

Unit 17: Understand Historical Influences on the Development of Gardens

Unit code:	D/600/9981
QCF Level 3:	BTEC National
Credit value:	10
Guided learning hours:	60

● Aim and purpose

This unit aims to provide learners with an understanding of historical influences on the development of gardens grassland management and how these can be applied in practice. This unit is primarily aimed at learners within a centre-based setting looking to progress into the sector or further education and training.

● Unit introduction

Historic gardens are an important part of our shared cultural and artistic identity. This has been recognised across the world both in terms of the increase in public and professional interest and in the creation of a distinct heritage garden industry.

This unit allows learners to appreciate the factors that have influenced the design of historic gardens and understand the impact of historic styles on current design theory and practice.

The unit traces the evolution of garden styles across the world, enabling learners to understand the flow and interactions of plants and garden styles in different cultures and historical periods. This flow of materials and ideas will be set within the wider artistic, social, political and technological context. Learners will trace the introduction of new plants from overseas into British gardens. They will understand how the introduction of plants interacted with garden design and the implications of plant history on current garden planning and practice.

Learners will develop the skills needed to research the development of gardens and to interpret existing garden designs, plant collections and features. Learners will then be able to use this information to shape the development of contemporary landscapes and gardens.

This unit will be of value to learners following a Level 3 programme in garden design or horticulture. As a stand-alone unit it will be of interest to those working or wishing to work in the heritage industry, and to garden designers wishing to incorporate historic features into their work.

● Learning outcomes

On completion of this unit a learner should:

- 1 Understand the styles of gardens through history
- 2 Be able to use historical data to influence current plans
- 3 Understand British gardens
- 4 Understand the introduction of plants into the UK.

Unit content

1 Understand the styles of gardens through history

The development of world garden styles: classical gardens (Egyptian, Near and Middle Eastern, Roman); gardens of the medieval world (Islamic, Northern European, the Italian Renaissance); early modern gardens (The Grand French style, Baroque, the impact of Naturalism and the Landscape Movement, the Picturesque); modern gardens (the Gardenesque, Neo-Classicism); 20th century and contemporary gardens (modernism, post-modernism, the Naturalistic Movement)

The context within which garden styles should be understood: historical and political setting; social, economic and cultural factors; the interactions of styles across time and between cultures

2 Be able to use historical data to influence current plans

The selection and interpretation of data: the identification of appropriate historic styles and features; recording data (written, electronic, visual); how landscapes will change over time; how social, cultural and aesthetic criteria influence the acceptance of historical styles and features

The presentation and application of data: use data to inform the production of landscape plans; use different formats for presenting analysed data (eg written, diagrammatic, pictorial); present information in a way which reflects the needs and interests of the recipients

3 Understand British gardens

The evolution of British garden styles: medieval and Tudor; the Jacobean garden (the Grand French and Dutch styles); the English Landscape style; the Picturesque; the Gardenesque; the High Victorian Garden (Italianate gardens, the Natural garden, oriental influences); the development of public parks; the Edwardian garden and the English Renaissance (eg Jekyll, Sackville-West, Johnston); post World War 2 garden styles; contemporary styles; the social, political and economic context for the evolution of British garden styles

The development of the theory and practice of garden and landscape design: influential designers and their gardens; the design and use of garden structures (eg buildings, fountains, arches and pergolas); plants and planting schemes; the impact of other art forms (visual arts, performance art); the impact of science, technology and the media; gardens of historic interest and how plants are displayed eg Hampton Court, The Saville Garden, Hestercombe, Levens Hall, Chatsworth, Edzell Castle

The influences and interaction of styles: the adoption/modification of styles from other nations and cultures; formality versus naturalism; Classical and Gothic revivalism; the influence of historic gardens on current styles

4 Understand the introduction of plants into the UK

The introduction of plants: the work of notable plant collectors; the nature and timing of major introductions from Europe, the Americas, China and Japan, Australasia

The impact of plant introductions: the influence on planting design on garden styles; influence on other garden structures (eg orangeries and greenhouses)

Contemporary roles of introduced plants: historic collections; herbarium collections; plant collections and conservation; sourcing historic plants; role of plant collections, herbaria, plant illustrations, botanists and their work in relation to biodiversity and environmental issues

