This chapter (along with those on Forest School (pp. 28-35) and Food and Farming (pp. 20-27)) shows how using the outdoors in lessons can help pupils to connect to the world that they live in and that sustains them. It also has a strong community element to it.

Key ESD concepts
- interdependence
- diversity
- quality of life

Subject links
- science
- geography
- citizenship

Other links
ECM 1: Be healthy
ECM 4: Make a positive contribution
SEAL: Pupils gain emotionally, intellectually and physically; they develop emotional attachment to their garden which increases their levels of environmental concern.

Planned outcomes
- Interdependence: an appreciation that the garden could not be maintained without the involvement of the whole community, an understanding of the role of the garden in the school’s community.
- Citizenship and stewardship: skills in planning and looking after the garden, in negotiating and sharing roles, and in making decisions about the garden and how the produce could be shared; a sense of care and responsibility through fulfilling commitments made to digging and weeding as well as reaping the rewards at harvest time.
- Diversity: an understanding, through trial and error, of what to grow, how to grow it and therefore a greater understanding of biodiversity locally and globally.
- Quality of life: an understanding of the time, effort and money it takes to keep a small garden productive and therefore a greater appreciation of the processes involved in producing the food that might otherwise be taken for granted; a sense of pride in and appreciation/enjoyment of the produce from the garden.

Other geography outcomes
- use of mapping skills in garden designs
- understanding of microclimates and their effect on plants’ growth.
- understanding of weather and climate: seasonal variations in crops, what can be grown in the UK and what can’t.

Unplanned outcomes
- Opportunities to solve real-life problems: gardening is not an exact science and pupils need to learn how to apply problem-solving skills to cope with unexpected problems as they arise.

Essential resources
- An area that can be developed and sustained as a school garden
- Teachers, pupils, parents and others in the local community who are willing to commit to making the garden viable in the long term
- Gardening equipment (e.g. unwanted tools donated by parents)
- Seeds
- Funds (see how Chaddesley Corbett Primary School funded their garden below)
- Enthusiasm!

Starting points
Chaddesley Corbett Primary School is located in a rural area, where roughly half the pupils come from the immediate locality, with some being the offspring of farmers and market gardeners, while the other half come from the urban areas of Kidderminster. As a consequence, some pupils are real experts on their environment and have a developed understanding of what needs to be done to protect it, while others have little or no connection with their environment and see the world around them as something ‘out there’ rather than something they actually live in.

Our starting point was the run-down and neglected wildlife area which was no longer used by the school. The area is huge and we had to think about what was realistically manageable. After initial discussions we decided to keep a large part of the area for wildlife, another for Forest School activities (see chapter 3 for an example of this) and to use the remaining area, which was about the size of an average allotment, for a school garden.