

Meaningful Learning Experiences

Strategic Commitment	✓	Part of a Derby Opportunity Area careers initiative
Curriculum Provision	✓	Y1+2+3 Science topics about 'Plants'
Employer Partnerships	✓	Inspired by the boss from a local plant nursery
Reflective Young People	✓	Evaluated as part of the 'Our Future Derby' programme
Informed Career Choices	✓	Finding out about jobs out-of-doors and with plants

Family-run garden centre inspires years 1, 2 and 3 about Science topics involving plants

Ashwood Spencer Primary Academy in Derby chose to explore how Science learning about plants could be enriched for children in year 1 (common plants & trees), year 2 (seeds & bulbs) and year 3 (water & growth).

'We could definitely plan around the topic of plants/habitats/living things with links to Swarkestone Garden Centre and British Science Week. On a slightly separate note, our school is very built up with no green space so it would be really good if we could perhaps have some ideas or help from them with maybe making our surroundings look less like a concrete jungle.'

The director of nearby family-run Swarkeston Garden Centre agreed to help with the project because, *'I think that it is important for children to learn the value of plants to the environment'*. As well as a short message about his career path, which started with agricultural college and working in market gardening, he recorded video clips in different parts of the business that illustrated each of the topics being studied by children in each of the year groups.

The school's stated aims included, *'Skills to help us become confident to follow through with projects like this in the coming years and embed career-related learning into our curriculum more to make it a priority rather than an 'add-on' and 'It would be good for parents to support their children and encourage them to develop the skills they need to reach their goals'*.

The project was part of the British Science Week theme of *'Our Diverse Plant'*, which included a homework project that children completed with parental involvement.

Benefits for the Students

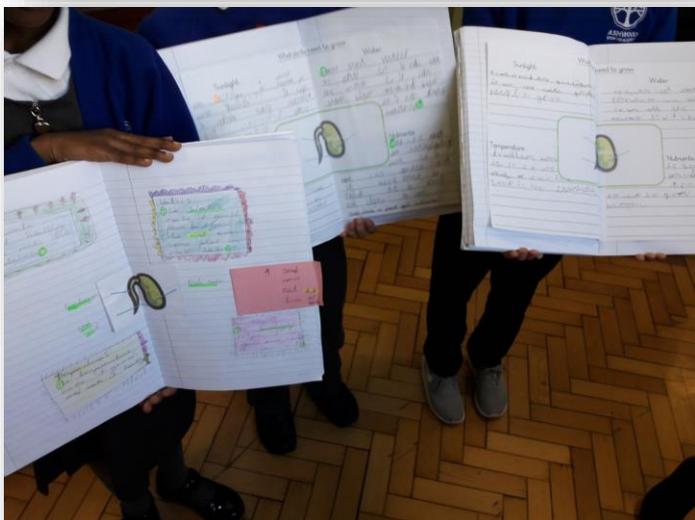
- [Having the director in the classroom helped because], *'instead of talking to the screen ... he was there ... not where he works ... then he can hear the questions that we ask'*.
- *'He teaches all about plants and he makes plants grow like those trees.'*
- *'If one of us wants to be like John, we have to grow lots and lots and lots of plants. And then you kind of sell them. And then you get billions of money.'*
- *'It helped me because, when I'm older, I can learn all the things about plants like John said.'*
- *'I can help because I watched some videos of him and I've got a lot of plants at home that I've grown.'*

Benefits for the School

- *'The video clips sent beforehand really got the teachers on board to buy into the project and get into more detail than they might have done otherwise.'*
- *'The children have been really excited about someone external coming in. They've wanted to showcase something, so they've put in lots of effort at home and at school as a result of that.'*
- *'Giving it a context and knowing that the garden centre is involved, we've given them the incentive that we could use our mini-bus to go there – and they want to see it first-hand.'*

Benefits for the Employer

- The director already hosted visits by small groups of children from local primary schools. This curriculum project required little preparation and yet it had an impact on over 250 children in three year groups, all from local families (and so potential customers).
- The use of video clips meant that expert information could be shared with different groups of children at different times – including an SEN class – and can be reused.



The owner of a local family-run garden centre recorded video messages to help children learn about plants before visiting the school to see work prepared by children in three year groups and answer their questions.