

Practical Gardening

Entry Level 1 – Level 2

Skills for Life and Work
Unit Specification

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Unit Aim

This unit is part of the Skills for Life, Skills for Work, and Skills for Life and Work qualifications, available at Entry Level 1–3, Level 1 and Level 2 to support the 14-16 Curriculum for Wales.

The Practical Gardening suite of units has been designed to develop learners' knowledge about plants, flowers, vegetables, and the practical skills of planting, growing and caring for them, either outdoors or indoors, taking into account issues relating to sustainability.

Units from Other Awarding Organisations

Only units that form part of the approved Open Awards Skills for Life, Skills for Work, and Skills for Life and Work qualifications may contribute towards achievement of this qualification.

Units certificated by other Awarding Organisations, or units taken from other Open Awards qualifications, cannot contribute to the achievement of this qualification. This requirement applies across all levels and qualification sizes.

Qualification Documentation

This Unit Specification is a mandatory document and must be read and applied alongside the relevant Qualification Guide (level specific) and the Open Awards Provider Handbook.

Progression Across Levels

This suite of units has been designed for learners ranging from Entry Level 1 – Level 2. Learners may progress through the levels throughout their education journey, or start at a higher level as appropriate to their level of learning, education targets and aspirations.

The table below summarises the areas of learning included within the units and how these are treated at each level.

Concept	Entry 1	Entry 2	Entry 3	Level 1	Level 2
Plant Identification	Give an example of a plant using sensory cues	Identify different plants from familiar options	Recognise types of plants and basic parts	List types of plants suitable for a garden	Summarise growing requirements of plants
Gardening Tools & Equipment	Give an example of a gardening tool	Identify tools for simple gardening tasks	State uses of gardening tools	Outline the purpose of gardening tools	Outline tool selection for gardening tasks
Watering & Plant Care	Demonstrate watering a plant	Show how to water a plant correctly	Take part in caring for plants	Describe ways to care for plants	Explain how to maintain plant health
Sustainable Gardening	Give an example of a sustainable action	Give examples of sustainable gardening	State ways to garden sustainably	Outline sustainable gardening practices	Compare sustainable and non-sustainable methods
Planting Techniques	Plant a seed or bulb with support	Participate in planting activities	Use equipment to plant seeds or bulbs	Prepare a site for planting	Plan the preparation and planting of an area
Workplace Organisation & Safety	Clear a workspace after activity	Participate in cleaning tasks	Apply cleaning procedures	Organise cleaning and storage of equipment	Manage organisation and recording of a gardening activity

Monitoring & Recording	Observe simple changes in plants	Make simple observations with support	Record basic observations	Describe plant care and development over time	Record progress of a growing project
Cognitive Demand	Give / demonstrate	Identify / show / participate	Recognise / state / use	List / describe / outline	Summarise / explain / compare / plan

Delivery Requirements

Before delivery, providers must have an approved Delivery and Assessment Plan that maps teaching, learning and assessment to all (level-specific) assessment criteria in this Unit Specification.

Providers are expected to plan and deliver learning and assessment activities within standard school/college/training provider facilities. This unit should be accessible and deliverable without requiring specialist infrastructure, high-cost resources or restrictive entry conditions.

Staffing Resources

Providers must ensure suitably qualified and experienced teachers are available to deliver and assess this unit.

Staff must:

- have experience in delivering practical activities related to gardening, horticulture, or environmental studies
- be able to support learners to:
 - identify plants and tools
 - carry out planting and care activities
 - understand basic sustainability concepts.

Staff must be able to:

- demonstrate and model safe use of tools and equipment
- supervise learners during practical indoor and outdoor activities
- adapt activities to meet different learner needs and abilities.

Delivery staff should hold, or be working towards, a recognised teaching or training qualification where this is a requirement of the provider.

Physical Resources

Providers must ensure access to suitable and sufficient resources to deliver both the practical and knowledge-based elements of the unit.

Delivery must be possible using standard school or college facilities and should not require specialist infrastructure.

As a minimum provider must have:

Activity Space

- Access to a safe indoor or outdoor area suitable for gardening activities e.g.,
 - containers or pots
 - a small garden area or raised bed.

