KS5 Grow it- Horticulture Summer 2022

In this unit, students will help to prepare students with the knowledge, understanding and skills needed to grow different plant types. They will learn to how to use, clean and store PPE, tools and equipment safely. Students will be able to recognise different plant types e.g. a tree, shrub, vegetable and fruit. Students will complete certain jobs at specific times of the year e.g. sow seeds inside in early spring and harvest crops in summer and autumn.

RRSA articles:

This unit links to RRA articles:

Article 24 (health and health services) Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.

Article 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Students also have the right to experience and try different things to the best of their abilities.

Key vocabulary - spoken, signed, symbols, AAC:

PPE, tool, equipment, risk assessment, danger, plant, tree, shrub, vegetable, fruit, sow, harvest, cultivate.

	OU WTE1	OU E1	OU E2	OU E3	OU L1
Key learning: Health and safety					
Subject specific knowledge	Students will know the area of the body that key PPE items protect e.g. that gloves protect hands. Students will state a reason why they must wash their hands after gardening e.g. to kill the germs that can make them poorly. Students know at least two pieces of PPE e.g. gloves and overalls.	Students will be able to state one reason why tools need to be checked regularly by selecting from a choice of two. Students will give at least one reason for storing tools correctly.	Students will be able to give at least one reason why tools need to be checked regularly. Students will take responsibility for PPE by safely using, cleaning and storing PPE. Students will be able to carry out a simple risk assessment with staff to identify potential hazards. Students will give at least two reasons for storing tools correctly.	Students will know at least two examples of how plants could be harmful to people or animals. Students will complete a simple risk assessment to identify potential hazards and suggest at least one way to reduce the risk.	Students will give at least two reasons why it is important to follow a risk assessment. Students will independently carry out jobs to keep the work area safe e.g. remove debris that can cause obstructions. Students will recognise when a piece of PPE, tool or equipment is damaged and will report it to staff.

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Subject specific skills	Students will wear suitable PPE as instructed. Students will be able to find the next piece of equipment from a choice of three items.	Students will be able to use, clean and store PPE, tools and equipment safely, under staff supervision. Students will independently be able to put on PPE.	Students will be able to check that tools are safe to use by checking that there is no damage. Students will clean tools and equipment after each use as instructed by staff, fully supervised.	Students will follow a risk assessment to maintain a safe environment. Students will clear and tidy the allotment work area, independently. Students will follow instructions to dispose of waste in accordance with health and safety guidance. .	Students will clean tools and equipment after each use independently. Students will check that equipment is safe to use, with support. Students will keep the allotment work area safe by identifying potential hazards and reducing the risk of harm
Key Learning: Growing plants					
Subject specific knowledge	Students will be able to identify one difference between two seasons e.g. winter is cold and summer is warm. Students will recognise that in summer there is more daylight, warmer evenings and nights, it is less windy and reduced rainfall. Students will recognise when a pot is damaged by using a visual prompt. Students will identify different plant types when presented with a choice of two e.g. a tree, shrub, vegetable and fruit. Students will know that vegetables that are grown in the allotment can be eaten.	Students will be able to identify the main features of each season from a choice of two e.g. Winter has short days, lower temperatures, frost. Summer has longer days, warmer nights, less wind and reduced rainfall. Students will be able to list at least two effects of summer on plant growth e.g. insect/pests damaging plants, plants grow quicker, annuals produce plants. Students will be able to match a picture of a plant type to the correct label e.g. a tree, shrub, vegetable and fruit. Students will identify the plant root, stem and leaf using a visual aid. Students will be able to point to the plant root, stem and leaf. Students will select one reason, from a choice of two,	Students will be able to outline the main features of each season, using visual prompts e.g. Summer longer day time, warmer nights, less wind, reduced rainfall. Students will understand the effects of different seasons on plant growth. Students will be able to list at least two jobs that need to be completed during summer e.g. remove spring bedding plants, plant summer bedding, water plants as required, mow lawn, treat insects/pests, dead head flowers, weed. Students will be able to name different types of plants e.g. a tree, shrub, vegetable and fruit. Students will be able to give one function for the plant root, stem and leaf. Students will give one reason why seeds need to be grown in a container inside.	Students will be able to independently outline the main features of each season e.g. summer the days are longer, less rain, warm night Students will understand the effects of different seasons on plant growth e.g. during summer, growth is fast, annuals produce plants, insects/pests damage plants. Students will state the three main parts of a plant e.g. root, stem and leaf. Students will state at least two differences between trees and shrubs. Students will know the difference between perennial plants and annual plants. Students will know the importance of watering plants regularly.	Students will be able to support staff to produce an outline of work that needs to be carried out during summer. Students will identify basic plant requirements for each season e.g. during summer, growth is fast, annuals produce plants, insects/pests damage plants. Students will recognise and label two or more plants e.g. two different trees, two different shrubs, two different perennials and two different annuals. Students will identify equipment needed to complete specific tasks e.g. mowing, edging, digging.

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		why seeds need to be grown in a container inside.			
Subject specific skills	Students will sow seeds in containers, using a visual guide/TSI and fully supported. Students will apply pressure when using a hand tool and can make a small hole in the soil. Students will be able to add compost to a small area outdoors using their hands or a small trowel.	Students will position labels as instructed, to identify the plant growing. Students will check that pots are clean and undamaged using a visual prompt. Students will sow seeds in containers, as instructed.	Students will make planting holes in suitable positions and at correct depths, under supervision. Students will plant rooted cuttings and seedlings, as instructed by a teacher. Students will sow seeds in containers by following staff instructions and a visual guide.	Students will follow written/visual instructions of how to sow seeds in containers. Students will make planting holes in suitable positions and at correct depths, using written instructions or a visual guide.	Students will state the PPE, tools and equipment they need in order to complete a specific job e.g. planting seeds indoors, planting bulbs. Students will follow instructions to prepare a container and plant for planting. Students will independently use the correct tools to plant plants to the correct depth and requirements.

Suggested activities

Rainfall measurements Collecting and identifying bugs.
Worm counts
Making bird feed.
Build a bug house.
Make a mini wormery using a large glass jar.
Building birdhouses.
Researching vegetables and the pests they attract. Research and test natural remedies to eradicate the pests!
Attracting the right bugs to the vegetable patch. Researching which plants will attract bees & relevant bugs to help pollinate and spread seeds. Sowing and planting these out.
Calculating plant numbers from seed packs and keeping a log of the info. How many were sown? How many germinated? How many were pricked out? How many healthy plants survived outside?
Measuring and marking appropriate distances when planting out.
Creating a calendar of time sown and expected harvests.
Breaking down original costs of seeds, pots etc & how much we would sell our vegetables for.

Online resource:

https://www.rhs.org.uk/advice/beginners-guide
https://www.gardendesign.com/how-to/
https://www.gardenersworld.com/

Evidencing Work:

Pupil progress is monitored using onwards and upwards
Lesson evidence is recorded using learning journals with photographs.

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