

SUMMER 2025 - NEWSLETTER



FIELDWORK IN/BY WATER

This summer, we're diving into fieldwork in and around water—a fantastic way to bring learning to life. From rivers and ponds to coastlines, watery environments offer rich opportunities for observation, investigation, and discovery across the curriculum.

Exploring the natural environment using water can be a fun and explorative way to take learning outside and support learning across the curriculum. Whether it is pond dipping, fieldwork by / in a river, or learning by the sea, exploring water in the natural environment can create memorable learning experiences for children.

If you are looking for inspiration, head to our Hampshire Trailblazer website, crammed full of imaginative ideas for how to take learning outside, including examples of how to use water in the natural environment to support learning. To find out more go to: [Trailblazer activities | Education and learning | Hampshire County Council](#)



FIELDWORK ACTIVITIES

Our Trailblazer guide to pond dipping is the perfect place to start for everything that you need to know about setting up pond dipping activities with children, as well as key water safety advice for while you are by the water's edge.



Our 'Beach Activities' section contains useful information on strand line scavenging, rock pooling, seashore hunts, crabbing, coastal features identification, beach art, coastal foraging, environmental awareness and water safety.



Our 'River Studies' resources page is a wealth of information on all-things-rivers, including river dipping, kick sampling and river features.



And don't forget that Hampshire Outdoors is always here to offer support, advice and guidance on all things to do with outdoor learning, as well as safely managing offsite trips and visits, including our 'Offsite & Visit Leader' training, including elements on water safety whilst out with children.

