Overview: This cross-curricular SoW allows students to start from learning how to identify seeds, right through to caring for and monitoring their trees once planted out. Students will see first-hand over time how trees grow and gain a sense of pride for growing a new local woodland.

Most children will: grasp the theoretical and practical methods of how to plant trees, starting from seed, and learn how to care for, monitor and record tree growth over time.

Some children will not have made so much progress and will: appreciate the practical methods required to produce a healthy seedling, and learn how to care for their trees over time.

Some children will have progressed further and will also: recognise that trees enhance human well-being and understand the benefits and possible problems of growing trees (e.g. pest & diseases).

Learning Objectives	Cross Curricular & Other	Key Resources:
To identify different types of seeds from Seeds for Schools. To learn to collect other seeds in the wild that can also later be planted. To recycle newspapers and turn into plant pots. To plant seeds. To identify and understand where the best places to plant trees occur and why. To learn the most appropriate method for planting tree seedlings. To communicate their understanding of tree seedling planting to a wider audience. To learn the correct methods of caring for seedlings.	Geography English Maths DT Art ICT Science Horticulture Citizenship	Tree seeds Books/guides Seed collection material Old newspapers and other pot-making material School grounds plan & maps Poster materials Tree planting materials Computers Class roster Data recording sheets Weather recording instruments Tape measure Camera Journal Data logger
To take responsibility for caring for their new woodland and nurture their trees over time. To monitor and record progress of their new woodland's growth over time. To investigate the problems that may arise for their trees over time and how to resolve them.		**Overall Outcome:** Students will gain an appreciation of planning, observing and understanding how trees grow. They will develop a sense of pride, care and responsibility for their new woodland and be able to monitor and record its progress over time.
	Vocabulary: Seeds Seed identification Seedling Paper mache	**Assessment:** Can students describe the growing process and stages of a tree correctly and outline the process of planting a seed to seedling so that others can understand? Can they describe how to successfully care for a tree?
		Unit Extension Have the class write a news story to the local press (either a 1-off or become a 'correspondent') so that the community can keep in touch with the new woodland's progress!

Learning Objectives	Key resources	Suggested Activities	Cross-curricular & other	Outcomes	Extension(s)
(1) Identifying Your Seeds					
To identify different types of seeds. To learn to collect other seeds in the wild that can also later be planted.	Range of tree seeds seed identification books/guides Field walks Seed collection material (e.g. envelopes, small containers etc.)	Have students use the guides to identify tree seeds, such as Scots pine, silver birch and alder seeds. Make sure that you handle your seeds carefully. Additionally, take the class on a field walk around the school grounds or in the local community to collect other different types of seeds to plant, too. In groups, ask students to produce a poster of all of the seeds which the class is going to plant using the books or guides to identify everything.	Science Geography Art Horticulture	Improve the knowledge of tree seeds Produce a seed identification poster	Have your class take a field walk with one of your local feeder primary or first schools, so that the older students can mentor and teach younger students.
(2) Making Plant Pots from Newspaper & Planting Seeds					
To recycle newspapers and turn into plant pots. To plant seeds.	Old newspaper Toilet tissue rolls Flour Water Pot mould (e.g. old tin, jam jar) Newspaper pot making instructions Internet, computer & projector Seeds	In pairs, ask your students to make plant pots from newspapers using newspaper pot making instructions http://www.instructables.com/id/How-to-make-organic-planting-pots-using-old-newspa/ **Then…plant your seeds! Make sure that you have a method/plan to nurture them indoors over the next several months.**	DT Geography Citizenship Horticulture	Students will produce enough pots for all of your seeds using recycled newspaper	Your class might also work with the younger students or hold an open 'community day' or afternoon whereby they teach adults also how to make recycled newspaper pots…and get planting!
(3) Identifying Places for Planting Trees					
To identify and understand where the best places to plant trees occur and why.	School grounds plan Area street map Local Council contacts Poster materials	During the time whilst your seeds are growing into seedlings, as a class examine and investigate the school grounds to consider suitable planting site(s). You should also consider the growing cycle and requirements of the trees (and any other plants you've used as seeds) to determine the most appropriate planting site(s).	Maths DT Art Geography Citizenship Horticulture	Class will use their knowledge of how trees grow and their requirements to determine the most appropriate site(s) for planting.	In groups, ask students to create their own site maps (at school &/or in local community) where the trees will be planted.

		Contact your Local Council and ask them if they'd like to get involved with your Seeds for Schools work. Ask them if they have any suitable site(s) within the local area where they would like trees (and other plants) planted.

The class might also research and consider a local environmental project to donate trees to, as well. | | Students may also be allowed to plan for planting up public areas with assistance from councils to green up areas. | Hang as wall displays for keeping a record or even publish the best one in an upcoming school newsletter. |
| **(4) Planting Seedlings** | | | | | |
| To learn the most appropriate method for planting tree seedlings.

To communicate their understanding of tree seedling planting to a wider audience. | tree planting guide and materials (e.g. spades, tape measures, watering cans, stakes etc.)

Paper, pens, pencils
PowerPoint access | Have the class plant their tree seedlings (anywhere from 7 months' to 1 year's time following seed planting) in the locations they had previously identified on their maps.

Use a tree planting guide to help demonstrate how to plant a tree http://www.wikihow.com/Plant-a-Tree Ensure that seedlings are planted the correct distance apart.

You might also want to invite your local Groundwork contact to get involved in the planting (www.groundwork.org.uk).

Have students investigate the best and most successful method of tree planting and remember this.

Back in the classroom when seedling planting has finished, ask students in pairs to produce a step by step tree seedling planting guide for others to follow. They may choose to hand-write and draw their guide, or they may also choose to use PowerPoint. | Science
PE
Maths
English
Art
ICT
Horticulture | Students will successfully plant the seedlings as a whole-class team.

Students will also be able to take their learning of this activity and communicate it in a clear way with others. | Create a class roster (perhaps on a wall in the classroom) to help ensure that the newly planted seedlings are cared for over time. |
| **(5) Caring for Your Trees** | | | | | |
| To learn the correct methods of caring for seedlings. | Class roster
Tape measure
Data recording sheets
Weather recording | Have the class use its roster to ensure that your new seedlings grow into strong and healthy trees! Appoint weekly 'Tree Monitors' to check on your seedlings' progress and record the data | Science
ICT
Maths
Citizenship | Students will learn responsibility for their maintaining their new woodland and | Have the class keep a journal in addition to their data collection, |

To take responsibility for caring for their new woodland and nurture their trees over time. To monitor and record progress of their new woodland's growth over time. To investigate the problems that may arise for their trees over time and how to resolve them.	instruments (e.g. thermometer, rain gauge, anemometer etc.) Data logger Camera Journals	into a class spreadsheet – this can later be used to create graphs and perform other analyses (including to help resolve any problems that your trees might encounter over time). Data to record may include: - Date & time - Seedling height - Weather conditions (temperature, precipitation, windiness etc.) - Site observations (e.g. trees look healthy, soil moist or dry, litter/human impact, pests or disease problems etc.) - Photographs Tree Monitors may also be the ones in charge of watering or maintaining the tree seedlings (e.g. weeding, keeping them protected from being eaten by animals), besides just collecting data for the class.	Geography Horticulture	express a care for the trees. Student will also record and share their woodland's progress with others through data recording and journal keeping.	that records their excitement, feelings and thoughts about being stewards of a new woodland!

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