

Key stage 1: A study of the development and progression of children's environmental attitudes and values

See *Raising Achievement* (2000) 'Where has all the wonder gone?' by Paula Owens, pages 80 and 83.

The task: the children were asked to draw anything in the school grounds that they themselves considered special and important.

The context: held as a whole class activity in year groups. Informal interviews were used with a selection of children as they were completing the task.

The analysis: the drawing elements were classified and entered on a spreadsheet for each group.

Table 1: Extract of the feature classifications used with concept drawings of all children in reception and years 1 and 2

Natural features	Built features	Activity features	Imagined features	Fantasy features
Flower Tree Grass Field Pond Frog/tadpole People Bushes Clouds Snakes Beehive Honeycomb Sun/moon/star Leaves	Buildings Bin Gate Playground Car park Cars Path Poles House Fence/wall Fire alarm Mobile hut Aeroplane School	Tyres Snake Hop-sotch Number game Maze Alphabet game Snail game Compass Clock Number grid	Church Graveyard Boat Pigs Horse Sheep	Dragon

Concept drawings: percentage of children drawing a particular feature, years R, 1 and 2