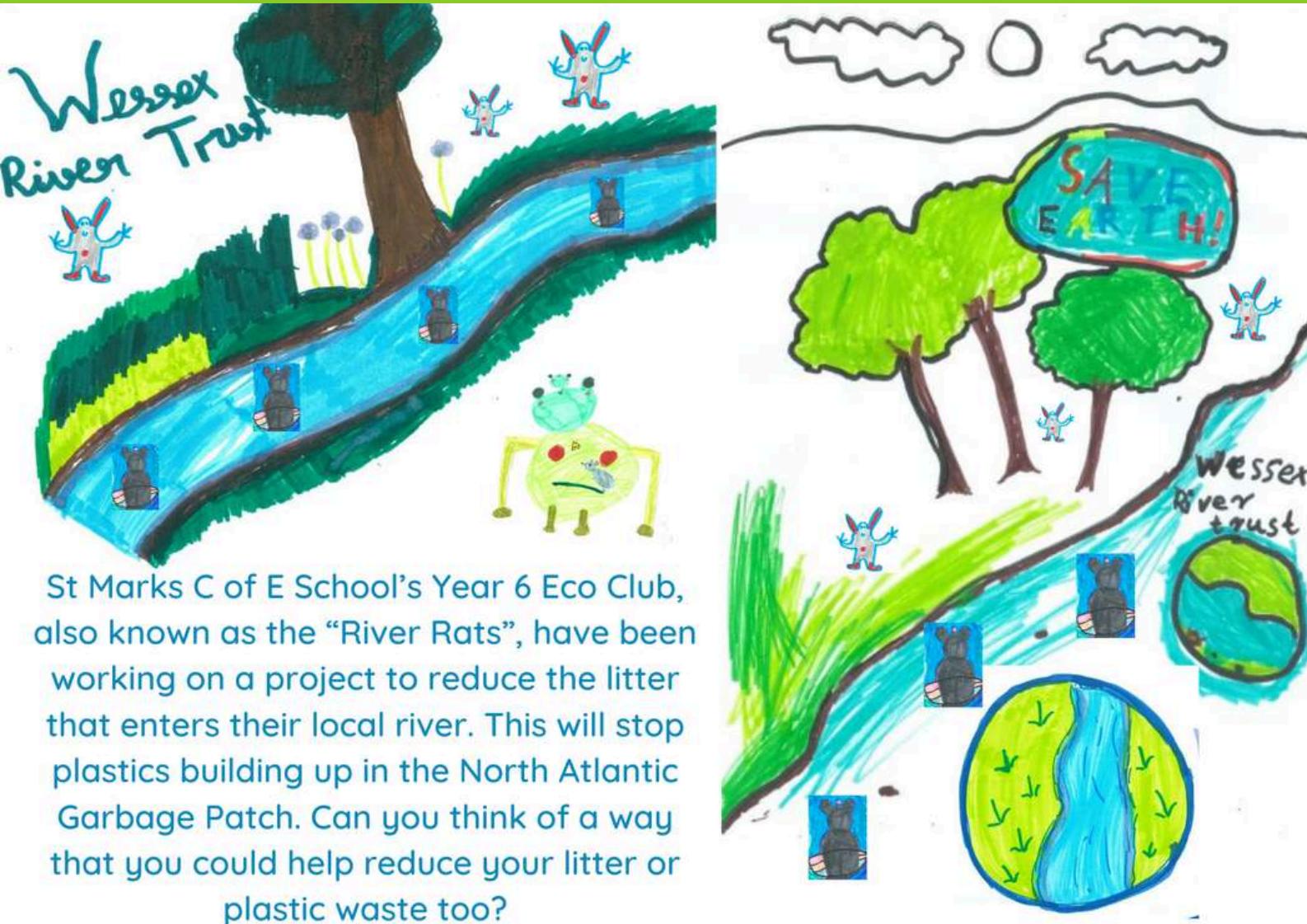
outdoor.education@hants.gov.uk



THE BLUE INFLUENCERS SCHEME

Wessex Rivers Trust are working in partnership with The Ernest Cook Trust and #iWill fund on The Blue Influencers Scheme to produce youth-led social action projects in and around Southampton. Young people, aged 10-14 years old, will have the opportunity to make environmental changes through projects they have produced themselves. These projects can range from making practical environmental improvements to raising awareness of particular issues facing their local blue spaces.

To find out more about contact Amy Ellis,
Youth Engagement Officer, amy@wessexrt.org.uk



St Marks C of E School's Year 6 Eco Club, also known as the "River Rats", have been working on a project to reduce the litter that enters their local river. This will stop plastics building up in the North Atlantic Garbage Patch. Can you think of a way that you could help reduce your litter or plastic waste too?





FIELDWORK BY THE RIVER

Emma Groves, Primary Adviser for Geography
Hampshire Improvement and Advisory Service

During my childhood, my sister and I used to enjoy dropping sticks into the river on one side of a bridge and seeing which stick came out first at the other side. This may be a game some of you may have done yourselves. I feel lucky to have spent a lot of time in nature as a child as it enabled me to appreciate how wonderful it is to be outside and how important it is to look after our world. Many children now do not get the opportunity to spend lots of time in nature. However, helping our children develop a love of the natural world is so important at this current time.

One of the things I love about geography as a discipline, is how it supports us in knowing why our world is as it is. We can understand how the features in human and physical geography interconnect to create a 'geographical story' of a place. Looking at the stretch of a river I visited as a child with the 'eyes of a geographer', I might look closer at the shape of the riverbank, the depth of the riverbed, the vegetation surrounding the river, the deposits of sediment, the river wildlife and the river velocity. Thinking of my childhood game of 'Poohsticks', I could ponder: Why did the sticks move in the water? How fast did they go? Would they keep going all the way to the sea? Would they move the same speed in a different river? As geographers we discover the answers to our geographical questions through fieldwork. Fieldwork allows us to investigate, gather, interpret and present evidence and form conclusions.

The first thing to consider is where your river study is going to fit within your geography curriculum. What do you want your children to discover from the study? What areas of the National Curriculum are you going to cover? How will the findings link to other units in your long-term overview? For example, you might be able to compare some of the information you discover during your river study to rivers present in other places of study in the UK and wider world. It is important that even if children investigate a small part of the river, they develop an understanding of the journey the river takes as a whole from source to sea. This will allow them to learn the different features of a river and understand how this links to the information they discover onsite. They need to understand that the velocity of the river, depth of the riverbed and shape of the riverbank will change along the upper-course, middle-course and lower-course of the river.

FIELDWORK EQUIPMENT

Consider the following equipment when conducting fieldwork along a course of a river:

- Investigating shape of the riverbank - tape measure, camera, paper and pencil for field sketches and drawing and labelling diagrams.
- Investigating shape/depth of the riverbed (measure at regular intervals between the banks of the river) - poles, tape measures, metresticks, table to record data.
- Investigating river velocity - a floating object e.g. a rubber duck, stop watches, poles for starter and end markers, table to record data (take several measurements and calculate an average time for the floating object to get from one marker to another)
- Investigating the contents of the riverbed e.g. insect life, sediment deposits, litter pollution - camera, paper and pencil for field sketches and drawing and labelling diagrams, small trays and sieves, magnifying glasses or containers.

