



A Teaching Resource



- 01 Visiting: Active Learning Session - Wonders of the wild
- 02 Curriculum connections and Learning Outcomes
- 03 Resources
- Teachers Notes

Image Bank

Supporting Documents

- Habitat Hunt
 - Grouping Living things
 - Food Chains in the Wild
 - Pond Dipping
 - Survival in the Wild
 - Endangered Species and Habitats
- 04 Glossary
 - 05 Useful links





INTRODUCTION

Session length: 1 hour 30 minutes plus an optional 30 minute independent visit to the galleries.

Session Description: KS2

For costs and booking information please see the website.

Join us for a unique opportunity for pupils to get up close to our natural history collections. Pupils will study animals from our displays to identify the different habitats in which they live as well as looking at how animals are adapted to their environment. Pupils will also spend time examining our tropical beetle collection and creating a key to identify it, in addition to drawing their favourite animal and beetle from observation. The learning session finishes with a handling session, giving pupils a rare opportunity to gain a sensory based experience of the creatures in our collection.

This teacher's resource pack has been designed to support the KS2 school curriculum.

Within the pack you will find a selection of cross curricular activities supporting the development of key skills and other useful resources to compliment your work in the classroom. The activities are suitable to be carried out pre or post visit to the Herbert and we strongly recommend a visit to the museum to get the most out of your pack.

