



## Green Skills - Benefits to your learners

The National Education Nature Park engagement programme is designed to support education settings in helping children and young people throughout their formal learning to find meaning and relevance in nature, and as a result, engage more with nature in their lives and their learning.

Each step of the Nature Park cycle builds on effective teaching practice by valuing learners' existing experiences and knowledge, helping them to build the knowledge and skills that will allow them to make decisions, plan and to carry out interventions to develop their local nature park. Subsequently, children and young people will develop the skills to act on behalf of nature as well as the needs of their school and local community, working together to build positive change. Learners' wellbeing, nature connection and the inclusion of all needs should be at the heart of green skill development, empowering learners to have the agency to care for each other and for the planet now and in their future roles.

**The Nature Park's green skills provide opportunities to bring purpose to all aspects of the formal curriculum, as outlined below:**



**Identification and ecology:** Observing, noticing and identifying nature.

Purpose: To develop the key skill of confidently knowing and identifying features of their local area and local biodiversity, through noticing, observing and accurately identifying species, habitats and local characteristics within these spaces.

### Curriculum links

Science: Supporting working scientifically enquiry in identification and classification, observation overtime and pattern-seeking; developing an increased knowledge of biodiversity and ecosystems

Geography: Developing contextual knowledge and geographical skills to identify physical characteristics

PHSE / Citizenship: Support a positive connection with nature and a consequential motivation to take care of it



**Recording data:** Using tables, drawings, photographs, digital tools, maps and other means to make observations and measurements about nature.

Purpose: To develop the key skill of confidently, systematically and accurately collecting and recording information about biodiversity, and capture the views and ideas of the school community.

#### Curriculum links

Science: Supporting working scientifically and fieldwork skills by choosing appropriate methods of recording data to answer scientific questions

Maths: To develop data handling skills by constructing and interpreting appropriate tables, charts and diagrams

Computing: Responsible, competent, confident and creative users of information and communication technology

Geography: Collect, analyse and communicate a range of data gathered through experiences of fieldwork

English: Developing effective communication skills to present data in a way that conveys clear information about observations, actions and impacts of field work, e.g. reports, journals, blogs



**Interpreting data:** Using information from data to say what you found out.

Purpose: To develop the skill of using the data collected together to identify findings, noticing patterns, consider the perspectives of others and to inform action about the improvements related to local nature and community needs.

#### Curriculum links

Mathematics: To develop data handling skills by constructing and interpreting appropriate tables, charts and diagrams

Science: To be able to draw on evidence to notice patterns

Design and technology: Use a variety of approaches to generate ideas, test and evaluate and refine ideas

Computing: To evaluate and apply the use of tools to analytically solve problems, e.g. related to spatial data

English: Communicating findings in appropriate ways to the audience and taking into account different points of view



**Creative thinking and decision making:** Being able to make evidence-based decisions and to work collaboratively to design creative solutions to identified nature-based issues and identify opportunities for change.

Purpose: To understand the importance of using evidence to support their decisions, to listen to each other's ideas, and make collaborative and creative decisions about how to enhance biodiversity and develop outdoor spaces for people and nature.

**Curriculum links**

Design and Technology: critique, evaluate and test their ideas and products and the work of others; use a variety of approaches to generate creative ideas; test, evaluate and refine their ideas taking into account the views of intended users and other interested groups

Science: draw conclusions and evaluate evidence to inform decisions



**Environmental stewardship and horticulture:** Having the skills, responsibility and agency to care for and advocate on behalf of local nature, habitats and living landscapes.

Purpose: To develop the tools and motivation to improve biodiversity, respect and take care of and maintain their local landscapes and take into consideration the needs and perspectives of the local community. To develop the confidence to spend time outdoors, participating in both individual and group activities.

**Curriculum links**

PHSE / Citizenship: develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood

\* Environmental Stewardship is also linked with the importance of wellbeing. The [DfE's guidance on wellbeing](#) could be particularly useful here.



**Communication:** Being able to share issues, findings and impact in oral and written forms to different audiences to form a vision of a possible future

**Purpose:** To share ideas, knowledge, skills and experiences about the issues, changes and ideas about biodiversity, school and community needs and environmental development in creative and purposeful ways.

#### **Curriculum links**

**English:** Use Standard English confidently in a range of formal and informal contexts including discussions; give short speeches and presentations, expressing their ideas and keeping to the point, participating in formal debates and structured discussions, summarising what has been said

**Computing:** understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally

**Citizenship:** to be aware of the different ways in which a citizen can contribute to the improvement of their community, including raising awareness of important issues, as well as other forms of responsible activity

**Science:** draw conclusions and evaluate evidence to inform decisions

The curriculum links outlined here are not exhaustive, and through supporting intentional enquiry and young person voice, experiences can be facilitated to use interests to support the development of each setting's nature park, from art, drama, music, history and all other areas across the curriculum. As the National Education Nature Park platform develops, resources will be developed across a wide range of subject areas.

