Creating a global learning experience at KS2
This publication comes from the *Botanical Journey* project, involving Birmingham primary schools in 2007.

**Project partnership group:**

*Language Alive!*: *Gary Roskell, Nicky Robey, Iain Smith.*
[Language Alive! is part of The Play House, Birmingham]

*Birmingham City Council Outdoor Learning Service at The Birmingham Botanical Gardens*: *Steve Hagues.*

*Tide~ global learning*: *Ben Ballin, Scott Sinclair.*

**Materials written and developed by:**

*Alex Wheeler, Marlborough Junior School* and
*Tony Williams, Colmore Junior School.*

With contributions from *Azad Hanif, Conway Primary School* and
*Sue Penhallow, Albert Bradbeer Primary School.*

Writing group supported by *Ben Ballin*, with additional material from
*Steve Hagues, Nicky Robey, Gary Roskell* and *Scott Sinclair.*

For a full list of participating schools see [www.tidegloballearning.net](http://www.tidegloballearning.net)

**Design**: *Judy Lingard.*

**Photography**: *Jake Oldershaw* and *Language Alive!*
[Except page 22: *Marlborough Junior School*].

**Printed by**: Genprint [Ireland] on chlorine free, environmentally friendly paper.

**Theatre-in-education Programme** devised and written by
*Eve Jones, Paul Magson, Nicky Robey, Dharmander Singh, Iain Smith.*
Programme directed by *Iain Smith* and designed by *Kay Wilton.*

With thanks to the staff at The Birmingham Botanical Gardens.

The project was supported by the Heritage Lottery Fund.

---

**Available from:**

**Tide~ global learning**
Tide~ Centre
GO4 Millennium Point
Curzon Street
Birmingham  B4 7XG

Online material supporting this handbook can be found at
[www.tidegloballearning.net](http://www.tidegloballearning.net) and
[www.botanicaljourney.co.uk](http://www.botanicaljourney.co.uk)
Learning journeys

Creating a global learning experience at KS2

This publication shares work from Birmingham primary schools which participated in the Botanical Journey project at the city’s Botanical Gardens. It reflects on children’s learning journeys, during and around the visit, and what can be learnt by all teachers and educators about the value of such experiences.

Published by Tide- global learning with Language Alive!

© Language Alive! and Tide- global learning, 2008
ISBN: 978-0-948838-93-4

Contents

2. Introduction

4. Children’s learning journeys

6. Botanical journey ... travelling into the past

8. Taking a learning journey ... into the issues

10. Teachers’ learning journeys

12. Learning through experience - through theatre-in-education

14. Learning through experience - through site visits

16. Learning journeys ... in our schools

18. A global positioning system

20. The view from here
Learning journeys

Taking a ‘learning journey’ outside of the classroom can serve as a powerful stimulus to engage children with complex issues.

This publication shares work from Birmingham Primary schools which participated in the Botanical Journey project at the city’s Botanical Gardens in Summer 2007. Botanical Journey raised questions about ownership and our natural heritage.

Botanical journey

The project took children on a learning journey, where they played the part of plant hunters - both through role play, and in ‘real time’.

This involved finding out about plant hunters in the past and the present, about plants themselves, and wrestling with dilemmas about who has the right to ‘own’ the world’s natural resources.

Children took a journey into the past, travelling in role as Victorian plant hunters on a voyage to Peru, searching for the ‘elixir of life’. This theatre-in-education programme engaged children’s ideas and imagination in a powerful and holistic way.

This experience was combined with a journey into present-day issues, investigating plants and plant products at the Botanical Gardens. The use of exploration and enquiry tools, plant hunting in real time as part of a site visit, helped children develop and frame their ideas further.

A journey for children ... and teachers

This publication reflects on children’s learning journeys, during and around the visit, and what can be learnt by all teachers and educators about the value of such experiences.

While preparing for and following-up the Botanical Journey experience in their own schools, a group of KS2 teachers worked together. The publication shares aspects of their learning journey, including some of the planning and activities they developed, and their reflections on the learning experience.

✦ The work they planned around the programme: preparing children for their learning journeys and the roles they would play, and developing their learning further through drama, enquiry and theme work around historical and environmental issues.

✦ Their reflections on the experience as a whole, and the challenges it raises for us all as teachers and educators.

