topic the activity covers or key information meaning they can make the most of the attraction when they visit.

There are also ideas on how you might further develop the activities back at school.

There is a list of resources you may need to complete each activity included as well as printable worksheets to accompany the activities.

Some of the activities focus on using specific areas of the attraction. These activities will work best with a smaller group of children, so why not choose several activities or some of your own and rotate the children around them during your visit.

You can also find further activities in our Early Years and Foundation stage Booklet which you may choose to adapt and use.
Key Stage 1
Activity: Story Sequencing
Using The Tale of a Fierce Bad Rabbit.

**Learning Objectives**
To sequence the events of a story. To orally tell a story in own words using the correct story structure.

**Description**
This activity takes place in the exhibition in The Story of a Fierce Bad Rabbit area. The activity focuses on oral story telling using a sequence of scenes from The Tale of a fierce Bad Rabbit and ordering and matching text from the original stories to the images.

**Resources required**
The exhibition, Worksheet (below) cut into sections, camera.

**Curriculum Links**

**English**

**Speaking and listening**
- Group discussion and interaction

**Reading**
- Literature – Use their knowledge of sequence and story language when they are retelling stories and predicting events.

**PNS Unit links**

**Year 1**
- Stories with familiar settings.

**Year 2**
- Stories with familiar settings
- Different Stories by the same author

**Pre Visit**
Introduce children to some of Beatrix Potters stories and illustrations. Discuss what they like and dislike about the stories and any similarities between them. Look at story structure.

**During Visit**
Show the children the sequence of scenes which make up the story of A Fierce Bad Rabbit. Ask the children to discuss in pairs what they think the story is about and then share these ideas as a group.

Explain to the children that they are going to orally tell the story with their partner. Model this with the first 2 scenes in the sequence. Encourage children to talk as if they are reading the story. Encourage descriptive language and detail.

Children take it in turns to tell the story using the scenes to help generate ideas. Share some of the stories as a group.

Give out/read parts of the story. Ask the children to discuss and decide which scene the text from the story matches (see attached resources).

**Ideas for Back at School**
The story was originally written as a panorama, unfolding in a long strip of pictures and text from a wallet. Children could present their version of the story in a similar way.

The story was intended for very young children. Children could use the original text and adapt for older children.
THIS IS FIERCE BAD RABBIT; look at his savage whiskers, and his claws and his turned up tail.

This is a nice gentle Rabbit. His mother has given him a carrot.

The bad Rabbit would like some carrot.

He doesn’t say “Please.” He takes it!

And he scratches the good Rabbit very badly.

The good Rabbit creeps away and hides in a hole. It feels sad.
This is a man with a gun.

He sees something sitting on a bench. He thinks it is a very funny bird!

He comes creeping up behind the trees. And then he shoots – BANG!

This is what happens – But this is all he finds on the bench, when he rushes up with his gun.

The good Rabbit peeps out of its hole.

And it sees the bad Rabbit tearing past without and tail or whiskers!

The End
Key Stage 1 and 2
Activity: Story Structure—Creating your own imaginative story.

**Learning Objectives:** To explore characters and their personalities. To use key features of narrative in own writing. To choose what to write about, plan and compose a story.

**Description**
This activity will take place in the main exhibition with follow up work taking place back at school. It focuses on the style and features of Beatrix Potter’s stories. Using the exhibition to generate ideas, children choose characters that interest them to use in their own stories.

**Resources required**
Copies of various Beatrix Potter stories, Character Study Worksheet, Story Planning Worksheet, Paper, Pencils.

**Curriculum Links**
**English**
- Speaking and Listening
  - Group discussion and interaction
- Reading
  - Literature—Identify and describe characters, events and settings in fiction; Identify how character and setting are created and how plot, narrative structure and themes are developed
- Writing
  - Composition
  - Planning and Drafting

**PNS Unit links**
- Year 1
  - Stories with familiar settings.
- Year 2
  - Different stories by the same author.
  - Stories with familiar settings.
- Year 3
  - Stories with familiar settings.
- Year 5
  - Novels and stories by significant children’s authors.

