



# LEARNING & *Discovery at* WILDER DODDINGTON



*We want everyone to feel inspired by nature, to be curious about how nature connects to our health and the health of the planet.*

## *Wilder Doddington* OUR VISION

Wilder Doddington is an innovative 400-year project to rewild, bringing nature back to the estate.

We believe that everyone, young and old, should have the opportunity to discover and connect with nature. We know that regular connection to nature has positive effects on health and wellbeing and is vital to encourage people to take action to help wildlife and the environment.

Our learning programmes allow people to do this while they explore our developing landscape. Wilder Doddington offers a range of visits tailored to each school or group's particular needs.

Our primary programme seeks to inspire and create opportunities for awe and wonder, building confidence and self-esteem alongside curriculum-based learning.

A Level programmes cover topics across ecology and geography, making full use of the resources at Wilder Doddington including its skilled team and partners.

Alternative Provision programmes support individualised learner development by engaging students in activities in the transforming landscape.

FOR MORE INFORMATION PLEASE VISIT:  
[DODDINGTONHALL.COM/WILDER/LEARNING](http://DODDINGTONHALL.COM/WILDER/LEARNING)

GET IN TOUCH: [WILDER@DODDINGTONHALL.COM](mailto:WILDER@DODDINGTONHALL.COM)



# Wild Learning

## A LEVEL BIOLOGY

AGE 17 - 18



▲ Students identifying freshwater invertebrates

Learning for these subject areas will be adapted to fit your syllabus and specific awarding body.

### ● Secondary Succession

Discover how plant communities change over time and observe these changes across the estate. Students will look at how the landscape has changed since we reprioritised our approach and began rewilding.

### ● Core Practical Competency Skills

We will form the day around the enquiry process, allowing for the data collected to be presented and analysed back at school. We can facilitate various core competencies within the day such as:

- o Sampling strategies
- o Following written instructions
- o Drawing recording tables
- o Scientific drawing



▲ Frog by Engin Akyurt

### ● Exploring Ecology

Learn more about Wilder Doddington and practically investigate biodiversity within our rewilding landscape.

Students can gain skills for their sampling practical and explore up to two environments during the day, practising their use of sampling strategies.

Groups can choose from the following habitats:

- o Grasslands  
Compare mown and grazed grassland environments, considering the different species that survive and how different management techniques can be used to help improve biodiversity.
- o Woodland  
Look at how the environment changes between the edge and the centre of a woodland.
- o Freshwater  
Compare the different microhabitats within a freshwater environment.

# Wild Learning

## A LEVEL GEOGRAPHY

AGE 17 - 18



▲ Wild House

For all of our geography day visits we will follow the structure of the enquiry process, focusing on the methodology and practical data collection elements. Data can be collected for either understanding collection skills or to allow for data presentation and analysis follow-up back at school/college.

### ● Carbon Cycle

Exploring Wilder Doddington, students undertake a practical investigation and look at the different elements of the carbon cycle, focusing on our varied soils and trees.



▲ Wasp Spider by Francesco Ungaro

### ● Hydrological Cycle

Students undertake a practical investigation looking at different elements of the hydrological cycle, how we can measure them and what influences these processes. Learn how our science-driven rewetting interventions are influencing water cycles, reducing flood risk and drought impact, improving water quality, supporting food resilience and increasing biodiversity at landscape scale.

### ● Changing Places

Using the Wilder Doddington landscape along with the other commercial elements of Doddington Hall and Gardens (shops, cafes, padel courts, holiday cottages etc.), students will use investigative skills to help them develop a practical understanding of place and how they could investigate this for their NEA. We would introduce sampling and a variety of quantitative and qualitative methods to explore this beautiful

### ● Secondary Plant Succession

Discover how the communities of plants change over time and observe these changes over a range of habitats and soil types all within one location (from sands to clays, woodland to grassland). Early and mature successional change can clearly be seen and studied.

### ● Non-Exam Assessment (NEA) Skills

Focusing on the fieldwork skills for the NEA enquiry, students will practically trial different sampling strategies and methods in physical and human geography contexts. The focus of this day is on a variety of techniques and trialling different methods. Although we are able to facilitate NEA skills development, these sessions are not suitable for using as data collection days for an individual student's NEA project.

# Wild Learning GCSE & KS3

AGE 11 - 16

For GCSE and lower secondary school groups we offer opportunities for outdoor learning linked to biodiversity, conservation, ecology, understanding the landscape, mapwork and compass skills. Get in touch for tailored programmes for KS3.

- **GCSE Biology - Ecology**

Explore the Wilder Doddington landscape to discover how we are managing the land for biodiversity. Linking to the ecology section of the syllabus students will be able to explore different habitats within our setting, using practical ecology techniques.

- **GCSE Geography - Ecosystems**

Using the enquiry process as a framework students can visit Wilder Doddington as one of their compulsory fieldwork visits. They would use the landscape to investigate ecosystems and the interactions between abiotic and biotic components of the environment.