They found that some of the qualities of the site visit and theatre-in-education experience could be recreated in school settings, extending the initial learning experience and taking the children on further learning journeys.
How can we create powerful experiences and meaningful learning journeys for the children we teach?
Children’s learning journeys

Who ‘owns’ a naturally occurring resource such as a plant and does anyone have the ‘right’ to exploit it?

This was the question left hanging at the end of the Botanical Journey theatre-in-education programme, which took children on a learning journey, in role, to investigate issues about Victorian plant hunters.

The role playing began with children writing applications to join a plant hunting expedition to Peru. This expedition was going in search of a rare and powerful plant, rumoured to be an elixir of youth.

The expedition was being carried out on behalf of the Victorian pharmaceutical company, Proctor’s Products. During the programme itself, the children enacted the part of plant hunters, making use of the site at Birmingham Botanical Gardens [complete with Victorian architecture, exotic plants and warm summer rain!] ... and led by teacher/actors as the main protagonists in the story.

Their quest brought the plant hunters into conflict with a local Peruvian community, for whom the plant had great cultural significance. Resolving the conflict raised a wide range of conceptual and ethical issues: about sustainable development, ownership, cultural respect and our historical and natural heritage.

Being in role meant that children had opportunities to be active participants in their learning journey, and to have considerable control over its outcomes. This added significantly to their learning.

“The children learnt a lot about ethics ... Each child was fully engaged and made to think.”
Teacher, Marlborough Junior School

Teachers aimed to:

✦ raise a debate about sustainability by engaging the children at an emotional level;
✦ ask questions about issues in a way which respects their complexity.
"I am suitable for this job because I am reliable, quick-thinking, brave and have a sharp eye for detail. In addition to this, I have shown my ability to be brave when scaling the climbing wall. Even though I was afraid of heights, I overcame it. And got to the very top."

Year 6 child’s application-in-role to be a Victorian Plant Hunter
Botanical Journey... travelling into the past

The story

Birmingham Botanical Gardens served as a living resource for the drama. The action took place at various sites within the gardens, which children journeyed between, in role as Victorian plant hunters.

The programme took risks with its use of the space, leading the participants on routes which were physically quite challenging, including places which were normally out of bounds to children, and often encountering the unexpected. As the drama unfolded, the children’s journey began to blur the lines between reality and fiction.

1. In the cottage garden they met Margaret Proctor, the owner of Proctor’s Products, a Victorian pharmaceutical company. She explained that they had been brought together to be interviewed for jobs with her company, and she stressed the need for secrecy, as their work would be ground-breaking and highly lucrative. She needed them to work overseas to search out a rare and powerful plant, rumoured to be an elixir of youth. Margaret Proctor’s company hoped to make a fortune with this product.

2. Miss Proctor introduced them to Douglas Stanhope, a plant hunter who had been on many expeditions all over the world, collecting plants for botanical and commercial purposes. He described some of his adventures and grouped the children for practical tests involving the cataloguing and description of plants.

3. Children were then inducted into their role as plant hunters, signing a contract with Proctor’s Products. They were given their luggage for the journey and, led by Mr Stanhope, they set off on their expedition. After a while, they arrived at their destination and set up a base camp.

“Some of the participants genuinely were not sure what was real and what was make-believe. One boy asked how we managed to make it rain on cue!”

Teacher/actor, Language Alive!
4. In pursuit of the plant, the hunters encountered Adon, the leader of a tribe. He told them about his culture, and the ritualistic importance of the plant to his people. His tribe would be vital to the success of the mission, as they could lead the hunters to the remote places the plant grows.

5. As the drama continued, the tribe [and the plant hunters] began to realise that harvesting this plant on a large scale for Proctor’s Products would have devastating consequences for the indigenous people.

6. The success of the expedition was threatened when the local tribe refused to co-operate in providing guides through the jungle.

7. Miss Proctor became frustrated at the money and time being wasted. Meanwhile, Mr Stanhope and his fellow plant hunters were becoming increasingly concerned about the ethics and viability of their plan.

8. The children were left with the question - who ‘owns’ a naturally occurring resource such as a plant and does anyone have the ‘right’ to exploit it?

“Our relationship to the natural environment was very close during the project. The spectacular backdrop of the gardens really enhanced the experience for the children. When Miss Proctor said, ‘Welcome to my country home’ the children really believed that they were there; when Adon took the children to the rainforest it felt real [including the rain].”