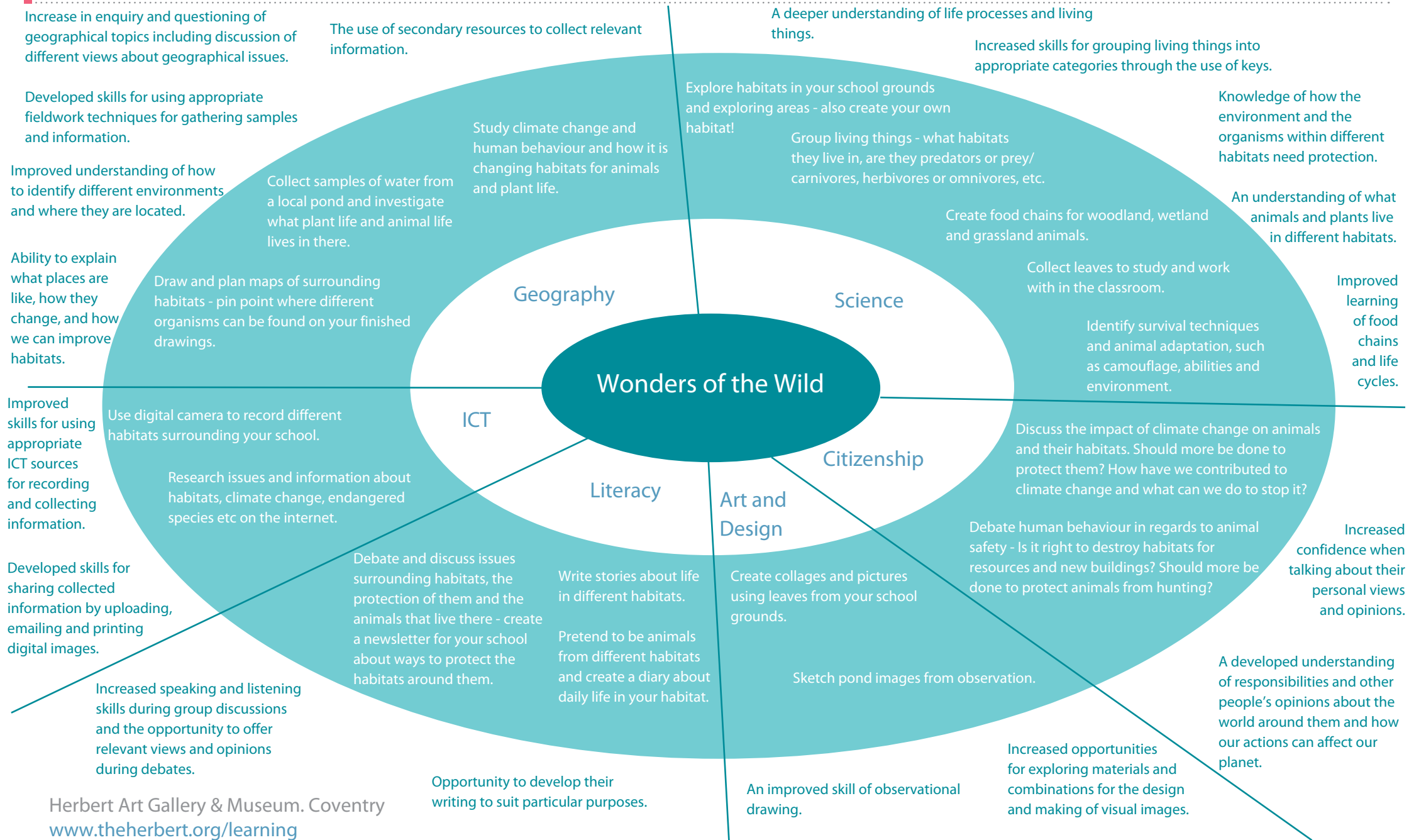
Learning Outcomes

Through attending this session your children will build on the following skills:

- Improved speaking and listening, through group discussion and interaction.
- Increased knowledge and understanding of living things in their environment.
- Further consideration and evaluation of evidence.
- Exploration and development of ideas in design, using their imaginations.
- An improved knowledge and understanding of the functions of habitats for animal and plant life.



Herbert Learning Curriculum Connections and Learning Outcomes 02





HABITATS, GRASSLANDS, WETLANDS AND WOODLANDS

Habitats

Habitats are areas where plant life and animals live, seeking shelter and food. Plants and animals require specific environments to live in for survival and reproduction.

There are many different types of habitats in the world, with animals and plants often being able to survive in only one or two types. Different habitats include: woodlands, wetlands, grasslands, deserts, forests, arctic, tundra, oceans, tropical rainforests, savannahs and domestic. This resource pack will focus on three types of habitat; woodland, wetland and grassland.

Grasslands

There are two types of grasslands; temperate and tropical. Both are areas dominated by types of grass, with very few trees. In temperate grasslands the lack of trees is due to seasonal droughts, natural fires and the grazing of the animals who occupy the area. Temperate grasslands are found all over the world. They attract animals such as bison, wolves, deer, mice, hawks and owls. In winter the temperatures can drop to around -40 degrees Fahrenheit and rise to over 100 degrees Fahrenheit in the summer.

Tropical grasslands are located close to the equator covering much of the land of Africa and are also found in Australia, South America and India. The major difference between this type of grassland and the temperate grassland is the temperature. Tropical grasslands are hot all year round. Temperate grasslands have a hot and cold season. Animals found in tropical grasslands include giraffes, lions, zebras, buffaloes, kangaroos, and snakes. Grass in tropical areas can grow up to 6ft in height.

Wetlands

Wetlands are the links between land and water. Familiar names for wetlands include swamps, bogs and marshes. To be classed as a wetland the area must be completely or partly filled with water for at least one season a year. They occur in lowland areas or along rivers, lakes and streams. Some wetland areas are continuously underwater, whilst others only fill up after heavy rainfall or when the tide comes in from the sea. Wetlands provide important habitats for a number of animals including birds, amphibians, fish and insects.

Woodlands

Woodlands are a common type of habitat found all around the world and it is the typical habitat in Western Europe. It is affected by all of the four seasons, spring, summer, autumn and winter. The soil in woodlands is very fertile, allowing for a huge amount of different plant life to grow, including lots of trees. Trees that can be found in the woodlands include oak, birch, beech and conifer trees. Woodlands are also home to shrubs, flowers, herbs and moss. Animals that live in woodland areas must be adapted to survive both hot and cold climates, with some of them hibernating through the winter months. Animals commonly found in woodlands include foxes, deer, badgers, birds, squirrels and lot of different insects.