**Pre Visit**
Familiarise the children with some of Beatrix Potter’s stories. Pick out the main features of the text. Establish the structure of the story – What is going to happen at the beginning? What problem/event happens in the middle? How is the problem/event sorted? What happens at the end of the story?

**During the Visit**
While children are looking around the exhibition, they will look in detail at the stories written and some of the history behind her writing. In small groups discuss – What influenced Beatrix to write this story? Do you think the characters are based on real people in Beatrix’s life? How has Beatrix given the animal characters human qualities?

Children choose 2 characters from the exhibition (They do not need to be from the same story). They draw the character and annotate their drawings with thoughts on the characters personality. Encourage them to use clues from the scenes to help them with this. They then go on to use the exhibition to give them ideas for settings and plots for their own stories.

**Ideas for Back at School**
Children discuss their story ideas with a partner or in small groups. They plan their own story based on the structure identified in Beatrix Potter’s stories using the Story Planning Worksheet. Discuss potential settings for their stories based on their experiences in the exhibition.
Beatrix Potter Character Study

Choose two characters from the attraction that interest you. Look carefully at the character and draw them in the space below.

<table>
<thead>
<tr>
<th>Character 1</th>
<th>Character 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Character:</td>
<td>Name of Character:</td>
</tr>
</tbody>
</table>

What can you tell about the character from the exhibition? Note your thoughts in the space below and your reasons why.

| | |
| | |
**Story Planning**

Now you have visited the attraction, you are going to use the characters you have chosen in your own story. Use the boxes below to help you plan your story. The plots and settings of Beatrix Potter’s stories should give you some great ideas.

<table>
<thead>
<tr>
<th>Where will your story be set?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>What will happen at the beginning of your story?</th>
<th>What problem will your character face?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>How is the Problem solved?</th>
<th>What happens at the end of your story?</th>
</tr>
</thead>
</table>

Use this space to list any interesting words or phrases you could include in your story.
Key Stage 2
Activity: Recount—Writing a newspaper report.

Learning Objective: To recount a story or event using the features of journalistic writing.

Description
This activity is based around creating a newspaper similar to that read by the Fox in The Tale of Jemima Puddle-Duck. Children will read the reports, highlight features and use ideas to create their own version of the Woodland Gazette.

Pre Visit
Recap on features of a recount and newspaper articles. Familiarise children with some of Beatrix Potter’s stories.

During the visit
In small groups, spend time looking at the newspaper being read by the Fox in the Jemima Puddle-Duck area of the attraction. As a group, pick out some of the features of a newspaper. Ask one child to pick a article to read to the rest of the group. Ask the rest of the group to note down the ‘5 W’s’ of the article. Who is the article about? What is the article about? When did it happen? Where did it take place? Why did it happen? Explain that following their visit to the attraction, they will be creating their own version of the front page of the Woodland Gazette.

As the children continue to look around the exhibition, ask them to note down ideas for potential articles. Perhaps they could also take photographs to include in their article.

Ideas for Back at School
In small groups children create their own front page of the Woodland Gazette. Their articles may be based on the events in one of Beatrix Potter’s stories or a recount of their visit to the attraction. Remind children of the features to include in this text type including the ‘5 Ws’ as a basis as well as headlines and captions. Children could also include photographs taken on their visit and advertisements. Children should plan and draft their article before presenting with the rest of their group.

Resources required
Examples of newspaper reports, Copy of the Woodland Gazette, Paper and pens for note making, camera (optional).

Curriculum Links
Speaking and Listening
• Group discussion and interaction
Reading
• Reading for information
• Non-fiction and non-literary texts—Understand the structural and organisational features of different types of texts; Evaluate different formats layouts and presentational devices.
Writing
• Composition
• Planning and drafting

PNS Unit links
Year 4
• Recounts—newspapers and magazines.
Year 6
• Journalistic Writing
**Key Stage 2**
**Activity: Beatrix Potter, author, illustrator and more...**

**Learning Objective:** To generate and ask questions to find more about the life of Beatrix Potter.

**Description**
This activity would follow on nicely from the activity ‘Who Was Beatrix Potter?’. Children will generate questions and research answers to questions they have about Beatrix Potter and her life. They could even have the opportunity to ask Beatrix Potter herself.