Director, Language Alive!
Taking a learning journey ... into the issues

The same key question - about the ownership of natural resources - framed the other part of children’s experience at Birmingham Botanical Gardens.

For this, they took a journey into contemporary issues, investigating plants and plant products at the gardens as modern-day plant hunters.

Their explorations involved a range of enquiry tools, and made use of technology such as digital cameras. Children really enjoyed being trusted with this equipment, and having the opportunity to participate in independent learning.

The two halves of the day were very different in terms of adult input and afforded children a variety of learning styles and the opportunity to work in a variety of ways.

Two frameworks helped raise questions.

**Question frame**

This frame used question words to stimulate children’s thinking about the plants they were looking at. By taking a range of question stems, it encouraged children to generate ideas about place, space, people and processes.

"This really enhanced our work on the rainforest, and Citizenship aspects within that.”

Year 6 teacher, Albert Bradbeer Primary

---

**Modern plant hunters – some useful sources**

A *know your plants* quiz and onward links can be found on the Botanical Journey website

www.botanicaljourney.co.uk

20th Century Plant Explorers
www.plantexplorers.com/explorers/the-20th-century.htm

Captain Hook Awards for Biopiracy
www.captainhookawards.org

Medicinal plants directory

Natural History Museum
Nature Online www.nhm.ac.uk/nature-online

Tim Wood, Modern Day Plant Hunter
http://plant-quest.blogspot.com

---

“Children started to get a handle on the links between a plant, what it can be used for, and what it looks like in its original form.”

Year 5 teacher, Marlborough Junior School

---

Year 6 child’s photograph of olives
The Development Compass Rose

This framework was used to look in more depth at natural heritage issues. It can be used to look at any place or situation, and its environmental, social, economic and political dimensions, and:

✦ helps structure questions about places, issues, artefacts [in this case, plants] and images;

✦ raises questions about the inter-relationship between each set of issues;

✦ encourages learners to focus on the *commonality* rather than the differences between people in different situations.

Children took digital images of plants and placed them in the centre of the framework. They worked in small groups, writing their questions under each heading. These questions provided a starting point for further enquiry.

Who decides?

“You can’t just barge into a country and take what you want.”

“Who decides?”

“Not respecting people’s cultures and traditions is a form of racism.”

Natural

“If you chop down the forest you will destroy the food chain ... everything suffers.”

Social

“Not respecting people’s cultures and traditions is a form of racism.”

Economic

“Without the trees money won’t matter. The trees give us our oxygen. Without them there won’t be any need for money.”

“We found it helpful to adapt the language of the compass rose for SEN children”

Year 5 teacher

All compass rose statements are from children involved in the project.

For more on the Development Compass Rose, or to download a blank copy, see www.tidegloballearning.net

See Page 18 for an example from school of using the Development Compass Rose in whole-class follow-up work.
Teachers’ learning journeys

As part of the project a group of KS2 teachers worked together. This section shares their reflections on the experience as a whole, and the challenges it raises for us all as teachers and educators. All quotes on these pages come from that group.

We found that taking a ‘learning journey’ outside of the classroom served as a powerful stimulus to engage children with complex issues. Such experiential learning has great value, and is often remembered for a long time.

The theatre-in-education programme engaged children’s ideas and imagination in a powerful and holistic way, while the use of exploration and enquiry tools for independent learning helped children develop ideas further.

The whole experience worked on many levels and gave us a huge amount to follow up in our schools. It also proved to be an inclusive way of working. All children were fired up to develop ideas further, to talk and to write, to look further into the ideas involved. They took the lead.

Having tried ideas out, we are sure that we can also create ‘learning journeys’ in and around our schools, and in neighbouring sites, and that if these have some of the same qualities as this project, they will also have powerful results. We offer the need for creativity about this as a challenge to our fellow professionals.

“My kids have remembered a lot. The strong experience encouraged retention of information. Without it the quality of work they have done since would not have been half as good.”

Year 5 teacher

Some outcomes:
Understanding sustainable development

✦ A sense that other people and things are important;
✦ the question about the value of plants made children think about their own actions and ownership;
✦ the idea that there are limits to what it is reasonable to exploit;
✦ understanding different perspectives.