Basic Equipment

- A range of simple gardening tools e.g.,
 - trowels
 - hand forks
 - watering cans
 - gloves.
- Basic materials e.g.,
 - peat-free compost
 - seeds, bulbs or small plants.

Learning Resources

- Visual materials showing e.g.,
 - types of plants
 - gardening tools
 - plant care activities.
- Worksheets or templates to support e.g.,
 - identification
 - simple recording
 - reflection.

Optional Resources

- Additional equipment such as:
 - raised beds
 - greenhouses or covered areas
 - compost bins or water butts
- Simple sustainability resources, e.g.,
 - composting materials
 - rainwater collection

Health and Safety

Providers must ensure:

- tools and equipment are safe and appropriate to learner ability
- activities are carried out under appropriate supervision
- risk assessments are in place for:
 - use of tools
 - indoor and outdoor activities.

Entry Requirements

Learners do not require any prior learning or qualifications for any of the units within this suite. However, as the level of complexity of language increased through the levels, the provider must complete robust initial assessments to ensure the learner is able to access the content at the level they are starting.

Assessment Approach

This suite of units has been designed to be assessed through assessment tasks and activities designed by the provider.

Providers must undertake pre-course verification prior to assessment taking place to confirm tasks cover all assessment criteria and are appropriate to the level.

All assessment criteria must be met in full for the learner to be awarded a 'pass'. No partial award can be made if any assessment criteria is not met.

Learners are required to collate evidence in a portfolio of evidence. This can be presented digitally (e.g., through an e-portfolio system) or as paper-based as appropriate to the individual learner. Wherever possible, e-portfolios are encouraged.

Assessors must assess the evidence collated by the learner against the assessment criteria within the unit to determine whether each has been met in full or not. All assessment decisions are subject to internal quality assurance (IQA) by the provider and external quality assurance (EQA) by Open Awards before the result is confirmed.

The following types of assessment tasks have been determined to be suitable for this unit at each level.

Entry Level 1

Assessment of Practical Gardening at Entry Level 1 should include:

Type of Assessment	Examples of Tasks
Recognising	Match pictures of plants (e.g. flower, vegetable) to real items or simple words.
Picture Selection	Select a picture of a plant or gardening tool from a set.
Pointing / Identifying	Point to a plant or tool when named (e.g. "Show me the watering can").
Simple Practical Task	Take part in planting a seed or bulb using peat-free compost with support.
Simple Observation Task	Demonstrate watering a plant using a small watering can.
Single-statement Reflection	State one action completed (e.g. "I planted a seed", "I watered the plant").

Entry Level 2

Assessment of Practical Gardening at Entry Level 2 should include:

Type of Assessment	Examples of Tasks
Matching	Match gardening tools to their use (e.g. trowel → digging).
Picture Selection	Select plants or tools used for a task from a range of images.
Identifying	Identify plants and tools used in simple gardening activities.
Sorting	Sort actions into correct/incorrect gardening practices (e.g. watering leaves vs soil).
Supported Practical Task	Take part in planting activities such as filling pots and placing seeds.
Simple Demonstration	Show how to water a plant correctly.
Single-statement Reflection	State what was done (e.g. "I planted seeds", "I helped clean up").

Entry Level 3

Assessment of Practical Gardening at Entry Level 3 should include:

Type of Assessment	Examples of Tasks
Labelling	Label basic parts of a plant (e.g. roots, stem, leaves) on a diagram.
Short Written / Oral Response	State the use of gardening tools (e.g. rake, hand fork).
Demonstration	Carry out plant care tasks such as watering or removing dead plant material.
Practical Application	Use equipment such as a trowel or dibber to plant seeds or bulbs.
Sorting / Classification	Group plants into types (e.g. flowers, vegetables, weeds).
Cleaning Task	Apply cleaning procedures such as washing pots and storing tools.
Short Reflection	State what was done and why (e.g. "I watered the plant because it was dry").