WOODLANDS

Woodlands are areas that primarily consist of trees and shrubs. The trees form a canopy of shading, which lowers the temperature of the woodlands to varying degrees. Woodlands also contain huge amounts of colourful flowers, berries and insects. Common animals seen in woodlands are deer, rabbits, squirrels, birds and foxes.





GRASSLANDS

Grasslands are areas with varying types of grasses growing in them, but with very little else. The grass vegetation in these habitats varies from very short, to very tall, as is the case for certain grasslands in Africa where the grass can reach around 6ft in height. In areas with short grasses only a small variety of wildlife can be found because of the lack of hiding spaces from predators. Examples of wild animals who inhabit grasslands are lions, elephants and tigers.





WETLANDS

Wetlands are areas that are fully or partly covered with water for at least part of the year. The seasons of the year are factors in the depth of wetlands water levels and depending on how deep or shallow the water levels are, in wetlands, the wildlife surrounding them varies. Wildlife common to wetland areas includes frogs, fish, ducks and various types of insects.





TAWNY OWL

The tawny owl is a widespread breeding species in England, Wales and Scotland. They are mostly reddish-brown in colour and feed on small rodents, small birds, fish, frogs and insects. Owls are nocturnal birds, therefore their hoot can often be heard at night, although they are not often seen. Owls live in trees, often rooting in hollow branches and tree trunks.

This owl is part of our collection and a similar owl can be seen in the learning collection during the Wonders of the Wild Active Learning Session.





EUROPEAN MINK

The mink is a nocturnal animal and has a slender, flexible body, bushy tail and webbed paws. As seen in this image, the mink has a white patch of fur around the mouth, a trait only found in the European species of mink. Mink are quite solitary creatures, which live in dens close to fresh water in order to be close to their prey. They feed on waterside animals, including fish, rabbits, waterfowl and bank voles.

This mink is part of our collection and can be seen in the What's in Store room. A similar mink can be seen in the learning collection during the Wonders of the Wild Active Learning Session.





BLACKBIRD

It is only the male blackbird that is actually black; female blackbirds are brown, often with spots or streaks on their breasts. Blackbirds feed on berries, apples and worms. They are common to home gardens and parks in search for food and is the most common bird species to be seen in the UK. The blackbird is very good at mimicking other whistling sounds, such as those of other birds and even copying the noises humans make.

This blackbird is part of our collection and can be seen in the Elements gallery.





NIGHTJAR

The nightjar is a nocturnal bird and can be seen at either dawn or dusk in search for insects such as moths and beetles to eat. They have greyish-brown, mottled and streaked feathers, which provide them with ideal camouflage in the daytime as they sleep. They can be found in open woodlands with clearings and are more common in the South of England.

This nightjar is part of our collection and can be seen in the Elements gallery.





RED FOX

The red fox has a life span of around 7 years, although if kept in captivity, such as in a zoo, they are able to live for around 15 years. They have reddish-brown fur, with a thick bushy tail, a white chest and the backs of their ears are black, as are the bottoms of their legs. Foxes natural habitats are in woodlands and open country, however, they are becoming common around urban areas. Their diet is varied; as they eat whatever they can easily get a hold of, such as berries, small birds, small mammals, or scraps left by humans.

This fox is part of our collection and can be seen in the learning collection during the Wonders of the Wild Active Learning Session.





WILD RABBIT

Rabbits are herbivores, who feed on grass, forbs and leafy weeds, which they graze on rapidly and roughly in the mid afternoon. If the habitat is safe enough from human or animal threats, the rabbit will happily remain out in the open for a number of hours. Rabbits live in burrows, which they make by digging into the ground using their strong hind feet. The eyes of a rabbit are located on the side of their heads, allowing them to view what is behind them and to the side, a great defence mechanism; however it does leave them with a blind spot in front of their faces.

This rabbit is part of our collection and can be seen in the learning collection during the Wonders of the Wild Active Learning Session.





MALLARD

The mallard is the most recognisable species of duck, with the female mallards having a brown, speckled array of feathers, like the image opposite and the male mallard being hugely recognisable for its emerald green head and black tail. These ducks inhabit wetlands, including park ponds and rivers. They commonly feed on plant life, although they will happily eat bread that humans offer at river sides, parks and ponds.