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 evaluate the main historic developments in landscape and garden styles from ancient civilisations to the present time [IE, RL, SM]	M1 explain how historic styles have interacted	
P2 review the work of influential designers, the gardens they were associated with and the characteristics of their work [IE, RL, SM]	M2 explain the work of selected designers to illustrate their role in the garden design	D1 comprehensively review the influence of selected designers
P3 describe the built features, soft landscape features and historical landscape features associated with each garden style [IE, RL, SM]		
P4 discuss how the timeline of art, architecture, social context and philosophies, faiths and religions relate to the developments of landscape and garden styles [IE, RL, SM]		
P5 produce garden design proposals that evoke the spirit of historical styles		
P6 assess the influence of overseas gardens on the development of British parks and gardens	M3 explain why specific features were used in particular landscapes and historical periods	D2 discuss the relationship between developments in design philosophy and changes in garden features.
P7 describe the main gardens of historic interest in the UK and the ways in which plants have been displayed		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P8 evaluate the influence of 20th century and contemporary designers		
P9 evaluate the influence of the media, garden shows, art and sculpture on contemporary garden design		
P10 evaluate the work of the main, influential plant hunters	M4 explain in detail contemporary roles of introduced plants.	
P11 describe plants collected from the main regions of the world		
P12 describe the contemporary roles of plant collections, herbaria, plant illustrations, botanists and their work in relation to biodiversity and environmental issues.		

PLTS: This summary references where applicable in the pass criteria, in the square brackets, the elements of the personal, learning and thinking skills. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

Delivery of this unit will involve practical assessments, written assessment, visits to suitable collections and will link to work experience placements.

This unit has been designed to enable learners to develop an understanding of the development and evolution of landscape and garden styles on an international scale. They will be able to place gardens and landscapes within their historical and cultural contexts and will understand how garden styles have been influenced by external factors.

Learners will also develop an understanding of the history and development of British gardens and landscapes, how these gardens and landscapes relate to, and interact with, their international context and how they were influenced by the introduction of new plant varieties.

By analysing and reflecting on historic data, learners will be able to apply their understanding to formulate proposals using historic styles and practices.

To achieve this unit, learners will need skills in acquiring information from a wide range of sources (for example electronic, written, diagrammatic, pictorial and oral). They must evaluate, analyse and integrate this information to formulate and justify complex conclusions and proposals. Learners will need to use different methods (including written, pictorial and diagrammatic) to present information and conclusions.

Delivery of this unit should inform learners and also motivate them to acquire and develop research and interpretational skills. Garden and landscape history is a visual subject and every effort should be made to reflect this in both the delivery and assessment of this unit. Formal presentations and lectures should be complemented by guided learning to establish research and data gathering skills. Group and individual tutorials should be used to allow learners to reflect on their progress and develop their deductive and interpretational skills. Group discussions and peer group presentations will enable learners to critically evaluate their own understanding and allow them to question and evaluate the theories and conclusions of others.

Learners will need access to historic gardens and landscape of different periods and styles. They should be able to view these gardens and gather information in a structured and comprehensive manner including, where appropriate, information from garden managers/curators.

Learning outcome 1 requires that learners explore the development of historic styles. Garden styles should include examples from across the world and trace developments from antiquity (Egypt, Mesopotamia, Persia and Rome) to the present day. Attention must be paid to the wider context in which these styles developed and learners will need a general knowledge of world history. Delivery techniques should enable learners to picture the whole breadth of world history and position individual styles accurately within that picture. Pictorial and graphic presentation (for example timelines and flow charts) may be useful to position styles and demonstrate possible links between these styles.

Learning outcome 2 requires learners to use their understanding of historic styles to produce and justify original design proposals. Delivery should be based on independent research and study with guided learning sessions to support learners' research and presentational skills. Group discussion and group/individual tutorials could enable learners to reflect on their own learning and to submit their analysis and conclusions for critical evaluation by others.

Learning outcome 3 requires that learners understand the evolution of British gardens from the medieval period until the present day. Learners will need to know the designers, their gardens and the particular garden features associated with each style. They will need to understand how styles evolve and how they relate to the wider political and cultural context. Learners will also need to understand how British styles were influenced from overseas and how they themselves influenced gardens in other countries. Visits to historic

gardens and landscapes are essential for the delivery of this learning outcome. Other delivery methods will include lectures, guided and independent research.