Level 1

Assessment of Practical Gardening at Level 1 should include:

Type of Assessment	Examples of Tasks
Listing	List types of plants suitable for a garden (e.g. vegetables, bedding plants, wildflowers).
Short Written Task	Outline the purpose of gardening tools.
Description Task	Describe how to care for plants (e.g. watering, pest control).
Explanation Task	Outline sustainable gardening practices (e.g. peat-free compost, water collection).
Practical Task	Prepare a site for planting (e.g. clearing, improving soil, marking out).
Organisation Task	Organise cleaning and safe storage of tools and equipment.
Reflective Statement	Describe how the activity was completed and any improvements.

Level 2

Assessment of Practical Gardening at Level 2 should include:

Type of Assessment	Examples of Tasks
Research Task	Gather information on plant growing requirements (e.g. light, soil, spacing).
Short Written Task	Summarise growing requirements for different plants.
Explanation Task	Explain how to maintain plant health (e.g. feeding, pest control, mulching).
Comparison Task	Compare sustainable and non-sustainable gardening methods.
Planning Task	Produce a plan for preparing and planting an area (e.g. layout, materials, sequence).
Practical Task	Carry out elements of a planting plan safely and effectively.
Recording Task	Record plant growth and maintenance using logs, photos or notes.
Reflective Evaluation	State what worked well and what could be improved.

Unit Content

Entry Level 1

Unit Title: Practical Gardening

Unit Reference Number: CBM126

Level: Entry Level 1

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' knowledge about plants, flowers, vegetables, and the practical skills of planting, growing and caring for them, either outdoors or indoors, taking into account issues relating to sustainability.

Principles of Progression

Progression Step 1 - I am beginning to recognise the effects that I have on the natural world.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Know basic garden plants and tools	1.1 Give examples of plants
	1.2 Give examples of gardening tools
2. Know how to care for plants sustainably	2.1 Demonstrate watering a plant
	2.2 Give an example of sustainable gardening actions
3. Be able to plant and tidy a gardening area	3.1 Plant a seed or bulb
	3.2 Clear a workspace after planting

Indicative Content

LO1	AC 1.1 Learners must give at least two examples of different plants e.g., a sunflower, a daffodil or a tomato plant through touch, smell, or sight. AC 1.2 Learners must give at least two examples of tools used for gardening e.g., trowel, a watering can, or gardening gloves.
LO2	AC 2.1 This should include ensuring they don't overwater.

	AC 2.2 Learners must give at least one example of sustainable gardening actions e.g., putting vegetable peelings into a compost bin, using a water butt to collect rainwater.
LO3	AC 3.1 e.g., placing a large seed (like a broad bean) into a hole in peat-free compost. AC 3.2 e.g., putting the trowel back in its storage spot or brushing spilled soil off a table.

Area of Learning Experience	Humanities
Statement of What Matters	Our natural world is diverse and dynamic, influenced by processes and human actions
Links to the Four Purposes	Purpose 3 - Ethical, informed citizens of Wales and the world
Cross-curricular Skills	Literacy and Digital
Integral Skills	Creativity and innovation
Understanding of sustainability in the world of work and/or everyday work	Learning how growing and caring for plants supports environmental sustainability and responsible living

Relevant Cross-Cutting Themes	
Theme	Rationale
Local/national/international	Encourages environmental stewardship. The unit emphasizes environmental awareness, sustainability, and interaction with the natural world. It supports learners in understanding cause and effect, change and continuity, and their impact on the environment. It reflects the statement's focus on place, space, and physical processes.

Entry Level 2

Unit Title: Practical Gardening

Unit Reference Number: CBM127

Level: Entry Level 2

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' knowledge about plants, flowers, vegetables, and the practical skills of planting, growing and caring for them, either outdoors or indoors, taking into account issues relating to sustainability.

Principles of Progression

Progression step 2 - I can describe how people and the natural world may impact on each other.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Know how to recognise plants and tools	1.1 Identify different plants
	1.2 Identify tools for gardening tasks
2. Know how to care for plants and the environment	2.1 Show how to water a plant correctly
	2.2 Give examples of sustainable gardening
3. Be able to take part in planting and cleaning	3.1 Participate in planting a seed or bulb
	3.2 Participate in cleaning a gardening area

Indicative Content

- LO1 AC 1.1 Learners must identify at least two different plants e.g.,
- Pointing to a Daffodil in the school flower bed
 - Selecting a tomato plant from a group of different potted herbs.