Don't forget to position the children along the stretch of river/stream so you can compare the findings from the different sections. These can be collated back in the classroom to allow the children to collaborate to form a better understanding of the area of the river studied.

Safety First!

As with all fieldwork plan your investigation carefully. Work with the children to form a question for your fieldwork enquiry, discuss the method and equipment needed and identify any potential hazards they may encounter during the study. Make sure all participants wear appropriate clothing for the task and be aware of any deep areas and fast-flowing water. Also avoid steep banks, unstable areas and completing fieldwork in adverse weather conditions. Work together to stay safe and never conduct a river investigation alone. Do not forget to create a school risk assessment also.

If you wish to know more about how developing ideas for geographical fieldwork in your school or developing your geography long-term overview to include more outdoor experiences please get in contact with myself at emma.groves@hants.gov.uk





Water is essential for life

A person can live for three weeks without food, but around one week without water.

Scientists are working to safeguard the long term availability and quality of this critical natural resource.

Scientists are developing natural flood management techniques to hold water, sediment and nutrients in the landscape when there is excess runoff of rainfall. Saplings in engineered log jams are also great filtering out pollutants.

Excessive rain can wash away important nutrients and top soil.

Scientists have developed a new grass with huge roots that can change the structure of soils. It holds much more water than usual and reduces water runoff by 51%.



Scientists are running field and catchment scale trials researching different farming and drainage systems to encourage farmers to water harvest - water farming. Slowing the flow allows sediments to drop-out and clean water whilst providing habitats for insects and birds.



EXPLORING WATER: ENHANCING GEOGRAPHY FIELDWORK IN HAMPSHIRE

Fieldwork is an essential component of geography education, providing students with hands-on experiences that deepens their understanding of natural processes as well as human and physical interactions. In Hampshire, nearly all secondary schools conduct rivers or coastal fieldwork as part of the GCSE specifications. Coastal enquiries seem to be more popular than rivers with locations such as Hengistbury Head, Lee-on-Solent and Southsea hosting investigations into coastal processes and management. Many primary and secondary schools extend this fieldwork practice to Key Stages 2 and 3 to support the national curriculum related to both topics of rivers and coasts. This article aims to inspire teachers across Hampshire with ideas for engaging and educational fieldwork enquiries centered around water in our amazing county using Lepe Beach as the investigation site.

LEPE BEACH

Lepe Beach in Hampshire is a good location for geography coastal fieldwork due to its diverse and dynamic coastal features. As Lepe Beach is part of Lepe Country Park, it also has excellent facilities for school groups, including: parking, amenities such as toilets, a café, and picnic areas.



What can pupils observe and study at Lepe?

- Beach profiling: Students can measure and analyse the beach profile to understand coastal processes.
- Sediment analysis: Collecting and examining sediment samples helps students learn about particle size and composition.
- Human impact studies and environmental quality surveys: Investigating the impact of coastal defences and human activities on the beach environment provides insights into coastal management.

Some suggested enquiry questions to explore at Lepe?

- How important is Lepe beach in defining a distinctive landscape?
- How are visitors changing the identity of Lepe Beach?
- How do visitors affect Lepe Beach?
- How does the gradient change along the beach?
- Is coastal management at Lepe Beach effective?
- Is Lepe beach an accessible environment?

If you need any support with fieldwork planning do get in touch. I've had the privilege of delivering whole staff training sessions and working with geography teams this year to develop progression in fieldwork across the curriculum. Thank you.
Kate Broadribb, Geography Subject Adviser
Kate.broadribb@hants.gov.uk

Data collection methods that could be used to explore:

- Counts; people, visitor numbers, litter, coastal protection methods, types and availability of facilities
- Photographs of the beach and its features and the area facilities
- Beach profiles of the gradient of the beach
- Measure sediment size and shape
- Ask visitors for 3 keywords to describe the beach
- Environmental quality surveys
- Conduct emotional mapping at 2-3 sites around Lepe
- Tally what visitors are doing, such as walking a dog, having a picnic, reading a book
- Complete a transect across footpaths from the car park to the beach



ENGAGING WITH THE MARINE ENVIRONMENT THROUGH EXPERIENTIAL LEARNING

Abi Gibbard, Hampshire and Isle of Wight Wildlife Trust

Most people walking along a beach bring home a pocket full of treasures! How can we turn a simple strandline walk into a learning opportunity?