**Resources required**
Miss Potter film or information on Beatrix Potter. Class copies of generated questions, pens/pencils

**Curriculum Links**

**English**

**Speaking and Listening**
- Speaking - Choose material that is relevant to the topic and the listeners.
- Listening - Ask relevant questions to clarify, extend and follow up ideas.

**Reading**
- Reading for information—scan texts and find information; obtain specific information through detailed reading.

**Writing**
- Composition
- Planning and drafting

**History**
- Knowledge and understanding of events, people and changes in the past.

**PNS Unit links**
Year 3
Authors and letters
Year 6
Biography and autobiography

**Pre Visit**
Watch a clip from the Film Miss Potter (9 min–12min and 16min-20min) or tell the children a little about Beatrix Potter’s childhood (using teachers notes/books). *Would you like to have been a child during this time?*
Focus on some of the other important events in Beatrix Potter’s life. You may want to encourage the children to do some of their own research.

Ask the children to work in small groups to generate questions they could ask the author if they had the opportunity to meet her. Share questions as a class and create a class list of questions.

**During the visit**
The children should have their own copies of the class questions they would like to ask. Children explore the exhibition attempting to answer the questions they have. They should also watch the short films at the beginning of the exhibition and in the Virtual Walks area making any additional notes they feel are important.

You may wish to incorporate a meeting with Beatrix Potter (our knowledgeable actress) where children will have the opportunity to answer any of their questions and tell the children about herself and her stories in more detail.

**Ideas for Back at School**
Children can use the knowledge and research they have collected to create an information leaflet or poster.

Alternatively they could write a non-chronological report or biography on the author.
Key Stage 1 and 2
Activity: Who was Beatrix Potter?

Learning Objective: To explore the life and work of Beatrix Potter.

Description
This activity looks at the life of Beatrix Potter; who she was and the main events in her life. Prior to visiting, children should be introduced to the author and some of her work. During the visit, this activity will take place in the Virtual Walks area of the attraction.

Resources required
Photographs or film extract of Beatrix Potter for discussion; Timeline Worksheets.

Curriculum Links
History
• Knowledge and understanding of events, people and changes in the past.
• Historical enquiry

QCA Unit links
• Unit 4—Why do we remember famous people?

Pre Visit
Show groups of children a picture of Beatrix Potter. What can you find out about her from this picture? Are the clothes like the clothes women wear now? How are they different? What is the person in the picture doing? How can we tell that this person lived a long time ago? What sort of person do you think she is?
Alternatively show the Synopsis of The Making of Miss Potter. While Children are watching ask them to note anything they recognise. In groups discuss - Who is the film about? Why do you think this? When do you think the person lived? Have you read or recognised any of the pictures or books? Explain to the class who Beatrix Potter was – Teacher notes.

During the Visit
Show the children pictures of Beatrix Potter’s life on the Timeline Wall. Remind them of the work they did prior to their visit. Help them recount her story by choosing the most appropriate pictures and discussing what they tell us. Ask the children to pick 5 important events in Beatrix Potter’s life and add them to the Timeline Worksheet. You may wish to differentiate the worksheet by including dates and asking the children to find out why each date is important.

Ideas for Back at School
In groups, children can group together the information and significant events they collected from their visit. They can produce their own timeline for display perhaps including further research from books or the internet. You could differentiate this activity by providing children with a selection of photographs from throughout Beatrix Potter’s life and asking the children to put them in the correct order on a timeline.
Beatrix Potter Timeline

Look carefully at the timeline on the wall in the Virtual Walks area of the attraction and watch the short video which will play on the screens. Choose 5 important events from the life of Beatrix Potter and add them to the timeline below. Remember to include the date of the event and to put your events in order. You may wish to include additional notes or sketches.
**Key Stage 1 and 2**  
**Activity: Plant Observations**

**Learning Objectives:** To create detailed sketches of flowers and plants. To recall and identify the parts of plants.

**Description**  
This activity will take place in the Peter Rabbit Garden. The children will make observational drawings of the plants in the garden and labelling the main parts of the

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**Resources required**  
Sketchbooks, pencils, plant reference books.

