



## Quality Assurance

Ensuring the content and pedagogical quality of National Education Nature Park resources.

To support educators in making confident decisions when choosing resources for teaching and learning, the following principles guide the selection and creation of Nature Park resources.

### National Curriculum aligned

- Appropriate pitch and progression of knowledge and skills with links to prior knowledge to avoid misconceptions and cognitive overload<sup>1</sup>
- Aligned with National Curriculum in England statutory programmes of study and attainment descriptors for each age group

### Accurate and impartial<sup>2</sup>

As part of a pilot scheme to ensure that learning resources have accurate and up-to-date climate science information, all resources with climate change content will undergo a climate science review and the Royal Meteorological Society quality-mark if they meet the following criteria:

- Climate change links are explicit
- References given and sources used a reputable, reliable and up to date
- The author has accurately conveyed information from sources (using the latest IPCC report and similar for authoritative guidance)
- That climate information is well explained
- The resource meets required political guidance for schools
- Terms are defined and graphs or maps are well explained

### Climate pedagogy best practice<sup>3</sup>

In line with the latest education research in climate pedagogy we have selected resources and designed sequences to link them that have as many of the following features as possible:

- Where appropriate, outdoor learning is encouraged
- Activities support mental health and wellbeing, for example by providing opportunities for learners to share their feelings about climate change and their fears and hopes for the future<sup>4</sup>
- An enquiry approach that supports autonomy through activities such as observations, interviews, secondary research, projects and investigations<sup>5</sup>
- A Science Capital approach that ensures learners have a voice; valuing all viewpoints and experiences and promoting a broad representation of individuals and groups to make learning relevant<sup>6</sup>
- Interdisciplinary resources that support the delivery of statutory subject outcomes while making relevant connections with other disciplines

## Accessibility

- We are hosting resources from a range of organisations and have made agreements with each to ensure that the copies we make available for use are as up to date as possible
- All resources created by the Nature Park or hosted by us from other organisations will always be free
- Adaptation and extension options are included within our resources
- Please see the website accessibility statement for more information

*Learning resources may not fulfil all the listed pedagogical criteria but will contribute to an evidence-based pedagogical approach to climate and biodiversity education.*

## References

1. Rosenshine, B. (2012) Principles of Instruction: Research-based strategies that all teachers should know. *American Educator*, 12–20. <https://doi.org/10.1111/j.1467-8535.2005.00507.x>.
2. Department for Education (2022) What You Need to Know about Political Impartiality in Schools. Available from: Political Impartiality Guidance Pamphlet ([publishing.service.gov.uk](https://publishing.service.gov.uk))
3. Hoath, L and Dave, H (2023) Sustainability and Climate Change Education: Creating the Foundations for Effective Implementation. Available at: Sustainability-and-Climate-Change-Education-Report-Final-Pages- 1.pdf ([tdtrust.org](https://tdtrust.org))
4. Bryan, A (2020) 'Affective Pedagogies: Foregrounding Emotion in Climate Change Education', *Policy and Practice: A Development Education Review*, Vol. 30, Spring, pp. 8 - 30
5. Brumann, S.; Ohl, U.; Schulz, J. Inquiry-Based Learning on Climate Change in Upper Secondary Education: A Design-Based Approach. *Sustainability* 2022, 14, 3544. <https://doi.org/10.3390/su14063544>
6. Godec, S., King, H. & Archer, L. (2017) *The Science Capital Teaching Approach: engaging students with science, promoting social justice*. London: University College London.



National Education  
Nature Park and  
Climate Action Awards



For more quality-assured learning resources visit  
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