



# Learning Resources

## KS1 & KS2

**A comprehensive guide to visiting the  
Attraction**

**Key Stage 1 & Key Stage 2**





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## **The World of Beatrix Potter Attraction**

This 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 tales are brought to life in an engaging and magical way. All the stories are depicted with tactile 3D models which replicate the illustrations in Beatrix Potter's Books.

Within the attraction we have our Interactive Virtual Walk area which provides information about Beatrix Potter, her life and her links with the local area. There is also our Peter Rabbit Garden which begins to tell the story of Beatrix Potter as a naturalist and children will enjoy exploring this vibrant and enchanting area. There are animal homes to hunt out and lots to discover especially in Mr McGregor's garden where you will find a whole host of vegetables growing.

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 may also be able to offer gardening workshops and visits to our Poly tunnel where we grow fresh fruit and vegetables for The New Laundry Cafe.



## 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 pupils to the attraction and is always a popular photo opportunity.

### **Visit by Beatrix Potter**

Our knowledgeable actress talks to pupils as Beatrix Potter in the year 1920. Dressed in a costume recreated from original photographs by costumiers from the Royal Exchange Theatre, she can tailor her performance to suit your occasion. Children may like to come up with their own questions to interview Beatrix or alternatively she could read one of her famous tales.

### **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. Our gardeners are not based at the attraction every day so please discuss your interest in this option when making your booking.

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



## A Bit About Beatrix Potter



Helen Beatrix Potter, known as Beatrix, was born on 28 July 1866 to Rupert and Helen Potter in Kensington, London. Her younger brother Walter Bertram followed six years later. Beatrix and Bertram loved to draw and paint, and often made sketches of their many pets, including rabbits, mice, frogs, lizards, snakes and a bat.

The most exciting time of the year for Beatrix was the summer, when the family travelled north to spend three months in the countryside. When Beatrix was sixteen, the family stayed at Wray Castle, where Beatrix began a lifelong love of the Lake District.

Beatrix's love of the countryside began to inspire her tales. The Tale of Peter Rabbit, came from a picture letter originally sent to her governess's son Noel Moore. After being rejected by several publishers, Beatrix decided to publish the tale herself. The book's instant success encouraged Frederick Warne & Co., who had previously turned it down, to reconsider their decision, offering to take it on as long as Beatrix re-illustrated it in colour. On publication in October 1902, it was an immediate bestseller.

Income from her books enabled her to invest in farmland, including Hill Top Farm, which would become a feature in many of her tales. Beatrix was a staunch supporter of the National Trust, she followed its principles in preserving her land. She also bred Herdwick sheep on her farms in the Lake District, and played an integral part in bringing them back from the brink of extinction.

Beatrix died in 1943, leaving fifteen farms and over four thousand acres of land to the National Trust. Today, more than two million Beatrix Potter books are sold across the world every year – four books every minute! The charming stories have a timeless quality, passed down from generation to generation and discovered anew by many more readers each year.



THE WORLD OF  
**BEATRIX POTTER**  
 ATTRACTION



# WHERE IS PETER RABBIT?

The Beatrix Potter Musical Adventure

## **Where is Peter Rabbit? 2020**

This is a special addition to our attraction during the summer months. Where is Peter Rabbit? is an all singing all dancing magical show which brings 5 of our favourite Beatrix Potter tales to life. We recommend the show for ages 3 and over however there are some elements of the show which young children may find alarming.

The duration of the show is 1 hour approximately and you are welcome to eat a packed lunch in the theatre following the performance, however we ask that you inform us you intend to do this when making your booking.

## **Packages**

Although schools are welcome to come and see the show without any add-ons, you can book the Show + Attraction package which will enable you to watch the Where is Peter Rabbit? Musical and visit the place which inspired it all.

## **Show Times**

Morning Show 11am  
Afternoon Show 1:30pm

## **Ticket Prices**

### **Show + Free Attraction Entry**

Adult £11    Child £9

Every 10 pupils = 1 FREE teacher

## Learning Links

### **Beatrix Potter and her stories**

Can be linked to many areas of the National Curriculum including Literacy, History, Geography, Art and Science. 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.

### **Literacy**

The Beatrix Potter's tales can be used to introduce the key features of a story which pupils can use in their own writing. Children can learn how to sequence the events of a story, how to tell a story orally using the correct structure and can explore Beatrix Potter's characters and their personalities and use that as inspiration to plan and write their own stories.

### **History**

Pupils will learn about the life of Beatrix Potter and build knowledge and understanding of events, people and changes in the past. They will learn how to ask questions, listen to other people's opinions and sequence events on a timeline.

### **Science**

In the Peter Rabbit garden, pupils can learn to identify and investigate different plants. They will be able to relate life processes to animals and plants found in the local environment and assign them to groups.

### **Art and Design**

Using Beatrix Potter's landscapes paintings and the scenes brought to life in the attraction, pupils will learn how to study a painting, explore and develop ideas and create their own work.





## Planning your Visit

**A visit to the attraction usually takes 60-90 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.**

### **Opening Times**

1st April – 31st October  
10am – 5.30pm

1st November – 31st March  
10am - 4.30pm

**CLOSED** 25th December

### **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.

### **Travelling to the Attraction**

The World of Beatrix Potter is located on Crag Brow, Bowness-on-Windermere and can be easily accessed from the A591 via Rayrigg Road or New road, Windermere or from the A592.

### **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 in advance.

### **Admission Prices**

Adult £8.20 | Child £4.20

### **Group Rate**

Adult £7 | Child £3.50

### **(Prices as of January 2020)**

We will admit one adult free for every ten paying children

### **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 Tea Room please go up the stairs, turn right, walk past the shop and the Box Office will be on your right.

