

Battlefield Botany

Challenge Summary

During WW1, Kew's Assistant Director, Arthur Hill, worked with the War Commission to recommend what should be planted on war graves on the Somme battlefields in France. Plants were used to help transform these battlefield cemeteries into tranquil places for reflection and remembrance. Your pupils' challenge is to design a proposal for a neglected or devastated area to be transformed by plants. This could be an area which is personal to them, an area important to the community, or an area in another part of the country or world.

Learning outcomes

- Appreciate the importance of biodiversity and how changes in an environment can affect this
- Explore how citizens can work together to improve their communities
- Understand how plants can transform landscapes, and what the benefits of this can be

KS3 Curriculum Links

Our KS3 Battlefield Botany challenge is directly linked to the National Curriculum. View the various KS3 curriculum links [here](#).

Scientific Enquiry Skills

Pupils will be developing their research, design and evaluative skills.

Prior Knowledge

It may be helpful for pupils to have some basic background knowledge of organism interdependence.

Resources

All resources and supporting information can be found in the "Resources" tab of the Endeavour platform, unless specified.

Key Vocabulary

Sustainable, Biodiversity, Ecosystem, Interdependence, Pollination.

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Part 1: Introduction

Watch and learn (5-10 minutes)

Introduce the challenge to your class by playing the short clip on the “Getting started” tab. Watch the Battlefield botany Watch and learn video with your class. Pause at the question “How can plants be used to transform people and landscapes?” for pupils to complete the introduction card matching activity. Finish watching the video for answers and more information on the projects.

Card matching (10-15 minutes)

This activity invites pupils to match statements with images of projects that use plants to restore or commemorate. This activity can be done in groups by printing a set of cards in colour or grayscale. We recommend 3-6 pupils and one set of cards per group. Once each group has completed the activity, they can feed back to the rest of the class.

As a whole class approach, display the cards on the whiteboard. There is a teacher answer sheet for you to use.

Part 2: The challenge (1-2 hours)

Design a proposal for a neglected or devastated area to be transformed by plants. This could be an area which is personal to you, an area important to your community, or an area in another part of the country or world. They do not need to have visited this area. You will need to:

- Research Sir Arthur Hill and the creating and planting of war cemeteries in the First World War
- Research how plants have been and/or are being used to create, restore or preserve landscapes
- Choose and give details, including location, of an area to transform. The area could be local, national, global or personal to the pupil(s)
- Decide which plants you will use and why
- Consider how people will interact with or be involved in the landscape or area
- Consider what the benefits of transforming this area will be. This could be for wildlife, communities, individuals, the government etc.

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Completing the challenge

Pupils can complete the challenge alone or in groups. They can work on the challenge in class, or as a homework activity. The “Useful links” can be used as research or for inspiration.

You can upload your pupils' challenge-related work to the Endeavour platform.

Success Criteria

Pupils must create a design proposal for their chosen area.

The proposal must include:

- Map(s) detailing the location of the area
- Details on why the area was chosen
- A detailed plan of how the area will be transformed, including:
 - Maps or drawings showing what the area will look like
 - Which plants will be used in the area and why
 - How the area will look and be used at different times of year
- Details of how people will interact with or be involved in the space
- The benefits of this proposal, for people and for the environment

Assessment Opportunities

You can use the success criteria as a way for your pupils to self and peer assess their work. Pupils' sharing their ideas during the card matching activity may help you to assess their understanding before they begin the challenge. Throughout the challenge you could use strategic questioning to assess pupils' learning.

Judging the challenge

Only one entry can be submitted per school so you may wish to hold a judging panel to determine which entry will represent your school in the competition. You can use the success criteria as a way for your pupils to self and peer assess their work.

Certificates

In the “Additional resources” page you will find downloadable certificate templates to fill in and award to pupils or classes who have completed Endeavour challenges.

Evaluation

Once you have finished a challenge with your class, please complete the post challenge evaluation form, which can be found under the “Getting started” tab.