Skills

- Imaginative skills
- Play skills
  - Listening
  - Moral judgement
  - Speaking
  - Teamwork
  - Questioning
  - Being responsible
  - Co-operation
  - Writing
  - Investigating
  - Fine motor skills
  - Vocabulary
  - Awareness of other people
  - Observational skills
“The value of the experience is contextual: it’s about who kids are, where they live, their previous experience.”

“Children were fired up to go on computers, writing about their feelings, recalling the story.”

“It was good to see the quieter ones come into their own.”

“A lot of vocabulary came out again in the classroom, such as Victorian expressions used by the teacher/actors. This was particularly noticeable among EAL children.”

“It wasn’t just sitting there writing. It engaged kinaesthetic learners.”
Learning through experience
– through theatre-in-education

These pages share teachers’ reflections on the value of theatre-in-education as a stimulus for children’s learning.

You could use it to help develop your own success criteria for what you want to get out of a theatre-in-education opportunity. In so doing, you might want to rephrase what we have written, or add some points of your own. You may also want to think about how you de-brief such experiences with children.

The teacher/actors in the drama drew children in imaginatively, at a personal, emotional and physical level. The drama offered a richness of role, and a chance for the whole learner to be engaged: especially through imaginative play.

“I’ve listened to all the arguments and I think this. You have a time on this earth and when that’s over you should go. You shouldn’t mess with nature”

Response to the dilemma at the end of the programme, from child at Ward End Primary School

“Miss Proctor has no respect for others. I can see this because of the way she treated Adon, as she couldn’t be bothered to remember his name and called him Mr Adrian. Also in a way this is a form of racism. She has no respect of wildlife and the welfare of Adon’s rainforest/villages as she also wanted to dig up half of the rainforest so she could get ingredients and make money.”

Year 6 child’s written response to the programme, Colmore Junior School

Quotes on pages 13 and 15 from teachers in the group.
The value of theatre-in-education

It is a stimulus to learning
- Powerful experiences have powerful effects
- A memorable story helps us retain ideas
- It encourages speaking, listening and imagination
- Theatre allows you to ‘put your story into the world’

“For our mostly Muslim class, Adon seemed a strong character and something of a role model”

It is inclusive
- You can’t be ‘wrong’ in what you say
- ‘Shy’ children get a voice
- It engages all learning styles
- Drama offers new role models

It encourages learning through play
- Children learn, though they may not realise that they are
- Imaginative play encourages empathy with characters, dilemmas, situations
- Drama allows children to explore issues in an engaged but safe manner
- It engages with social and emotional dimensions of learning
- It is interesting and fun [humour can be a powerful tool!]
- Children are responding to an adult in a different way, not just as a teacher: they can take a lead more often

It helps us understand people
- Characters are located in the environment and interact with it
- Drama presents conflicts and helps us explore them
- Theatre offers a range of perspectives, the chance to get into someone else’s shoes [this includes people in unfamiliar places, or from other historical periods]
- It creates a lot of opportunities for follow up work: writing, drama, character studies
Learning through experience - through site visits

This page shares teachers’ reflections on the value of site visits as a stimulus for children’s learning.

As suggested on the previous pages, you could use it to help develop your own success criteria for what you want to get out of a site visit. In so doing, you might want to rephrase what we have written, or add some points of your own.

Teachers are often looking for experiences to open up children’s experience of the world. Visits like this accelerate that process and therefore children’s learning. The intensity of that experience can have a long-lasting impact.

This project really highlighted the value of Learning Outside the Classroom. The fact is that global issues can be addressed in a really different way through a visit to an outdoor centre or heritage site.

“Drama doesn’t need to take place in a classroom - it can happen in any environment.”
Teacher/actor from Language Alive!