**Curriculum Links**  
**Key stage 1**  
Science  
- Green Plants—To recognise and name the leaf, flower, stem and root of flowering plants.

Art  
- Investigating and making art, craft and design

**Key stage 2**  
Science  
- Green Plants—Taught about the parts of the flower and their role in the life cycle of flowering plants.
- Variation and classification

Art  
- Exploring and developing ideas  
- Investigating and making art, craft and design

**PNS Unit links**  
- Unit 1B—Growing Plants  
- Unit 2B—Plants and animals in local environments  
- Unit 3B—Helping plants grow well  
- 6A—Interdependence and adaptation

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**Pre Visit**  
Spend some time reminding children of the main parts of flowering plants relevant to their ability.

**During the Visit**  
Explain to the children how Beatrix Potter was a keen naturalist and made detailed studies of flora and fauna. She used many of these studies were used in the backgrounds of her illustrations.

Using sketchbooks or paper, children choose flowering plants, herbs or vegetables which interest them and create detailed sketches. Encourage children to look carefully at the subject and to draw what they can see, rather than what they think they can see. Ask children to annotate their sketches by labelling the main parts of the plant; leaf, flower, stem, seed, root (You may wish to label the parts of a flower in addition). You may wish to take photographs of the plants for reference back at school.

**Ideas for Back at School**  
Children can use the internet and/or reference books to name their plants. They can then create a class reference book for the Peter Rabbit Garden using their sketches.

Using the photographs from the garden and/or children’s sketches, children create or use a key to identify the different plants in the garden.
Key Stage 1 and 2
Activity: Herb Hunting in the Peter Rabbit garden

Learning Objectives
To identify and investigate plants and herbs found in the garden.

Description
This activity takes place in the Peter Rabbit Garden. Children will explore the garden using a mixture of senses to identify different herbs that are grown. These herbs are then used in the Tail of Gloucester Tearoom.

Curriculum Links
Science Key stage 1
- Life Processes — to relate life processes to animals and plants found in the local environment.
- Green Plants — To recognise and name the leaf, flower, stem and root of flowering plants.
- Living things in their environment — find out about the different kinds of plants and animals in the local environment.

Science Key stage 2
- Life Processes — To make links between life processes in familiar animals and plants and the environments in which they are found.
- Variation and classification — How locally occurring animals and plants can be identified and assigned to groups; that the variety of plants and animals makes it important to identify them and assign groups.

PNS Unit links
- Unit 2B — Plants and animals in the local environment.
- Unit 2C — Variation
- Unit 6A — Interdependence and adaptation

Pre Visit
Perhaps explore the school grounds and see what plants children know or can identify using pictures and books. Explain that children should not eat or put plants in their mouths and they should always wash their hands.

During the visit
Split the group into smaller groups of 4-6 children. (For younger children, an adult is recommended with each group). Explain that children will be looking around the garden to find and identify different herbs. Remind Children that they should not eat the herbs. Give each group a selection of photographs with herb names. Children find herbs and complete the Herb Investigation Sheet. The sheet encourages children to look at smell, leaf texture, leaf shape and colour. They can add their own notes if necessary. Ask the children to share their findings and preferences with other groups. Explain that these herbs are used in the tearoom to flavour food.

Ideas for Back at School
Create your own herb garden either outside or using pots in the classroom. They are easy to grow and smell great.

Herbs have been used for centuries for things like medicine. Research the different herbs and perhaps create information leaflets to go with your herb gardens.

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**Herb Hunting**

Using the picture cards, look around the garden to see which herbs you can identify. Use the boxes below to record your findings as you investigate the herbs.