By taking pupils down to a local beach we are able to facilitate learning in many ways. A strandline walk encourages observation and provokes interest - by collecting things children may find interesting we can turn that into opportunities for creative activities which help them to develop a deeper connection to the coastal environment.



Curating a 'museum' of our interesting finds gives children a sense of purpose to use their treasures in a certain way; by sorting them into categories and classifying them into groups they will be comparing and contrasting, ordering, making decisions and explaining their decision-making to their visiting audience. They may need to identify what they have found to help them decide on classification, thereby using ID guides and spotter sheets.



A strandline walk may produce a plethora of different shells and a chance to discover their names, the type of shell, where it comes from - is it a native species or has it travelled across the world to land on our shore? This offers so many interesting opportunities; from telling stories of travel and adventure, to learning about the - often strange - world of shells, their inhabitants and their life cycles.

Mapping the beach using materials found on it encourages a sense of space, increases observation skills and allows children to connect with that environment. They may need to consider perspective, ratio and proportion, they might have to use team skills and develop co-operation with others. They may need to look at items in different ways to be able to use something to interpret a section of the beach.

Collecting things of interest on a beach can also lead to creative art activity - mandalas, stone stacks, pictures of sea creatures can all be created in a simple space on the beach and can be adapted to your beach environment, whether sandy or stony. The canvas and art materials are what you have available!

Commonly found beach litter should provoke many conversations about the human impact on the marine environment. Where does it come from? What impact does it have on marine life? How can we stop it from happening? All valid questions and can lead to research and citizen science opportunities for the children to get involved with. How can something destructive and harming be turned into a positive outcome? Your pupils could be involved with beach cleans, they could trace the litter back to source, get involved with campaigns aimed at improving the beach environment, all dependent on their age and stage.

Our 'simple' strandline walks can lead to so much learning in a rich and ever-changing environment! If you are interested in finding out more about how to use the beach as an engaging environment to learn in and take your pupils there safely, then the HIWWT run Wild Beach Leader training courses, please see our website for details, <https://www.eventbrite.co.uk/e/wild-beach-leader-training-level-3-hampshire-tickets-1342461782329>

EXCITING NEW STONE AGE WORKSHOP AT STUBBINGTON STUDY CENTRE!

With Stubbington Study Centre so close to the beach, we take advantage of the fantastic learning opportunities that the South Coast has to offer. Many of the activities at the centre use this invaluable resource to bring learning to life. Some of our sessions include observing the geographical features of the coastline, exploring the creatures within the intertidal zone or searching for prehistoric fossils. The beach is a varied treasure trove, and we are thrilled to include a visit to the seashore as part of our new Stone Age workshop.

After a trio of interactive activities at the centre, which include exploring a Stone Age exhibition, a spot of cave painting and hunter-gatherer challenges, the children can apply their newly acquired knowledge at the seashore.

Our prime location on the Solent offers unique advantages! Children will be able to visualise how the beach and sea would have looked in the Stone Age, with hunters travelling up and down the banks of the Solent River by boat.

During the hands-on workshop at the centre, the children will handle carefully crafted Stone Age tools. The children will then search for their own examples of hand axes, arrow heads and flint tools at the beach. They will need to think like a Stone Age Hunter to determine the best tools for various tasks. Finally, the children will collaborate to create Stone Age themed sculptures, using the natural resources at the beach. Perhaps we will see a woolly mammoth sculpted from seaweed?