This mallard is part of our collection and can be seen in the learning collection during the Wonders of the Wild Active Learning Session.





GREY HERON

Hérons are wading birds, who live near the water so they can prey on fish, frogs, invertebrates, snails and snakes. The grey heron is the largest European heron, which can stand with its neck either hunched in, as apparent in this image, or stretched out long, which it does to search for prey. Grey herons can be seen standing close to the water's edge or lakes, rivers, estuaries and even ponds in a home garden. They wait for long periods of time, carefully watching their prey, before flying in to catch it.

This heron is part of our collection and can be seen in the learning collection during the Wonders of the Wild Active Learning Session.





FROG

Frogs belong to a group of animals called amphibians. Frogs are cold-blooded, meaning that their body temperatures are the same as the air and water around them. When they become too hot they will jump in the water to cool off and when they are too cold they will sit in the sun to warm up. Frogs are found all over the world, in every climate, with the exception of the Antarctica. They can be found near any type of fresh water, but are most common near ponds, lakes and marshes because the water is slow-flowing. Frogs are carnivores and feed on flies, mosquitoes, moths and other insects. Some larger frogs may even eat small snakes, mice, or sometimes smaller frogs. To catch their food, the frog uses its extremely long tongue to attach to its prey and wrap around it and then snaps its tongue back into its mouth.

This type of frog can be seen in the learning collection during the Wonders of the Wild Active Learning Session.





BANK VOLE

Bank voles are widespread across Britain and live for around 18 months. It is possible to tell how young or old a bank vole is by the colour of their fur; for younger bank voles, the fur is a greyish-brown and for older bank voles the fur is red-to-brown fur. Their typical habitat is in the woodlands, although they are also found in grasslands. They can be found foraging through bushes in search of food, which consists of flower buds, leaves, fruit and insects. They may also be found under logs, within tree roots, in the hollow of trees, or underground where they make their nests.

This bank vole is part of our collection and a similar owl can be seen in the learning collection during the Wonders of the Wild Active Learning Session.





SHREW

Shrews are the second most common mammal in Britain and live for up to 23 months. They have silky, dark fur, with a pale underside, very pointy snouts and their teeth are tipped in a red colour. They are found in woodlands and grasslands and feed on insects, slugs, spiders and worms. They are most active in the night time, although they are not nocturnal and only rest for a few minutes at various times of the day between activities.

This type of shrew can be seen in the learning collection during the Wonders of the Wild Active Learning Session.





DRAGONFLY

The dragonfly is recognisable because of its two large eyes, transparent, wide wings and elongated body. Dragonflies have six legs, like most other insects, although they are not able to walk. They feed on other insects, such as mosquitoes, flies, bees and butterflies. They can often be seen near lakes, ponds, streams and other wetland areas.

This dragonfly is part of our collection and can be seen in the learning collection during the Wonders of the Wild Active Learning Session.





GREAT DIVING BEETLE

The great diving beetle is one of the largest species of beetle and has a dark brown, oval shaped body. This type of beetle is common in slow-flowing wetlands, often where there are lots of weedy plants in the water. They hold onto their air supply beneath their wings and come up to the surface of the water with their abdomens facing the surface to replenish this supply of air. Although this type of beetle is only around 3cm long, it preys on other water insects, tadpoles and even small fish.

This beetle is part of our collection and can be seen in the learning collection during the Wonders of the Wild Active Learning Session.





STAG BEETLE

The stag beetle is protected under the Wildlife and Countryside Act because the population of these beetles are declining, however they are commonly seen in North-East Essex and London. Stag beetles are capable of flying and live in broad-leaved woodland areas, especially near oak trees, but they can be found in gardens and parks. This type of beetle is Britain's largest ground-living beetle.





MORPHO BUTTERFLY

Butterflies are found in woodland areas, including parks and gardens, as they feed on the nectar of flowers, but are known to also feed on pollen, trees sap and rotting fruit. Butterflies go through three major stages in their life cycle beginning their lives as caterpillars, then forming a cocoon around them and then finally transforming from this cocoon as a beautiful butterfly. There are around 24,000 species of butterflies known, with each one being unique, as no two butterflies have the same patterns on their wings.

