

Education Strategy

Scope and outline

Introduction

Vauxhall Park has the potential for greater educational use and as a resource for Life Long Learning. Schools consulted indicated that they were likely to make greater use of the park if they knew what it had to offer.

A strategy for education should consider:

- What the park has to offer now
- What it may offer in the future
- How schools can use these opportunities
- What this might involve
- How this might be delivered

What the park offers now

- Accessible green space
- A free resource
- Open during daytime
- Less used during school hours
- Sport and play facilities
- Garden areas
- Path circuits
- A range of trees and plant material

What it may offer in the future

- Improved sport and play facilities
- A trim trail
- Toilets
- Drinking fountain
- Practical gardening area
- Greater biodiversity
- On site interpretation and information leaflets
- Materials and information for school use
- Flexible indoor space
- A new building demonstrating sustainable design

How schools can use these opportunities

The park offers many opportunities for cross curricula work involving art and design, design and technology, English, citizenship, geography, history and science in Key Stages from foundation through stages 1 – 4 (covering early years, primary and secondary age groups).

These include:

- Art and design – exploring natural materials, drawing tactile elements, investigating pattern, recording a sense of place through drawing and photography and using digital images as a basis for design work.
- DT – looking at structures, investigating the way materials are used and productive plants and their uses
- English – story reading, sequencing a story, journalistic writing (an article for the Friends newsletter), letter writing, persuasive writing, using descriptive language,

creating poems, narrative writing, recording interviews, comparing historical situation to the present and role play with a scenario set around the park

- Citizenship – local community involvement and activities – surveys, bulb planting, improvements
- Geography – map stories, making plans, exploring a local issue, using photographs to investigate the locality and report writing
- History – local history, the locality in Victorian times, Victorian Britain and changes in Britain 1750-1900, life in Britain since 1930.
- Science- investigating life processes, green plants, living things and their environment, variation and classification

In addition the park could be used for sport, recreation, celebrations and events and sports facilities booked for sports lessons.

In working with an artist or craftsperson to design new barriers there are particular opportunities for cross curricula work that could encompass almost all subject areas. Plant diversity also provides a basis for work – lavender for oils, mulberry for silk, yew for cancer drugs, ginko for herbal remedies, roses for perfume and miscanthus grass which is used as a biomass fuel.

What this might involve

Identification of principal areas for work, the preparation of materials and information related to specific units of the curriculum and the development with closer links with local schools.

How this might be delivered

Identify:

- Who might prepare the materials
- How might these be made available and tested
- Who is the schools contact within Parks and Open Spaces
- How are facilities to be booked
- What risk assessments are required
- Any other constraints or procedures that need to be followed or do guidelines need to be produced for educational use of the park