Stubbington Study Centre is minutes away from a significant area for studying and understanding Stone Age Britain. We are delighted to offer this new session, which can be delivered as part of a residential stay or a day visit. If you are interested in a residential visit to Stubbington, we have limited available slots for academic year 2025/26. Please contact the centre on 01329 662244 for more information. Alongside our residential, we have day visits priced at £11.50 per child, available on a Thursday or Friday, for 2025-26. Email stubbington.sc@hants.gov.uk

[Stubbington Study Centre](#) | [Education and learning](#) | [Hampshire County Council](#)





LINKING ENVIRONMENT AND FARMING



If you recognise the LEAF marque logo from your weekly food shop, then you may also appreciate that the food you are purchasing has been produced by farmers that work with nature. A large part of farming with nature involves water management, which opens a myriad of curriculum linked opportunities for students to explore the world of water within the context of food and farming.

For instance, did you know that farmers actively monitor their water usage, test water quality regularly and recycle where they can. A farm provides the perfect environment for students to experience the water cycle in action. How important is water to Farmers? Where does the rainwater go? How much water do livestock drink? How does rainfall affect the fields? How can Farmers help reduce flooding in nearby villages? How can farmers improve the quality of streams and rivers?

These and so many more questions can be explored through hands on practical activities, experiments and experiences. With careful planning and risk management, students can appreciate the importance of water to them, their community and their future.

Visit the www.countrysideclassroom.org.uk for hands on practical water themed activities which you can use in the classroom and out in the countryside. Here are a few of my favourites:

[Water Management at Manor Farm | Teaching Resources | Countryside Classroom](#)
[Global Climate Change - Water for Primary | Teaching Resources | Countryside Classroom](#)
[BBSRC Science on the Farm poster - WATER | Teaching Resources | Countryside Classroom](#)

As your local LEAF Education Specialist, I work with a wonderful network of farmer hosts that hold their [CEVAS](#) accreditation and are keen to host fully risk assessed and curriculum linked visits. For more information visit www.leaf.eco/education or email me directly: Jo.Hatton@LEAF.eco

WHAT IS SUSTAINABLE FORESTRY MANAGEMENT?

Sustainable forestry management involves balancing social, economic, and environmental demands, with different people and their different priorities. Forestry England welcomes millions of visitors to the nation's forests each year to enjoy many recreation and wellbeing activities. We also manage the forests for wildlife and increased biodiversity, as well as producing a sustainable supply of timber.

[This short film](#) explains the importance of sustainable timber production in the UK.

If you are searching for information on how England's forests are managed as a natural sustainable resource for Key Stage 3, then look no further!

[Our set of 3 lesson plans](#), each with a power point presentation and student activities focus on

- Forests as a natural resource
- Forests and timber
- Sustainable forest management

You could consider visiting a forest near you to carry out the fieldwork discussed in these lesson plans.



FREE STICKMAN EDUCATION PACK

Free Stickman Education Pack

For EYFS and KS1 Teachers!

Check out our new curriculum-linked activities based on your class favourite, Stick Man.



Take your class on an exciting journey with Stick Man through the seasons, down rivers, and into the homes of creatures living in trees. Packed with fun, hands-on activities, it's a fantastic way to inspire outdoor exploration and curiosity.

Download your copy here: [Stick Man education pack](#)

Teacher ALERT!!!

Free Teacher Days at Alice Holt Forest

Wednesdays 13 August and 27 August 10.30am-12.30pm

Why not come along with your family and take a look at what we can offer your class to make a perfect school trip.

- Chat to our Learning Team
- Introduction to our bookable school resources and try out some activities in our beautiful forest
- Browse our range of free lesson plans
- Free Stick Man Trail activity packs
- Free parking
- Free refreshments the wonderful world of Stick Man and lots of fun stick-based activities, discover tree-facts

Maybe buy lunch at the Café and then go for a wander to see what else Alice Holt has to offer.

Children welcome.

Booking is essential - [book here!](#)

Jane Booth
Learning Assistant, Forestry England
South England Forest District



IN THE NEWS...



14-21 June 2025



Get involved in our non-uniform day!

Friday 20 June 2025

FREE CPD & RESOURCES

TRAVEL SCHOOLS RESOURCES

New Forest Travel Grant open again from 1st April- schools and groups can claim up to £200 for travel to visit in the New Forest. More info here: [Travel grant - New Forest National Park Authority](#)



PODCASTS

The Forest School Podcast

Delicious waffle chat about education, nature connection, child development & community building. Hosted by Lewis Ames & Wem Southerden.