	AC 1.2 Learners must identify (in context) at least two tools needed for gardening tasks. • picking out a hand trowel when asked what is needed to dig a small hole • selecting a pair of gardening gloves from a storage box before starting work.
LO2	AC 2.1 Learners must give at least two examples of how to water a plant correctly e.g., • pointing to the soil at the base of the plant (rather than the leaves) as the place to pour water • gesturing or using a "stop" sign to show when the soil looks wet enough. AC 2.2 Learners must give at least two examples of sustainable gardening e.g., • putting an apple core into a school compost bin instead of the general waste • pointing to the school water butt used to collect Welsh rainwater for the garden.
LO3	AC 3.1 Learners must participate in at least two examples of planting a seed or bulb e.g., • filling a small pot with peat-free compost using a scoop. • pushing a large seed into the compost with a finger following a teacher's lead. AC 3.2 Learners must participate in at least two examples of cleaning the gardening area. • helping to brush spilled soil off a table into a dustpan. • helping a peer carry empty pots back to the greenhouse or storage shed.

Area of Learning Experience	Humanities
Statement of What Matters	Our natural world is diverse and dynamic, influenced by processes and human actions
Links to the Four Purposes	Purpose 3 - Ethical, informed citizens of Wales and the world
Cross-curricular Skills	Literacy and Digital
Integral Skills	Creativity and innovation
Understanding of sustainability in the world of work and/or everyday work	Learning how growing and caring for plants supports environmental sustainability and responsible living

Relevant Cross-Cutting Themes	
Theme	Rationale
Local/national/international	Encourages environmental stewardship. The unit emphasizes environmental awareness, sustainability, and interaction with the natural world. It supports learners in understanding cause and effect, change and continuity, and their impact on the environment. It reflects the statement's focus on place, space, and physical processes.

Entry Level 3

Unit Title: Practical Gardening

Unit Reference Number: CBM128

Level: Entry Level 3

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' knowledge about plants, flowers, vegetables, and the practical skills of planting, growing and caring for them, either outdoors or indoors, taking into account issues relating to sustainability.

Principles of Progression

Progression step 3 - I can describe and give simple explanations about the impact of human actions on the natural world in the past and present.

I can describe and give simple explanations about the impact that physical processes have had on people, places and landscapes in the past and present.

I can describe and give simple explanations on how and why some places, spaces, environments and landscapes are especially important to different people and for different reasons.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Know features of plants and tools	1.1 Know different types of plants
	1.2 Explain uses of gardening tools
2. Understand plant care and sustainability	2.1 Take part in caring for plants
	2.2 Explain ways to garden sustainably
3. Be able to plant and maintain a growing area	3.1 Use equipment to plant seeds or bulbs
	3.2 Apply cleaning procedures

Indicative Content

LO1	AC 1.1 Learners must recognise at least three different types of plants e.g., • distinguishing between a flowering plant (like a Primrose) and a vegetable plant (like a Lettuce). • identifying weeds that need to be removed from a flower bed. • labelling a drawing of a plant to show the stem, leaves, and roots. AC 1.2 Learners must explain the use of at least three specific gardening tools, e.g., • a rake is used to level soil or gather leaves • a hand fork is used to loosen soil around plants • a sieve is used to remove large stones from compost.
LO2	AC 2.1 Learners must participate in three activities to demonstrate caring for plants, e.g., • checking soil moisture with a finger and watering if it feels dry • removing dead flower heads (deadheading) to encourage more growth • moving pots into or out of a greenhouse depending on the weather. AC 2.2 Learners must explain at least two ways to garden sustainably in Wales, e.g., • using a water butt to save rainwater during a wet Welsh autumn • choosing peat-free compost to protect local peat bogs • explaining that making a "bug hotel" helps local Welsh wildlife like solitary bees, ladybirds, woodlice, spiders, lacewings, and beetles.
LO3	AC 3.1 Learners must demonstrate the safe use of at least three pieces of equipment to plant seeds or bulb e.g., • using a dibber to make holes of the correct depth for sunflower seeds • using a trowel to transplant a young seedling into a larger pot • using a watering can with a "rose" attachment to gently water newly sown seeds. AC 3.2 Learners must apply at least two cleaning procedures to the gardening area e.g., • scraping mud off boots before re-entering the school building • using a brush and water to wash soil off plastic pots for reuse • hanging tools back on their correct shadows on a tool board.

