

Learning for Sustainable Futures: Project Summary

Who was involved?

The staff involved were Jess Jameson (PE teacher) and James Prouse (Broughton HS Transition Teacher).

The students involved were P6 learners from Ferryhill Primary school and the S4 National 4 Rural skills class.



The Learning Context

Broughton HS is a non-denominational, six-year comprehensive high school, with learners drawn from four catchment primary schools (Ferryhill, Flora Stevenson, Granton and Stockbridge).

A dedicated team of staff work to make the transition from these primary schools into secondary education as smooth as possible for learners. We invited the P6s from Ferryhill PS to Broughton HS to participate in this project as part of their transition activities.

Tree planting projects strongly support a range of local and national educational priorities across Scotland. They promote sustainability, outdoor learning, climate education, health and wellbeing, and community engagement while aligning with the professional values and standards expected by the General Teaching Council for Scotland (GTCS).

SECONDARY PHASE: Broughton HS

Learner Outcome Focus: Primary to Secondary Transition

I am experiencing enjoyment and achievement on a daily basis by taking part in different kinds of energetic physical activities of my choosing, including sport and opportunities for outdoor learning, available at my place of learning and in the wider community.

HWB 2-25a

Curriculum for Excellence:

SOC 1/2-08a; SOC 2-10a;
TCH 1/2-04b; MNU 1/2-11b;
HWB 1/2-10a; HWB 1-25a

Related policy & initiatives:

Broughton HS P7-S1 Transition
Outdoor Learning strategies
Climate Ready Classrooms
Eco-Schools Scotland

Roots for the Future: Tree Planting and Environmental Stewardship

The rationale of our project was that tree planting provides rich interdisciplinary learning opportunities. Learners develop practical skills, environmental awareness, teamwork, numeracy, and health and wellbeing through planning, planting, and caring for trees in their local environment. The project can take place within school grounds, a community space, or a local woodland area, but in this case the planting was on school grounds.

Our learners have investigated the importance of trees and woodlands, selected suitable native species, prepared planting areas, planted trees safely, and monitored growth over time.

Evidence and Impacts

This outdoor learning project gave our learners the opportunity to explore sustainability, biodiversity, and environmental responsibility through the practical experience of planting and caring for trees.

The tree planting project had a positive and lasting impact on our learners across a range of curricular areas and wider skills for learning, life, and work such as teamwork, communication, and problem-solving skills. Through practical outdoor experiences, learners developed greater environmental awareness, confidence, teamwork, and responsibility while engaging in meaningful interdisciplinary learning linked to the Scottish Curriculum for Excellence.

Our learners investigated the role trees play in supporting wildlife, improving air quality, and helping tackle climate change, developing a

stronger understanding of the importance of trees within ecosystems.

They also gained an understanding of biodiversity and habitats, climate change, carbon capture and most importantly, the role individuals and communities can play in protecting the environment.

Many of our learners demonstrated an increased interest in sustainability and they became more aware of how small actions can positively impact their local environment.

Next steps

We would like to provide the same opportunity to our other cluster schools during the next academic year.



Broughton HS garden

Practitioner Reflections

One of the key takeaways was recognising the positive impact outdoor learning has on learner engagement, wellbeing, and participation.

Many learners responded enthusiastically to practical, hands-on experiences and demonstrated increased motivation, confidence, and collaboration when learning outdoors.

This reinforced the importance of creating meaningful real-life learning opportunities beyond the classroom environment.

-Jess Jameson