The Wild Minds Podcasts

The Wild Minds Podcast by Marina Robb, Forest School and Nature-based Trainer and founder of The Outdoor Teacher.



The Outdoor Ed School Podcast

These free podcasts from the Outdoor Ed School will walk you through how to provide meaningful team challenges, problem solving tasks, review models, and group discussion topics outdoors.



1000 Hours Outside Podcasts

1000 Hours Outside is another American organisation. Their 1000 Hours Outdoor Podcasts are free and through their various speakers and authors, they cover many interesting subjects on outdoor learning.



WEBINARS

Forest School Association Free Webinars

The [Forest School Association](#) (FSA) public archive holds a selection of their webinar recordings, which are free to view. FSA Members have access to the entire back catalogue of webinars.



Free Outdoor Learning Webinars

Although American, you might find [these free webinars](#) from the [Outdoor Learning Store](#) useful:

- How to Teach Nature Journaling: Curiosity, Wonder, Attention
- Climate Connections: Climate Change Education in Outdoor Learning

Or [these recordings](#) from previous webinars.



THEMES AND DAYS FOR OUTDOOR LEARNING

Here are lots of events and activities coming up that can be used to support getting children active and learning outdoors! See [Trailblazer Calendar of Themes and Days for Outdoor Learning](#) for the academic year 2024/25, so you can see what's coming up and plan accordingly!

DATE	EVENT	ALL THE INFO
1st-30th June 	<u>National Festival of Fieldwork</u>	<p>The National Festival of Fieldwork is designed to provide a focal point to encourage you to take your classes outside, whether in the school grounds, the local area or further afield.</p> <p>For ideas, see:</p> <ul style="list-style-type: none"> • <u>Trailblazer Beach Studies Fieldwork and Follow-Up Activities</u> • <u>Trailblazer River Studies Fieldwork and Follow-Up Activities</u> • <u>Trailblazer Roadside Air Quality and Nature Survey</u>
1st-30th June 	<u>Thirty Days Wild</u>	<p>The Wildlife Trusts' annual nature challenge to do one 'random act of wildness' every day, for 30 days in June.</p> <p>See also a <u>multilingual version of 30 Days Wild</u>, suitable both for children growing up multilingual, and for those learning another language at school.</p> <p>Each day brings an idea for an activity, and encourages multilingualism and language learning.</p>
2nd-13th June 	<u>Farming Fortnight</u>	<p>Farming Fortnight encourages schools from all over the UK to have a fortnight focus on British Farming and food production.</p> <p><u>Farm visits for pupils</u>. Why not visit a farm and see first-hand all that farmers do and the impact their work has on all our lives?</p>
5 th June 	<u>World Environment Day</u>	<p>World Environment Day puts a global spotlight on the pressing environmental challenges of our times.</p>



THEMES AND DAYS FOR OUTDOOR LEARNING

DATE	EVENT	ALL THE INFO
7th-15th June 	<u>The Great Big Green Week</u>	The UK's celebration of community action to tackle climate change and protect nature.
11th June 	<u>International Day of Play</u>	Play is a fundamental right; it builds resilience, instils confidence and helps children develop. Celebrate this day by playing outdoors.
14th-21st June 	<u>Drowning Prevention Week</u>	Drowning Prevention Week aims to equip everybody across the UK with the skills and knowledge, to make the right decisions about water safety. See these great resources: <ul style="list-style-type: none"><u>Royal Life Saving Society UK Water Safety Education Resources</u><u>Water Smart Schools</u><u>RNLI Water Safety Resources</u><u>HCC Stay Afloat</u> – Aimed at KS3 pupils
17th-21st June 	<u>Scooter Challenge</u>	Clean Air Scooter Challenge Week to encourage pupils to ride their scooters to school.
23rd-27th June 	<u>School Diversity Week</u>	The UK-wide celebration of LGBT+ equality in primary and secondary schools. Explore the diversity in nature and create a create a colourful rainbow from natural objects.
23rd-29th June 	<u>Insect Week</u>	Insect Week encourages people of all ages to learn more about insects. <u>Trailblazer Mini-beasts Activity Sheet</u> <u>INSTAR – Magazine for Young Entomologists</u> Great free ID charts of insects to download from <u>Buzz and Scuttle</u> .
1st-31st June 	<u>Plastic Free July</u>	An annual campaign to encourage people to stop using single use plastics. Inspire people at your school to participate in Plastic Free July and refuse to use single-use plastic.