<table>
<thead>
<tr>
<th>Herb Name:</th>
<th>Leaf Texture:</th>
<th>Shape and Colour of Leaves:</th>
<th>Smell:</th>
<th>Addition Information:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>rough</td>
<td>smooth</td>
<td>(Can you describe the smell?)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>hairy</td>
<td>feathery</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Herb Name:</td>
<td>Leaf Texture:</td>
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<tr>
<td></td>
<td>hairy</td>
<td>feathery</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Herb Hunting

Bay
*Laurus nobilis*

Camomile
*Chamomile nobile*

Chives
*Allium*

Mint
*Mentha spicata*

Fennel
*Foeniculum vulgare*

Lemon Balm
*Melissa officinalis*
Herb Hunting

Lavender
Lavendula angustifolia

Rosemary
Rosmarinus officinalis

Parsley—Moss Curled
Petroselinum crispum

Thyme
Thymus vulgaris

Take a closer look at our Scented Leaf Geraniums in the greenhouse at the top of the garden.

They smell fantastic and everyone is different. Compare them and choose your favourite.
Key Stage 2
Activity: Landscape Sketches.

**Learning Objectives:** To be able to carefully observe and record details from real life landscapes using line drawings. To make detailed observations of other artists’ work.

**Description**
Many Lakeland scenes painted by Beatrix Potter made it into the illustrations within her books. This activity involves a short walk to the shores of Windermere where children can become inspired to make their own landscape sketches.

**Pre visit**
Look carefully at some landscape paintings of Lakeland settings by various artists from both present and past. Discuss what children like or dislike about them and the composition. *What does this painting make you feel? Why do you think the artist has used high/low horizon and what effect does this create?* Look at how the artists have layered their work using background, middleground and foreground (useful website [http://www.schoolsliaison.org.uk/kids/landscape.htm](http://www.schoolsliaison.org.uk/kids/landscape.htm)) Repeat with some of Beatrix Potter’s landscape work.

**During the Visit**
Following your visit to the attraction, the children can be taken on a short walk from the attraction to an area known as Cockshott Point (see walk details). Using the Teachers Notes explain the importance of the area and its relevance to Beatrix Potter.

Ask the children to use viewfinders to select views they think include interesting features. Ask the children to draw thumbnail sketches of these views in their sketchbooks, focusing on relative proportions, lines and shapes within the area selected. Encourage children to make notes on their sketches about interesting patterns, textures and colours. You may also wish to take some photographs of the area to take back to school.

**Ideas for Back at School**
Children can use different medium such as pastel or watercolour to add to their sketches. Use the photographs to remind them of the scene, light levels and colours.

**Resources required**
Copies of paintings, sketchbooks or paper, pencils, viewfinders.

**Curriculum Links**
**Art and Design**
- Exploring and developing ideas
- Evaluating and developing work

**PNS Unit links**
**Art and Design**
- Unit 2B - Mother Nature Designer
- Unit 6C - A Sense of Place

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Beatrix Potter Landscapes

The garden at Ees Wyke, Sawrey, (1902)

The Newlands Valley from Beatrix Potter’s sketchbook of the Derwent Water area

View over Hill Top Farm and Sawrey from Beatrix Potter’s 1905 sketchbook

Sketch of a mountain landscape in snow (1909)

'Esthwaite Water seen from Lakefield', (1900)
Identifying Plants in the Garden
Identify and group different plants found in the Peter Rabbit Garden. The children can annotate a map of the garden with their findings. Children discuss likes and dislikes and use ideas to help them plan a garden of their own for school.

Observational Drawing
As children move around the exhibition they make sketches of scenes which interest them. They may choose to annotate their sketches. Discuss why children chose particular scenes. Make links with descriptive writing.

Garden Rubbings
The children can select from a range of natural objects, including leaves, bark, stones, rocks, wood. Using crayons, charcoal, shading pencils the children will make rubbings of a range of natural objects and textures. Share rubbings and discuss patterns and textures.

What Were Homes Like in the Past?
Using the scenes in the main exhibition, children draw or take notes of the items they see in the homes of the characters. Explain that these homes would have been based on what peoples homes were like at the time the book was written. Children make comparisons with modern day homes.