Area of Learning Experience	Humanities
Statement of What Matters	Our natural world is diverse and dynamic, influenced by processes and human actions
Links to the Four Purposes	Purpose 3 - Ethical, informed citizens of Wales and the world
Cross-curricular Skills	Literacy and Digital
Integral Skills	Creativity and innovation
Understanding of sustainability in the world of work and/or everyday work	Learning how growing and caring for plants supports environmental sustainability and responsible living

Relevant Cross-Cutting Themes	
Theme	Rationale
Local/national/international	Encourages environmental stewardship. The unit emphasizes environmental awareness, sustainability, and interaction with the natural world. It supports learners in understanding cause and effect, change and continuity, and their impact on the environment. It reflects the statement's focus on place, space, and physical processes.

Level 1

Unit Title: Practical Gardening

Unit Reference Number: CBM129

Level: One (1)

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' knowledge about plants, flowers, vegetables, and the practical skills of planting, growing and caring for them, either outdoors or indoors, taking into account issues relating to sustainability.

Principles of Progression

Progression step 4 - I can understand and explain how human actions affect the physical processes that shape places, spaces, environments and landforms over time.

I can understand and explain the range of factors that affect the interrelationships between humans and physical processes.

I can understand and explain how significant places, spaces environments and landforms in the natural world are associated with economic, historical, political, and religious and non-religious beliefs and practices.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Know how to select plants and tools	1.1 List types of plants for the garden
	1.2 Outline the purpose of gardening tools
2. Understand sustainable plant maintenance	2.1 Describe ways to care for plants
	2.2 Outline sustainable gardening practices
3. Be able to prepare and maintain a gardening area	3.1 Prepare a site for planting

Indicative Content

LO1	AC 1.1 Learners must list at least three different types of plants for the garden e.g., • identifying seasonal bedding plants suitable for a school display, such as pansies or wallflowers. • listing edible vegetables that grow well in the Welsh climate, such as potatoes, leeks, or kale. • naming native Welsh wildflowers that support biodiversity, such as oxeye daisies or foxgloves. AC 1.2 Learners must outline the purpose of at least three gardening tools, e.g., • explaining that a garden fork is used for breaking up compacted soil and turning compost • identifying that shears are used for trimming grass edges or small hedges to keep the school grounds neat • explaining that a trowel is used for precise digging when planting small bulbs or seedlings.
LO2	AC 2.1 Learners must describe at least three ways to care for growing plants e.g., • describing a watering schedule based on weather conditions (e.g., watering more during a dry spell) • explaining the process of "potting on" when a plant has outgrown its current container • describing how to check for and safely remove common pests like slugs or aphids without using harsh chemicals. AC 2.2 Learners must outline at least three sustainable gardening practices in Wales and why/when they would be used e.g., • describing the use of peat-free compost to help preserve Welsh peat bogs and reduce carbon release. • explaining how to collect and use greywater or rainwater from a school water butt. • outlining how to create a "no-dig" garden bed to protect soil health and encourage earthworms.
LO3	AC 3.1 Learners must demonstrate independently preparing a site for planting. This must include as a minimum: • clearing • improving soil

- marking out space.

AC 3.2 Learners must demonstrate safely and independently organising cleaning and storage of equipment. This must include as a minimum:

- cleaning
- drying
- storing tools safely.

Area of Learning Experience	Humanities
Statement of What Matters	Our natural world is diverse and dynamic, influenced by processes and human actions
Links to the Four Purposes	Purpose 3 - Ethical, informed citizens of Wales and the world
Cross-curricular Skills	Literacy and Digital
Integral Skills	Creativity and innovation
Understanding of sustainability in the world of work and/or everyday work	Learning how growing and caring for plants supports environmental sustainability and responsible living

Relevant Cross-Cutting Themes	
Theme	Rationale
Local/national/international	Encourages environmental stewardship. The unit emphasizes environmental awareness, sustainability, and interaction with the natural world. It supports learners in understanding cause and effect, change and continuity, and their impact on the environment. It reflects the statement's focus on place, space, and physical processes.