A vast selection of butterflies can be seen in our Elements gallery.





SPECKLED WOOD BUTTERFLY

A noticeable feature with butterflies is that the patterns on their wings are always symmetrical.

An example of this species of butterfly can be seen in our Wonders of the Wild Active Learning Session.





PAPILIONIDAE BUTTERFLY

Butterflies sleep or find shelter from bad weather underneath leaves, or in the crevices between rocks or other objects.





HABITAT HUNT

Continuing the work done at school and at The Herbert, explore your school grounds and discover what types of habitats can be found.

- Identify the different characteristics of the found habitats and the organisms that might live in them.
- Is this habitat a healthy one? Does it need looking after? What can you do to keep it nice and tidy for the plants and animals that grow and live in it?
- Collect examples of different plants or insects from the habitat to study back in the classroom.

Extension

- Create your own habitat in the school grounds by planting flowers and other vegetation.
- This is a great way to learn about different habitats and how to take care of the natural environment.
- Learn about what plants need to grow and stay strong and healthy.

TIPS AND HINTS:

- Put up nest boxes of all different sizes to attract a wide variety of bird species.
- Grow flowers to attract lots of different insects.
- Make a compost heap to provide you with a natural fertilizer. It will also help you to recycle fruit and vegetable waste. You can even put teabags, egg shells and newspapers onto compost heaps, although make sure you never put meat onto the heap as this will attract unwanted rodents.
- Shrubs are also great for attracting different insects.

Also:

- Collect leaves from around the school grounds and then back in the classroom identify the type of tree the leaf came from.
- Are they different sizes? Take measurements and record your findings in graphs and charts showing the variation.
- Make art work out of them by creating collages or prints from the patterns on the leaves.
- Discuss why leaves fall off trees and when this happens - what other affects occur to habitats during different seasons?





GROUPING LIVING THINGS

Using the categories listed below (or some of your own) group living organisms into the different groups, for example an owl would fit into the bird category.

Mammals: There are around 5000 species of mammals in the world. All mammals are warm-blooded, give birth to live young and have either fur or hair on their bodies.

Birds: All birds have feathers, wings and lay eggs.

Amphibians: These are capable of living in water and on lands and they often have moist skin.

Insects: Almost all insects have six legs, three parts to their body and are invertebrates (they have no back bone).

Fish: All fish need water to survive as they are incapable of living in dry environments.

Plants: All plants need water, light and oxygen to survive. They have roots that soak up water and nutrients from the ground. Plants produce seeds in various sizes, which naturally fall onto the ground and allow new plants to grow.

Suggestions:

- Use hula-hoops, draw giant circles on paper or use classroom tables as areas for the different categories and then using images or name cards have the pupils place them into the correct group.
- You can take this one step further by using toys of different animals instead of images and name cards.

Activity:

Now that the different living organisms have been put into the correct categories, repeat the activity with the grouped organisms being placed into the correct habitat category.

Suggestions:

- Remember that some animals are capable of living in either one or two habitats, so spare images/words may be needed.

Woodlands: Suitable living conditions for plants and animals that can survive in hot and cold weather.

Wetlands: Good for animals and plants that can survive in wet conditions and rely on food from the water.

Grasslands: Ideal for plants and animals that can endure extreme weather conditions, as grasslands can become very hot in the day time and freezing cold at night.

Extension:

- Include different habitats that are not covered by this pack, such as arctic conditions and tropical rainforests.
- Focus on different areas of the world (British woodlands/ African grasslands).
- Discuss why these plants and animals are best suited for their particular habitat.
- Create keys to record what the class has discovered during this activity.
- Create keys that ask questions, such as 'does it fly?', 'does it live in water?', 'does it have feathers?' for alternative ways of grouping living things.





FOOD CHAINS IN THE WILD

Food chains help us to understand what-eats-what in the wild.

Predator and Prey: Animals are known as predators when they are hunting for food, such as a cat hunting for a mouse. The prey is the animal being hunted, so in this case the mouse is the prey. Some animals are both predator and prey.