“"This experience has set me thinking about how you could use the school grounds or local park for a dramatic journey”
Year 5 teacher, Marlborough Junior School

See: The Learning Outside the Classroom Manifesto: www.teachernet.gov.uk/teachingandlearning/resourcematerials/outsideclassroom
They engage with substantive learning content
- They offer a real-world context for ideas
- They make abstract ideas more concrete [e.g., handling and examining plants or developing a sense of historical place]
- Memorable experiences reinforce and underpin learning
- Children may learn without realising it
- The holistic nature of these experiences encourage teachers to look for cross-curricular links

They encourage social dimensions of learning
- When children travel and spend time together out of their usual contexts, they start to draw on and develop their social skills
- Children have scope to develop their independence and take responsibility for their own learning
- Children have the opportunity to relate to adults, including teachers, in a less formal way

They are a stimulus to learning
- Site visits offer children the opportunity to broaden their experience
- They are fun and exciting, and this engages learners
- They often involve ‘trauma learning’ – having to find your way, deal with new places and social circumstances
- They break the normal routine
- They encourage interactive learning
- They are multisensory - sights, smells, sounds, the feel of things
- They provide opportunities for accidental and unplanned learning

“The school site has a lot of concrete, so having a picnic outside was itself an experience the children don’t often get.”

They are inclusive
- Different children tend to come to the foreground
- Children are free to talk and move
- There are opportunities for children to draw on their home experience
- Children use space and relate to it at a child level, making use of ‘children’s geographies’ [e.g., being ‘in and out of the undergrowth’ in a park]

They help develop skills
- Visits stimulate questioning - *What is it? Why? Where?*
- They promote discussion
- They encourage independent investigation and problem solving
- They extend and increase vocabulary
- They promote group working
Learning journeys ... in our schools

This section shares some of the activities developed by the teachers who worked together on this publication.

Their work prepared children for their learning journeys and the roles they would play, and took them on further learning journeys through drama, enquiry and issue-based theme work.

You take the high road ...
You might find some of these activities useful in supporting your own planning. Our main aim in sharing this, however, is to inspire you to develop your own learning journeys for children. For example:

✦ in and around the school site, and as part of planned site visits;
✦ trying out some of the drama and enquiry approaches we have outlined here.

As we suggested before, taking both approaches together offers added value: the potential to ‘turbocharge’ a learning experience.

We also offer them as a challenge to Arts and Outdoor Educators. How can your work help ‘turbocharge’ children’s engagement with global issues?

Route planning
The page opposite offers a topic web, outlining some of the literacy activities which arise from work in participating schools. Some of these ideas are developed further on the next few pages.

The website www.tidegloballearning.net also offers a teacher’s toolkit including literacy activities.

See www.botanicaljourney.co.uk for other examples of teachers’ topic webs on The Victorians, and Human Rights & Citizenship.
Literacy activities

- Writing persuasive texts
- Newspapers
- Developing role cards
- Storymaking - extending and embellishing the story
- Questioning - using the development compass rose
- Advertisements
- Writing persuasive texts
- Using information from teachers’ pack [on website]
- Blogs - as self and in role
- Chance cards
- Board games with
- Letters - as self and in role
- Storymaking - extending and embellishing the story
- Hotseating
- Diaries
- Debating
- Vocabulary, including emotional vocabulary
- Using information sheets
Learning journeys ... in our schools
A global positioning system

Theme focus: The Victorians and our heritage
Skills focus: Developing questions
Curriculum focus: Citizenship

Year 6 teachers at Colmore Junior School followed up the Botanical Journey programme with further group-based research into particular issues [eg plants in modern medicine, Victorian plant hunters].

They took an issues-based approach, focused on Citizenship and Rights. They wanted to explore the feelings and motivation of characters from the drama, and relate this to modern issues and situations.

Using a range of text-based resources, they asked the children to investigate issues in mixed ability groups, and present their findings to the class [they used a circle time environment for this]. Topics included the history of botanical gardens, Victorian plant hunters and plants in medicine.

The rest of the class questioned each group using a whole-class Development Compass Rose.

Compass Rose symbols [N, S, E and W] were placed on the classroom floor, and a group of researchers stood in the middle. The other children then questioned them on the issues their research had raised, by standing on the appropriate symbol for the question they were asking.

Issues children raised included:
♦ is it right to introduce plants outside of their native environment?
♦ can we, or should we, take plants from other countries [especially less affluent countries]?
♦ if so, then who [if anyone] should we pay?
♦ who ‘owns’ a plant?

“The drama-and-enquiry approach allowed active participation by all the children, including those who do not always shine in traditional lessons.”