Level 2

Unit Title: Practical Gardening

Unit Reference Number: CBM130

Level: Two (2)

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' knowledge about plants, flowers, vegetables, and the practical skills of planting, growing and caring for them, either outdoors or indoors, taking into account issues relating to sustainability.

Principles of Progression

Progression step 5 - I can explain and analyse the wide range of interrelationships and interdependencies between the human actions and physical processes that shape places, spaces, environments and landforms over time

I can evaluate the extent to which economic, social, political, cultural, religious and non-religious beliefs, practices and actions have led to changes to the natural world.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Know how to select plants and tools for a gardening task	1.1 Summarise growing requirements of plants
	1.2 Outline tool selection for a gardening task
2. Understand plant health and sustainability	2.1 Explain how to maintain plant health
	2.2 Compare sustainable and non-sustainable gardening methods
3. Be able to plan and monitor a gardening project	3.1 Plan the preparation and planting of an area
	3.2 Carry out a growing project in line with the plan
	3.3 Record the progress of a growing project

Indicative Content

LO1	AC 1.1 Learners must summarise the growing requirements of at least three different plants e.g., • identifying the specific light and soil pH needs for Welsh heather versus a vegetable like cabbage • detailing the spacing requirements for potatoes to ensure a healthy yield • summarising the frost hardness of different bedding flowers used in school containers • identifying the "hungry" nature of tomato plants and their need for high-potash feed. AC 1.2 Learners must outline the selection of tools for at least three different gardening tasks e.g., • choosing a garden spade, rake, and measuring tape for creating a new vegetable primary bed • selecting pruning shears and loppers for maintaining a school hedgerow or fruit tree • outlining why a pressure sprayer might be chosen over a watering can for applying organic seaweed feed • selecting specific PPE (gloves, steel-toe boots) required for turning a large active compost heap.
LO2	AC 2.1 Learners must explain four examples of how to maintain plant health and vigour. • explaining the importance of "thinning out" seedlings to prevent competition for light and nutrients. • describing how "pinching out" the tips of certain plants encourages bushier growth and more flowers. • explaining how to identify early signs of "Blight" in potatoes and the actions needed to save the crop. • describing the role of organic mulching in moisture retention during a dry Welsh summer. AC 2.2 Learners must compare sustainable and non-sustainable gardening methods used in Wales e.g., • comparing the environmental impact of using chemical nitrogen fertilizers versus home-made comfrey tea • contrasting the use of plastic disposable pots with biodegradable fibre pots or "soil blocking"

	• comparing the use of tap water versus harvested rainwater from a school water butt system • contrasting the carbon footprint of buying "imported" peat-based compost versus using locally produced Welsh green-waste compost.
LO3	AC 3.1 could include: • drawing a scaled bird's-eye view plan of a 1m x 1m "Square Foot Garden" • creating a timeline/calendar for when to sow, transplant, and harvest a crop of leeks • planning the "No-Dig" layers (cardboard, compost, mulch) for a new flower border • calculating the amount of compost needed to fill a specific set of raised beds. AC 3.2 Learners must implement their plan from 3.1 independently. AC 3.3 Learners must record the progress and maintenance of the project from 3.1 and 3.2 e.g., • maintaining a digital photographic log of a plant's growth from seed to harvest • keeping a written "Rainfall and Watering" diary to track irrigation needs • recording the dates and types of organic feeds applied to a vegetable patch • summarising "Lessons Learned" in a final report after a crop has been harvested.

Area of Learning Experience	Humanities
Statement of What Matters	Our natural world is diverse and dynamic, influenced by processes and human actions
Links to the Four Purposes	Purpose 3 - Ethical, informed citizens of Wales and the world
Cross-curricular Skills	Literacy and Digital
Integral Skills	Creativity and innovation
Understanding of sustainability in the world of work and/or everyday work	Learning how growing and caring for plants supports environmental sustainability and responsible living

Relevant Cross-Cutting Themes

Theme	Rationale
Local/national/international	Encourages environmental stewardship. The unit emphasizes environmental awareness, sustainability, and interaction with the natural world. It supports learners in understanding cause and effect, change and continuity, and their impact on the environment. It reflects the statement's focus on place, space, and physical processes.