Drama
Each scene in the attraction shows part of a story. Children can recreate the scenes in a ‘freeze frame’ either in the attraction or back at school. Discuss the thoughts and feelings of each character at the point of freeze frame.

Secret Code
Beatrix Potter began to write a secret diary when she was 15 years old. The diary was written in a code where each letter was replaced with a different letter or symbol. Use the code to create your own secret messages or to decipher some of Beatrix Potter’s thoughts.

Senses
The attraction uses all the senses in recreating different scenes from the tales. Discuss not only what you can see but also what you can hear, smell, and feel.

Data Handling
Children plan an investigation into finding how many people visit the attraction. They create interview style questions asking visitors why they have chosen to visit the attraction and if they are local or visiting the area on holiday. Children present their findings.
Cockshott Point
Walk Details and Map

This is a short, circular walk of about 2km (1¼ miles) which takes in stunning views of Windermere and the surrounding fells. The walk is easy with firm footing throughout. It follows pavements and wide public footpaths. It gives a real sense of why Beatrix Potter was so fond of this area and why she put so much effort into its conservation. Beatrix Potter was involved in a campaign to save Cockshott Point from development. In 1927 she produced fifty drawings which were sold in order to provide the funds to buy Cockshott Point which she later bequeathed to the National Trust.

The walk starts and ends at The World of Beatrix Potter Attraction. It is great opportunity for your group to have a go at their own landscape artwork (see Suggested Self-guided Activities) or for a picnic lunch.

Walk Description
Leave the World of Beatrix Potter using the Tearoom entrance. Cross the road and turn left at the mini roundabout. Follow the road on pavement past the church to reach the lake shore and boat jetties. Continue to next road junction.

Follow the minor road round the Glebe (past the car park and chandlers) and join the footpath that leaves the road at the bend by the boat yard. The public footpath takes you around the lake shore and Cockshott Point.

Find a suitable place here, looking out towards Belle Island to enjoy your picnic lunch, sketchbook work or simply to admire the views. There is direct access to pebble beaches, woodland and a large open grass area.

Continue on the path until you reach a kissing gate. (Note: turn right here for public toilets approx 150m) Turn left and continue on the footpath back to the Glebe. On meeting the road, cross and continue straight on beside the cemetery and pitch and putt golf course. Turn left and follow the main road back up the hill to the Attraction.

Please Note: This is a self-guided walk and as it is not part of the Attraction you will need to risk assess accordingly.
Attraction Led Activities

Visit by Peter Rabbit
Visitors to the World of Beatrix Potter Attraction are always charmed by a visit from Peter Rabbit. He can welcome your guests to the attraction and is always a popular photo opportunity.

Visit by Beatrix Potter
Our knowledgeable actress who plays Beatrix Potter talks to guests as if she is Beatrix Potter in the year 1920, dressed in costume recreated from original photographs by costumiers from the Royal Exchange Theatre. She can tailor her performance to suit your occasion. Your group may like to come up with their own questions to interview Beatrix or alternatively she could read one of her famous tales to your group.

Garden Talk
Our gardeners can be on hand to give your group a tour of the Peter Rabbit Garden. They can tell you about all the different plants we grow, why they were chosen and how we look after them. Are gardeners are not based at the attraction every day but please discuss your interest in this option when making your booking.

This is by no means a definitive list of what additional activities we can offer at The World of Beatrix Potter Attraction. By providing us with your intended aims and objectives and current topics of study we may be able to suggest further ideas to enhance your visit.

These additional activities will incur an additional charge and we will be happy to discuss these with you when you make your booking.

The World of Beatrix Potter Attraction can be enjoyed as part of a range of reduced price Lake District tours with other top attractions. These Lake District tours are designed to make the most of your time in "the most beautiful corner of England".

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The World of Beatrix Potter Attraction can be enjoyed as part of a range of reduced price Lake District tours with other top attractions. These Lake District tours are designed to make the most of your time in "the most beautiful corner of England".

Your group can sail on England’s longest lake, journey by steam train through beautiful Lakeland countryside or even explore beneath the surface of Windermere at the Lakes Aquarium. We recommend these four popular packages but of course we can also arrange your own bespoke tour.