Year 6 teacher

Victorian plant hunters - some useful sources

Information on the adventures and disasters of the plant hunters and further activities can be found on the Botanical Journey website www.botanicaljourney.co.uk

The Arnold Arboretum [info on plant hunters such as EH Wilson] www.arboretum.harvard.edu/programs/eastern_asia/overview.html

BBC History of British Gardening www.bbc.co.uk/gardening/design/timeline_index.shtml

Kew Gardens - famous collectors www.kew.org/herbcat/gotoCollectorsPage.do

Plant Explorers www.plantexplorers.com
Who decides?
Who decides which people have access to plants, and how many of them?

Social
Do plants mean different things to people in different places?

Natural
Is it OK to take a plant if it will help stop people dying?

Economic
Who owns a plant? Who - if anyone - do we pay?

For more on the Development Compass Rose, or to download a blank copy, see www.tidegloballearning.net
Learning journeys ... in our schools
The view from here

Theme focus: Plants/The Victorians
Skills focus: Speaking, listening and drama; teamwork, imagination
Curriculum focus: Science, History, Literacy

Year 5 teachers at Marlborough Junior School used a variety of drama techniques to promote maximum learning from the event, across the curriculum. The school has a high EAL intake, and the project linked directly to themes which children were already studying that term.

“The letters of application engaged and prepared children for the drama, opened them up emotionally.”

Writing in role

✦ As in other schools, children wrote applications to become Victorian plant hunters before visiting the gardens, arguing their suitability for the challenges involved.

✦ Following the visit, they developed diaries and letters about their 19th Century journeys through Peru [in another school the Year 6 class extended this into ‘blogging-in-role’].

✦ Children also created persuasive advertisements for Miss Proctor’s product, “Elixir stanhopium”, news reports and board games.

✦ Working on three tables, mixed ability groups created a role card for each of the three main characters. As a stimulus, they had coats on the tables, and things associated with that person in the pockets. They also had photographs from the programme, and a short account of the basic story [see page 6].

Miss Proctor said that she would give us two vouchers if we found the plant. I wish I hadn’t missed the hunt, but I keep thinking about the koko. Tajuyah was dragged away by a big gorilla. We need the plant to make Elixir Stanhopium. It makes you live forever! Miss Wheeler got dragged away by her nose by a mental gorilla. Soon we found out that Miss Wheeler got mistaken for the gorilla’s wife. Meanwhile Masa had to deal with a chimpanzee on his back.
Debating in role

“Using drama meant that children were able to look closely at the two characters’ views in different ways.”

Children went on to debate: “should the plant Elixir stanhopium be taken from Peru by the company, Proctor’s Products?”

✦ The whole class talked about what a debate involves, and then - as talk partners - children discussed their debating technique, especially the idea that debate involves elaborating an idea around a main point.

✦ They were then put into two mixed groups, each representing one party’s perspective on this issue [it was important for them to realise that they were not representing their own views].

✦ On the one side, were children representing Miss Proctor, the company’s proprietor, complete with clipboards and name badges. On the other, children wore feathered head-dresses and represented Adon, an indigenous Peruvian for whom the plant is sacred.

✦ Each group identified a spokesperson, and spent some time researching its case and considering its arguments.

✦ For the debate itself, the groups sat facing each other, and were invited to persuade the teacher to adopt their particular view. All children were encouraged to contribute, and to use persuasive language and techniques.

✦ The teacher used the idea of ‘conscience alley’ - walking between the two groups, and changing her position wherever the argument seemed strongest.

✦ The teacher went on to de-brief the debate, with children out of role.

Assessment - some things we looked for

✦ Emotional engagement

✦ Embellishment - of the story and key texts

✦ Appropriate language/fonts [eg archaic/formal/Victorian]

“Fantastic! They all got into role, and got heated. Everyone had something to say.”

“Money? Money doesn’t mean anything to us ... we’re happy as we are.”

“This plant will improve the lives of millions of people.”

“Is it ever right to change your mind and let someone down?”
Project partners

Language Alive!
The Play House
Longmore Street
Birmingham B12 9ED
www.theplayhouse.org.uk

Tide global learning
Tide Centre
GO4 Millennium Point
Curzon Street
Birmingham B4 7XG
www.tidegloballearning.net

Outdoor Learning Service
Birmingham Botanical Gardens & Glasshouses
Westbourne Road
Edgbaston
Birmingham B15 3TR
www.outdoorlearningbham.org.uk

Supported by: Heritage Lottery Fund
www.hlf.org.uk

Supported by
The National Lottery®
through the Heritage Lottery Fund
Heritage Lottery Fund