*We would like to invite you to bring your students to this developing landscape.*



We also offer opportunities to focus on wellbeing and support personal development for all students including those with additional learning needs.



Schools also bring groups to Doddington to develop their Lincolnshire Agricultural Society Schools' Challenge project.

Please talk to our team about relevant Schools' Challenge course bookings or engagement visits for groups not directly curriculum related.

TO ENQUIRE OR MAKE A BOOKING  
PLEASE EMAIL:  
[WILDER@DODDINGTONHALL.COM](mailto:WILDER@DODDINGTONHALL.COM)



Did you know we also offer Teacher CPD opportunities and can host inset days?

GET IN CONTACT WITH OUR TEAM FOR MORE DETAILS.



# Nature-based Learning AT WILDER DODDINGTON



▲ Grasshopper

Wilder Doddington is packed with a huge diversity of wildlife across its 1,900 acres. The site is grazed by a range of livestock including Lincoln Red cattle, Mangalitza and Tamworth pigs and Exmoor ponies.

This is a unique opportunity to engage students in a changing landscape that is managed with nature in mind, whilst still producing food and creating lots of employment opportunities that support the local social landscape.

We can adapt the delivery according to learning level and can explore increasingly complex concepts of land use. These include healthy soils (physical, biological and chemical), sustainability, food production, food self-sufficiency (we produce high quality nature-friendly forage-fed beef, venison and pork), economics, climate adaptation, and water management for flood and drought resilience. In addition, we use these topics as a backdrop for multiple academic subjects from sciences through history, physical and human geography to art and journalism.

Our focus is on nature connection and wellbeing as well as meeting curriculum requirements. We offer a range of visits tailored to each school and group's particular needs.

**Young Wildlings**, our Primary programme seeks to inspire and create awe, delivering learning and at the same time helping to build confidence and self-esteem.

**Wild Learning**, our Secondary programmes provide greater in-depth study, particularly those targeted at A Level courses. These make full use of Wilder Doddington's wide range of physical resources and our skilled team of experts.

**Wilder Horizons**, our Alternative Provision (AP) programme, is developed alongside learners and schools. At Doddington we understand its bespoke nature and our outdoor environment provides a safe, welcoming space where learners can experience a more holistic approach to learning. We can provide customised courses that help learners to build confidence, skills and aspirations.

The **Wild House**, our state-of-the-art learning and engagement facility, includes two large classrooms, a lab, offices and a volunteer hub. At the heart of the estate in its own dedicated space, it has been designed to Passivhaus Premium standards. This means it is highly efficient and generates more energy than it uses.

# The Wilder LEARNING TEAM

Our learning delivery team has a wealth of experience, with team members having previously worked in outdoor learning, heritage and culture, food production, academic research and lecturing, community engagement, wildlife conservation and reserve management.



**ELIZABETH  
DUCKWORTH**

*Education Delivery Officer*

Elizabeth moved into the outdoor delivery of nature-based learning programmes after eight years of teaching across KS3, GCSE and A Level. She has experience supporting learners with additional needs and those within alternative provision, adapting the National Curriculum into hands-on, sensory experiences.

At Wilder Doddington, Elizabeth delivers the Wilder Connections programme, helping students connect with nature, engage first-hand with nature recovery and experience the wider environment in a meaningful way.



**LISA  
BRUMPTON**

*Project Support Officer*

Lisa has over 10 years' experience working in the culture service for Lincolnshire County Council. This has included delivering historical and art-inspired workshops and tours to participants from schools and other educational settings. She also has experience of delivering engaging, curriculum-based learning sessions for English Heritage.

Lisa encourages students to get involved and get creative while discovering the landscape and nature around them. At Wilder Doddington she supports education delivery, manages bookings, helps to coordinate volunteers and assists visiting groups, ensuring that visits to the wilding project are welcoming, well organised and memorable.



**ROSIE  
MOLTON**

*Education Delivery Lead &  
Designated Safeguarding Lead*

Rosie facilitates sessions for groups and individuals of all ages. With over 10 years' experience in outdoor learning, predominantly with the Field Studies Council, Rosie has a wealth of experience delivering sessions to schools, colleges and SEND students both inside and outside the classroom.

She also leads the learning team, ensuring sessions are shaped to meet participants' needs and help young people connect with nature, engage with rewilding and experience the wider environment first-hand.



**MATTHEW  
CAPPER**

*Conservation Adviser*

Matthew is our Conservation Adviser, helping to deliver Doddington's ecological vision. He has many years' experience in nature conservation, including managing several RSPB reserves.

Passionate about connecting people with nature, he has led education and engagement activities for organisations such as the National Trust, Severn Trent Water and the Peak District National Park Authority. He was the RSPB's People Engagement Manager for Northern England and more recently Head of Public Engagement and Communications for the Lincolnshire Wildlife Trust. His love of wildlife has taken him around the world as a nature guide for a leading wildlife tour company.