**Rails, Sail and Tail**
Take a journey by Steam locomotive on The Lake District’s only standard gauge preserved railway line, through the Leven Valley to the bottom of Lake Windermere. From here you hop on to a boat and sail up the Lake to Bowness where it’s just a short walk to The World of Beatrix Potter Attraction to complete your Rail, Sail and Tail tour.

**Inclusive price** - £13.30 per Adult, £8.60 per Child

**Fur, Fin, Fun**
Visit Lakeland’s leading freshwater aquarium and meet the UK’s largest collection of freshwater fish. Watch the otters at play and walk under the lake while the ducks dive above you. Combine your visit with a Lakeland cruise, taking in magnificent scenery, then finish the tour with a visit to The World of Beatrix Potter Attraction.

**Inclusive price** - £15.95 per Adult, £10.55 per Child

**Beatrix Potter, Boats, and Brockhole**
A very popular tour which combines a visit to The World of Beatrix Potter Attraction with a boat trip and a visit to the Lake District National Park Visitor Centre at Brockhole. This innovative attraction boasts an exciting exhibition about the Lakes and is set in stunning Edwardian grounds on the shores of Lake Windermere. It has an award-winning adventure playground which is ideal for groups that need to let off steam! It also has an excellent place to picnic and play games! The cruise between the attractions means you can leave your transport for a while and enjoy the Lake District countryside.

**Inclusive price** - £11.50 per Adult, £6.40 per Child
### Lakeside & Haverthwaite
**Railway Co. Ltd**  
Haverthwaite Station  
Nr Ulverston  
Cumbria  
LA12 8AL  
Tel: 015395 31594  
[www.lakesiderailway.co.uk](http://www.lakesiderailway.co.uk)

### Lakes Aquarium
**Lakeside**  
Newby Bridge  
Cumbria  
LA12 8AS  
Tel: 015395 30153  
info@lakesaquarium.co.uk  
[www.lakesaquarium.co.uk](http://www.lakesaquarium.co.uk)

### Windermere Lake Cruises Ltd
**Winander House**  
Glebe Road  
Bowness-on-Windermere  
Cumbria  
LA23 3HE  
Tel: 015394 43360  
info@windermere-lakecruises.co.uk  
[www.windermere-lakecruises.co.uk](http://www.windermere-lakecruises.co.uk)

### Brockhole - The Lake District Visitor Centre
**Windermere**  
Cumbria LA23 1LJ  
Tel: 015394 46601  
infodesk@lakedistrict.gov.uk  
[www.brockhole.co.uk](http://www.brockhole.co.uk/)

### Lakeland Motor Museum Limited
**Old Blue Mill**  
Backbarrow  
Ulverston  
Cumbria  
LA12 8TA  
Tel: 015395 30400  
info@lakelandmotormuseum.co.uk  
http://www.lakelandmotormuseum.co.uk

### Cumbria Tourism
**Windermere Road**  
Staveley  
Kendal  
Cumbria  
LA8 9PL  
Tel: 01539 822222  
info@golakes.co.uk  
http://www.golakes.co.uk
Useful Websites

About Beatrix Potter

http://www.peterrabbit.com/us/
http://www.library.pitt.edu/libraries/is/enroom/illustrators/potter.htm
http://www.nationaltrust.org.uk/hill-top/
http://www.beatrixpottersociety.org.uk/
http://www.visitcumbria.com/beatrix-potter.htm
http://www.bpotter.com/Biography.aspx
http://www.vam.ac.uk/page/b/beatrix-potter/
http://www.visitmisspotter.com/

Gardening

http://growingschools.org.uk
http://www.gardenorganic.org.uk/growyourown/activities.php

Shop

http://www.beatrix-potter-shop.co.uk/

Other

http://www.vam.ac.uk/content/articles/b/beatrix-potter-business-of-books/
http://www.bbc.co.uk/schools/primaryhistory/victorian_britain/children_at_play/
http://www.schoolsliaison.org.uk/kids/landscape.htm