Producer: Food chains begin with a producer. The producer is called this because it can produce its own food using sunlight, water and nutrients from the ground. Almost all food chains begin with a plant.

Primary consumer: The next link on the food chain that eat the producers. Also known as herbivores, which are animals who only eat vegetation.

Secondary consumer: These eat the primary consumer and can also be known as carnivores. Carnivores are meat-eating animals.

Tertiary consumer: These are consumers who will eat the producer, the primary consumer or the secondary consumer and are known as omnivores. Omnivores are happy to eat either plants or animals.

Decomposer: The decomposer is the final link in the food chain and these feed on dead animals, animals waste and dead plants. Decomposers eat these products and then pass nutrients back into the soil, which the producers will then consume and the food chain starts all over again.

Activity:

Create food chains in class, identifying which categories animals and plants belong to.

Suggestions:

- Do any of the animals or plants fit into two or more categories?
- What category do humans fit into?
- What foodchains can you create for a woodland, wetland and grassland habitat?
- If you have a pet at home, what food do they eat and what category on the food chain would they fit into?





POND DIPPING

Pond dipping is a great activity for discovering the different organisms that can be found in wetland habitats. When exploring ponds you will find different plants and animals living and feeding at different levels of the pond, these are:

- above the surface
- on the surface
- mid-water
- pond margin
- pond bottom

Resources required:

- Nets
- Buckets/bowls/containers
- Water proof clothing
- Magnifying glasses
- Pencils/papers/Camera (optional)

Step 1

Using a safe pond area that has been risk assessed, children should observe the environment around them. Before starting their pond dipping activity ask them to record what plant life and animals they can see in the habitat. Are there any birds or insects? If so do they recognise what species they might be?

Step 2

Now it is time to explore what lives in the pond. Using nets and buckets, the children should collect samples of the water and pour the samples into containers.

Step 3

Either at the pond location or back in the classroom, examine the different organisms that are in the water samples.

Step 4

Try putting your findings into different groups, such as plants, insects with legs, insects without legs, insects that fly, fish etc.

Extension:

- Are there any factors at the pond that could be damaging for the habitat, such as litter?
- Discuss ways of keeping ponds clean and safe for the animals and also how the children can ensure their own safety in a wetland habitat.
- Make a drawing of pond-life, showing the different layers of a pond and what organism can be found at each layer.

Coombe Country Park have facilities for this type of education activities, see the useful links at the back of this resource for further details.





SURVIVAL IN THE WILD

Animals adapt to have specific abilities and appearances, which allow them to protect themselves in the wild against predators, therefore increasing their chances of survival and reproduction.

There are various ways how animals have evolved to protect themselves, listed below are some examples:

Lions: Lions are golden in colour helping them to blend in with their surrounding in the tall grasses of Africa.

Zebras: Zebras have a very unique appearance. Although they are black and white they can actually camouflage themselves in with tall grasses. Their vertical stripes are what allow them to blend in with the grass, hiding them from their main predator, the lion, which is colour-blind and cannot distinguish the differences between the colour of the grass and the colour of the zebra. Additionally, when zebra group together as a herd, their stripes blend together, confusing predators into not knowing where the individual zebras are.

Stick insects: Stick insects can be found in a variety of colours, although they always blend perfectly with the habitat that they live in. They are called 'stick' insects because they look just like a stick, making it very difficult to distinguish them from their surroundings.

Frogs: Frogs are another animal that can be found in a large variety of colours and also sizes. Similar to the stick insect, frogs tend to have a skin colour that camouflages very closely to their surroundings, blending them in with the greens and browns of the woodland and wetland habitats that they are most commonly found in.

Butterflies: Some butterflies, such as the speckled wood butterfly in this resources image bank, have wood-like patterns on their wings helping them to blend in with trees. Also they have a large detail on each wing that looks very similar to an eye. This is to fool predators into thinking a larger animal is lurking in the woodlands, rather than a small butterfly.