THEMES AND DAYS FOR OUTDOOR LEARNING

DATE	EVENT	ALL THE INFO
 19th July-3rd August	<u>Festival of Archaeology</u>	The Council of British Archaeology's annual celebration of archaeology. This year the theme will be Archaeology and Community. Use this <u>guide from Reading Museum</u> to recreate a mini archaeological dig. Have you thought about setting up your own <u>After School Young Archaeologists Club</u> ?
 17th July -10th August	<u>Big Butterfly Count</u>	A UK-wide citizen science survey aimed at assessing the health of our environment simply by counting the amount and type of butterflies (and some day-flying moths). <u>Butterfly ID chart</u>
 16th July	<u>World Snake Day</u>	World Snake Day was created to help people learn more about these animals and how much they contribute to the world. Why not take part in an outreach session from the <u>Amphibian and Reptile Conservation (ARC)</u> ? You could get arty and create a <u>rock snake</u> .
 19th-27th July	<u>National Moth Week</u>	National Moth Week is held annually worldwide during the last full week of July and celebrates the beauty, life cycles, and habitats of moths around the world. Why not make and set up a <u>simple moth trap</u> at school and see what moths it attracts? <u>Moth Spotter Sheet</u>
 26th July - 10 th August	<u>National Marine Week</u>	A chance to celebrate the wonderful wildlife found in the seas around the UK. Take your class down to one of Hampshire's beaches and carry out some beach fieldwork: <u>Trailblazer Beach Studies Fieldwork and Follow-Up Activities Sheet</u> <u>Trailblazer Beach Activities Activity Sheet</u>



UPCOMING COURSES



Hampshire Outdoors offer a wide range of courses covering Outdoor Learning; Fire Lighting; Risk Management; Camping in the School Grounds, Physical Education; Duke of Edinburgh Award, Bikeability and First Aid courses. See [here](#) for more details on all the courses we offer.

Many of our courses can be offered as bespoke courses for your school. If you would like to book a bespoke course please complete [this form](#). Book early to secure the dates you want!

Offsite and Visit Leader Course (valid for 5 years) £120 SLA (£165 non-SLA) per delegate

- Tue 24 June Nature Discovery Centre
- Wed 2 July Stubbington Study Centre, Fareham PO14 2ND
- Thu 3 July Woodmill Outdoor Activities Centre, Southampton SO18 2JR
- Fri 03 October Dover Park Primary School, IOW, PO33 2BN
- Mon 06 October Runways End Outdoor Centre, Aldershot, GU11 2RE
- Tue 14 October Stubbington Study Centre, Fareham, PO14 2ND



Full Educational Visits Coordinator (EVC) Initial Training Course (valid for 5 years)

Please note that both sessions must be attended.
£150 SLA (£200 non-SLA) per delegate

- Monday 29 & Tuesday 30 September 2025 (1pm-3:30pm) - Microsoft Teams

Educational Visits Coordinator (EVC) Refresher Training (valid for 5 years)

Half-day refresher for those EVC's whose qualification has expired.

£90 SLA (£120 non-SLA) per delegate - 0.5 day refresher course

- Wednesday 08 October 2025 - 9.30am-12.30pm Microsoft Teams

Using the Outdoors to Support Your National Curriculum Delivery

£120 SLA (£165 non-SLA) per delegate

- Wednesday 29 April 2026 - 9am-4pm - Stubbington Study Centre, Fareham, PO14 2ND



ITC Outdoor First Aid - 2 day Course

£135 SLA (£180 non-SLA) per delegate

- Tuesday 30 September & Wednesday 01 October 2025 - Stubbington Study Centre, Fareham, PO14 2ND

Outdoor First Aid Emergency Action - 1 day course

£100 SLA (£130 non-SLA) per delegate

- Saturday 21 June 2025 - Stubbington Study Centre, Fareham, PO14 2ND
- Friday 21 November 2025 - Minstead Study Centre, Lyndhurst, SO43 7GJ



Book courses through the [Hampshire County Council Learning Zone](#).

Please call 0370 779 1498 or email karen.storey@hants.gov.uk if you have any queries.