### **Toilets**

Toilets are available at the bottom of the stairs on the right. We have Wheelchair accessible toilet facilities.

### **Cloakroom**

Unfortunately, we cannot provide a space for children to store their bags and coats please bare this in mind when visiting.

### **First Aid**

The attraction has a number of trained first aiders. If a first aider is required, please seek assistance from an member of staff.

# Planning 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 which we can email you on request.

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.



## Activities

### Story Sequencing: The Tale of the Fierce Bad Rabbit KS1

#### **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

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.

Before your 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 your 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 next page).

After your visit 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.

## Story Sequencing: The Fierce Bad Rabbit Activity

THIS IS A 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 any tail or whiskers!

The End

## **Activities**

### **Story Structure Creating your own imaginative Story KS2**

#### **Resources required**

Copies of 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.

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 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. Before your 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 your 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). Children can 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.

After your visit 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.

Charcater 1

Charcater 2

Name of character

Name of character

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. The plots and settings of Beatrix Potter's Stories should give you some great ideas

**Where will your story be set?**

**What will happen in beginning of your story?**

**What problem will your character face?**

**How is the problem solved?**

**What happens at the end of your story?**

**Use this space to list any interesting words or phrases you could include in your story?**

## **Activities**

### **Recount - Writing a newspaper report KS2**

#### **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  
Before

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.

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

Before your 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.

After your visit 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 W's' 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.



## **Activities**

### **Beatrix Potter, author, illustrator and more... KS2**

#### **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

Children will generate questions and research answers to questions they have about Beatrix Potter and her life.

Before your 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. 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 your 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) who will answer any of the children's questions and tell them about herself and her stories in more detail.

After your visit 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.



The Garden at Ees Wyke, Sawrey  
(1902)



Sketch of a mountain landscape under show  
(1909)



The Newlands Valley from Beatrix  
Potter's sketchbook of the Derwent  
Water area (c. 1900)



Esthwaite Water seen from Lakefield  
(1900)

## **Activities**

### **Herb hunting in the Peter Rabbit garden**

#### **Resources required**

Herb identifying photographs (at attraction) Herb identification worksheets, pencils.

#### **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

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.

Before your 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 your 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.

After your visit 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.

## **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.

Herb Name:

Leaf Texture:    Rough    Smooth    Hairy    Feathery

Shape and colour of leaves:

Smell: Can you describe the smell?

(Draw the leaves and leaf arrangements)

Additional Information:

Herb Name:

Leaf Texture:    Rough    Smooth    Hairy    Feathery

Shape and colour of leaves:

Smell: Can you describe the smell?

(Draw the leaves and leaf arrangements)

Additional Information:

Herb Name:

Leaf Texture:    Rough    Smooth    Hairy    Feathery

Shape and colour of leaves:

Smell: Can you describe the smell?

(Draw the leaves and leaf arrangements)

Additional Information:

Herb Name:

Leaf Texture:    Rough    Smooth    Hairy    Feathery

Shape and colour of leaves:

Smell: Can you describe the smell?

(Draw the leaves and leaf arrangements)

Additional Information:



**Bay**



**Camomile**



**Chives**



**Mint**



**Fennel**



**Lemon Balm**



**Lavender**



**Rosemary**



**Moss curled  
Parsley**



**Thyme**



**Scented Leaf  
Geranium**

Take a closer look at our Scented Leaf Geranium in the greenhouse at the top of the garden. They smell fantastic and everyone is different. Compare them and choose your favourite.

## Additional Ideas

### **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 people's 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.

## Additional Ideas

### Additional Information 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 it's 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.



## Additional information

### Lake District Tours

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, Sails and Tails

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 Rails, Sails and Tails tour.

Inclusive price Adult single: £17.60 | Child single: £10.65.

Adult return: £21.75 | Child return £12.20

### 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 Adult single: £19.30 | Child single: £12.05

Adult return: £21.40 | Child return £13.10

### 3 B's

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 Adult single: £11.40 | Child £6.40

Adult return: £15 | Child return: £7.75

**More Details are available over on our website:**

[www.hop-skip-jump.com](http://www.hop-skip-jump.com)





## **Additional Information**



### **Useful Contacts**

Lakeside & Haverthwaite Railway Co. Ltd  
Haverthwaite Station, Nr Ulverston, Cumbria, LA12 8AL  
Tel: 015395 31594  
Website: [www.lakesiderailway.co.uk](http://www.lakesiderailway.co.uk)

Lakes Aquarium  
Lakeside, Newby Bridge, Cumbria, LA12 8AS  
Tel: 015395 30153  
Email: [info@lakesaquarium.co.uk](mailto:info@lakesaquarium.co.uk)  
Website: [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  
Email: [info@windermere-lakecruises.co.uk](mailto:info@windermere-lakecruises.co.uk)  
Website: [www.windermere-lakecruises.co.uk](http://www.windermere-lakecruises.co.uk)

Brockhole - The Lake District Visitor Centre  
Windermere, Cumbria, LA23 1LJ  
Tel: 015394 46601  
Website: [www.brockhole.co.uk](http://www.brockhole.co.uk)

Lakeland Motor Museum Limited  
Old Blue Mill, Backbarrow, Ulverston, Cumbria, LA12 8TA  
Tel: 015395 30400  
Email: [info@lakelandmotormuseum.co.uk](mailto:info@lakelandmotormuseum.co.uk)  
Website: [www.lakelandmotormuseum.co.uk](http://www.lakelandmotormuseum.co.uk)

Cumbria Tourism  
Windermere Road, Staveley, Kendal, Cumbria, LA8 9PL  
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