Owls: Owls are often brown and mottled in appearance which helps them to stay well hidden in the trees that they nest in, particularly important for them as they are nocturnal animals so they have to stay well protected in the day time from predators.

All of the qualities listed above are not only to help these animals protect themselves from predators; they also assist in catching prey. By remaining so well hidden in the wild these animals can catch their prey off guard and pounce on them for food.

Extension:

- Discover different ways in which other animals protect themselves in different habitats through various research methods.
- Explore the habitats in your school grounds - is there any evidence of survival tactics in them?
- Invent your own animal for your favourite habitat. What would you call it? What abilities would it have? Where would it live? What would it eat?





ENDANGERED SPECIES AND HABITATS

In the animal kingdom, 'endangered' refers to animals that are at risk of becoming extinct. However, animals are not the only thing under threat of endangerment. Habitats are destroyed daily for natural resources and new buildings. Through destroying habitats we are disrupting the homes and food sources for the animals that live there. Animals are not only endangered because of the destruction of their habitats, they are also at risk because of climate change and human behaviour.

Human behaviour: The destruction of trees for wood and paper and to make way for new building sites is a huge factor in why woodlands are rapidly decreasing in numbers around the world. The UK is one of the least wooded areas in the world, with only 12% of our land being wooded habitats. Other human behaviours such as hunting have had a dramatic affect on some species. This is not the case for all animals like cows, pigs and chicken which we eat regularly because the population of them is not under threat. However elephants, tigers and whales are hunted for their ivory tusks, skins and meat and are hugely at risk of becoming extinct. Although there are laws in place now to protect endangered species from such hunting, people do still do it.

Climate change: This has slowly been having an impact on animals and habitats, although it is rapidly increasing. Climate change is especially dangerous to arctic habitats at the moment because the arctic ice is melting faster than the polar bears can cope with. The rapid rate of melting means that polar bears, along with other arctic animals do not have enough time to adapt to new environments or food sources.

The Case of the Dodo

The dodo, a large species of bird, became extinct in the 1600s. They inhabited the island of Mauritius, completely isolated from human behaviour and away from threats of predators. The dodo could not fly as they were safe on their island at the time, until in the 1500s, when sailors landed on the shores on Mauritius. As humans explored the island they hunted the dodos for food and introduced new animals to the islands such as dogs and pigs that the dodos could not fly away from. Eventually the dodos died out, not being able to survive the new threats or being able to protect their eggs for reproduction.

Protection of Endangered Species:

People are finding ways of protecting endangered species by:

- Creating laws against hunting.
- Adopting animals to fund the work being done to provide them with food and to look after their habitats.
- Avoiding using products that will damage the climate further, such as using cars less and recycling.
- Planting more trees to replace the ones being cut down.
- Simple things like picking up litter can also make an impact for animal safety.

Extension:

- Research animals that are on the endangered species list - what can you find out about them?
- What can we do to help look after animals and their habitats?
- Can you find out what other factors are causing animals and habitat endangerment?
- How is climate change affecting other animals and habitats?
- Plant a tree in your garden or school grounds to help replace the ones being cut down in the wild.





Habitats: The name given to areas that animals and plants live, grow and feed in.

Grassland: A habitat largely consisting of grass.

Wetland: A habitat that is partly or fully filled with water at least once a year.

Woodland: A habitat filled with trees, shrubs and flowers.

Organism: Anything that is living.

Vegetation: All plant life in a particular area.

Nocturnal: An animal that is mostly active at night and sleeps in the day is classed as nocturnal.

Predator: When an animal hunts for live food it is known as a predator.

Prey: When an animal is being hunted as food, they become the prey.

Herbivore: An animal who only eats vegetation.

Carnivore: An animal who, preferably, only eats meat.

Omnivore: An animal who will eat both vegetation and meat.

Pond Margin: The edges of the pond.

Evolved: When something evolves it means it has changed slowly overtime.

