

**Long Term Plan  
Horticulture and the Environment**

Section 1 of 8	Section 2 of 8	Section 3 of 8
<p><b>Horticulture Environment - Section A</b></p> <ul style="list-style-type: none"> <li>• Baseline assessments</li> <li>• Appropriate clothing for gardening; naming tools and matching to function.</li> <li>• Harvesting on allotment -&gt; cooking/ freezing techniques.</li> <li>• Preparations for winter on allotment including manuring; growing daffodil/ hyacinth bulbs for Christmas (Section C)</li> <li>• Plant winter onions and broad beans – November</li> <li>• Survey local environment -&gt; take photos of graffiti, dog fouling, litter, etc – could compare town versus more rural setting</li> <li>• Improving an area of school, eg shed, greenhouse, decked are.</li> <li>• Litter picking; trip to Two Tree Island Nature Reserve regarding landfill</li> <li>• Make a bird feeder for Christmas presents</li> </ul>	<p><b>Horticulture Environment</b></p> <ul style="list-style-type: none"> <li>• Continue with allotment preparation; weeding; mending and in February/ March – early potatoes</li> <li>• End March – radishes, spring onions, beetroot.</li> <li>• Indoor planting– lettuce</li> <li>• Indoor planting– learn how under cover planting works– survey of greenhouses/cold frames at a garden centre, prices, types, styles</li> <li>• Surveying tools -&gt; materials used, prices, range.</li> <li>• Looking at organisations that help the environment -&gt; Internet search and presentation (PowerPoint)</li> <li>• Recycling – what can be recycled -&gt; recycling activities in school/home/ wider community; trip t recycling centre; composting, manuring.</li> </ul>	<p><b>Horticulture Environment – Section D</b></p> <ul style="list-style-type: none"> <li>• Continuing with sowing, weeding, watering, harvesting -&gt; lettuces, broad beans, beetroot, strawberries, potatoes, onions, shallots, turnips.</li> <li>• Summer pots/bedding plants</li> <li>• Growing herbs.</li> <li>• Using the countryside/park</li> <li>• Identifying appropriate areas</li> <li>• Choosing and planning journeys</li> <li>• Various trips</li> <li>• Surveys of flora and fauna (record using a digital camera)</li> <li>• Seeking information from an information centre</li> <li>• Simple map work; compass work</li> <li>• Identifying rules and following the countryside code</li> <li>• Litter picking/recycling in a rural area</li> </ul>

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Section 4 of 8	Section 5 of 8	Section 6 of 8
<p><b>Horticulture Environment – Section C</b></p> <ul style="list-style-type: none"> <li>• Baseline assessments</li> <li>• Appropriate clothing for gardening; naming tools and matching to function.</li> <li>• Harvesting on allotment -&gt; cooking/ freezing techniques.</li> <li>• Preparations for winter on allotment including manuring; growing daffodil/ hyacinth bulbs for Christmas (Section C)</li> <li>• Plant winter onions and broad beans – November</li> </ul> <p><b>Energy Saving</b></p> <ul style="list-style-type: none"> <li>• Different types of fuel</li> <li>• Design information posters and leaflets</li> <li>• Carry out activities at home and at school</li> <li>• Survey of staff regarding insulation and types of heating</li> <li>• Make brief information video of energy conservation in the kitchen</li> <li>• Different types of cars; car design; public transport; carbon footprint of some sports (Formula One) and leisure activities (flights)</li> </ul>	<p><b>Horticulture Environment – Section E</b></p> <ul style="list-style-type: none"> <li>• Continue with allotment preparation; weeding; mending and in February/ March – early potatoes</li> <li>• End March – radishes, spring onions, beetroot.</li> <li>• Greenhouse – lettuce</li> <li>• Greenhouse – learn how it works – survey of greenhouses at a Garden Centre, prices, types, styles</li> <li>• Surveying tools -&gt; materials used, prices, range.</li> <li>• Research – term organic               <ul style="list-style-type: none"> <li>- Benefits</li> <li>- Costs versus non organic, eg in supermarkets and shops</li> </ul> </li> <li>• Trip to an organic farm</li> <li>• Collect recyclable packaging and identify if/how it can be locally recycled.</li> <li>• Investigate (other than vegetables) types of environmentally friendly foods – meat, eggs, fish (Internet) and contextual situations</li> </ul>	<p><b>Horticulture Environment</b></p> <ul style="list-style-type: none"> <li>• Continuing with sowing, weeding, watering, harvesting -&gt; lettuces, broad beans, beetroot, strawberries, potatoes, onions, shallots, turnips.</li> <li>• Summer pots/bedding plants</li> <li>• Growing herbs.</li> <li>• Plan for a school boot fair -&gt; recycling</li> <li>• Visit different charity shops</li> <li>• Fund raising for a charity by recycling unwanted items -&gt; swap with another school</li> </ul>

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<b>Section 7 of 8</b>	<b>Section 8 of 8</b>	<b>Notes</b>
<b>Projects</b>	<b>Projects</b>	
	From 'welly to belly' project- Horticulture Planting – growing- harvesting-cooking-eating.	