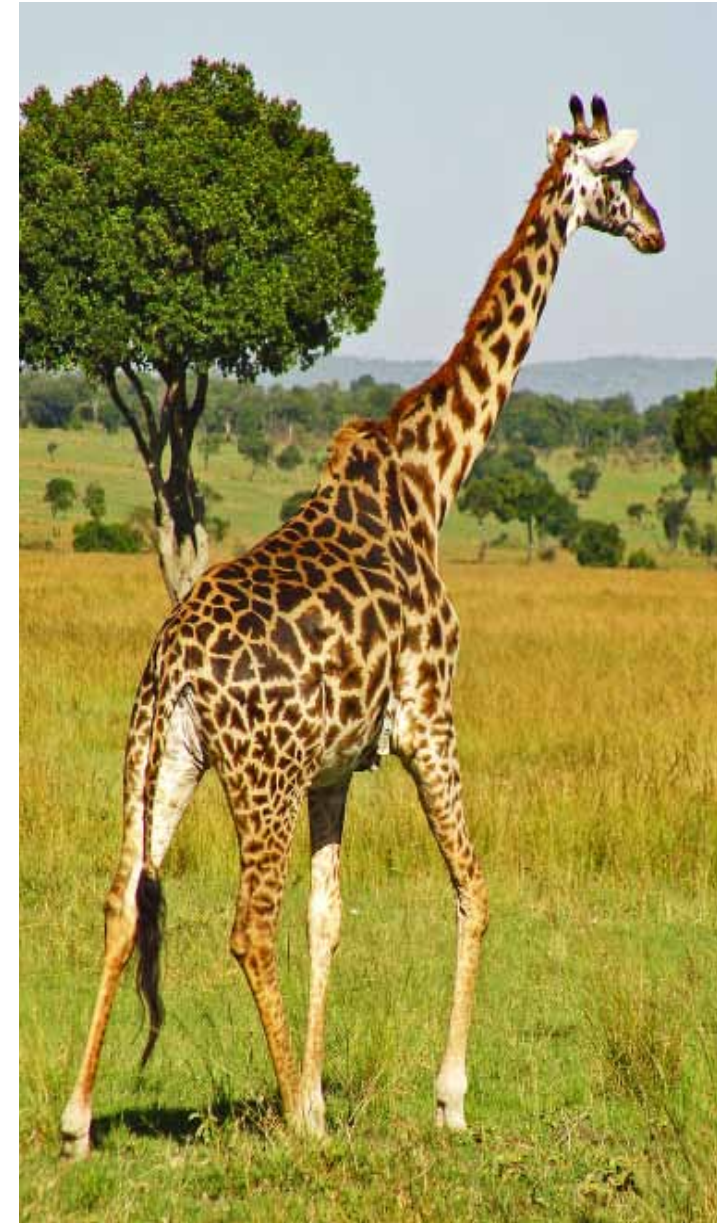
Endangered: When something is at risk, in the case of animals, some of them are at risk of dying out.

Extinct: Animals who die out completely and there are no others of their kind alive on our planet are called extinct, for example dinosaurs, the dodo and the woolly mammoth.

Climate Change: A long-term change in the weather caused by pollution that has damaged our ozone layer, creating parts of the world to suffer severe damages, such as the melting ice caps.

Ozone layer: A layer surrounding our planet that protects us from UV rays coming down from the sun. Without an ozone layer we would not be able to survive the immense heat produced by the sun.

Human Behaviour: The actions we take can have affects to our habitats; cutting down trees, hunting and building new houses are all kinds of human behaviour that can affect habitats.





If you are interested in finding out more detailed information about wildlife and habitats take a look at these websites.

- Woodland Trust
<http://www.woodlandtrust.org.uk>
- BBC KS2 Science Interactive Habitat Activities
http://www.bbc.co.uk/schools/scienceclips/ages/8_9/habitats
- Endangered Species Protection
<http://www.worldwildlife.org/species/>
- Climate Change
<http://www.ecofriendlykids.co.uk/>
- Food Chains
<http://www.plant-science.com/sciteach/index.html?page=/under11s/playground/playground1.html>
- Coombe Country Park Education, Habitats and Ponds
<http://www.coventry.gov.uk/ccm/content/city-development-directorate/culture-%26-leisure/coombe-country-park/education-at-coombe.en>