Learning outcome 4 requires learners to understand the history of plant introductions to Britain and how they influenced garden and landscape style. They should be able to evaluate the contributions of individual plant hunters and describe the plants they collected. Learners should also understand the historical and cultural context in which plant hunters worked and understand how plant collecting influences contemporary gardens and landscapes. Delivery should be based on lectures, guided and independent research. Visits to historic gardens and plant collections are essential for the delivery of this learning outcome.

The delivery of learning outcomes 1 and 3 may be integrated. In fact such integration is essential to enable learners to understand Britain's place within the larger community of garden styles. Learning outcome 4 may also be partially integrated with learning outcomes 1 and 3 as the use of plant material in a garden is often inextricably linked to its overall design.

Work experience placements are desirable for learners not already working within the industry. Successful work experience depends on good communication between the learner, their tutor and the staff and management at the placement. The placement will need careful planning and monitoring to ensure that theoretical work is complemented by appropriate practical experience. Learners should keep a logbook or diary and will need tutorial support to reflect on the development of their skills, knowledge and understanding.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan gives **an indication of the volume of learning it would take the average learner** to achieve the learning outcomes. It is **indicative and is one way of achieving the credit value**.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

Topic and suggested assignments/activities and/assessment
Introduction and overview of unit methodology and content. Guided learning on research methodology.
Assignment 1: The Development of Garden and Landscape Styles from Antiquity until the 20th Century (P1, P2, P3, P4, P6, P7, M1, M2, M3, D1, D2)
Lecture on the worldwide development of garden and landscape styles.
Guided research, group and individual tutorials.
Independent research and study.
Assignment 2: Garden Design in the 20th and 21st Centuries (P8, P9)
Lecture on 20th century designers, their influences and impact on contemporary design culture.
Guided research, group and individual tutorials.
Independent research and study.
Assignment 3: The Development of Plant Use in Gardens from Antiquity to the Present Day (P10, P11, P12, M4)
Lecture on plant collectors and plant collections.
Lecture on the history of plant use.
Guided research, group and individual tutorials.
Independent research and study.

Topic and suggested assignments/activities and/assessment

Assignment 4: Design Proposals (P5)

Guided learning. generate design proposals.

Presentation of proposals.

Garden visits.

Unit review.

Assessment

For P1, P2, P3, P4, P6 and P7, learners must demonstrate an overall understanding of how historic gardens developed. They must understand the historical context for each style and be able to place individual gardens within the correct historical style. Work should include discussion of all major British and overseas styles and describe the main characteristic features of each style. Learners should consider the work of individual designers, describe their most important gardens and identify the key features that typify their work. Learners should demonstrate an understanding of how landscape and garden development reflect their historical and cultural context and how overseas styles and traditions have influenced British gardens. They should also describe the main gardens of historic interest in the UK. As evidence learners must produce a written report supported by charts (for example flow charts, timelines), diagrams (for example garden plans) and illustrations (for example photographs, sketches, reproductions).

For P8 and P9, learners must evaluate the work of major 20th century and contemporary designers in terms of their influence on the overall evolution of design theory and practice. They should also discuss the impact of the media and the arts on contemporary designers and gardens. As evidence learners should produce diagrams (for example garden plans) and illustrations (for example photographs, sketches, reproductions) showing the work of individual designers and the impact of the media and the arts on the design process.

For P10, P11 and P12, learners should describe how plants have been used historically. They should describe the work of the major plant collectors and evaluate their impact on garden design and consider the role of plant collections in the 21st century. As evidence learners should produce maps, charts (for example flow charts, timelines), diagrams (for example garden plans) and illustrations (for example photographs, sketches, reproductions) showing the introduction and use of plants in historic gardens, the impact of plants on design theory and practice and the use of plant collections today.

For P5, learners must produce and present original design proposals (including plans) which reflect an historic style in a contemporary garden. Plans should be accurate and to scale and proposals should include the justification for the choice of historic style and the features used to evoke that style. As evidence learners should present their proposals to 'interested parties' (for example other learners, tutors). Supporting text should be sufficient to explain the proposals to a non-technical audience.

For M1, learners need to describe how historic styles interacted. Examples should be chosen to illustrate relationships across cultures and historic periods.

For M2, learners need to explain how the philosophy and practice of individual designers influenced the overall development and evolution of garden and landscape styles. Appropriate examples should be chosen to demonstrate this influence across cultures and historic periods.

For M3, learners should explain why specific features were used in particular landscapes and historical periods.

For M4, learners should explain in detail roles of introduced plants in the contemporary society. Evidence for these criteria will extend from that provided for associated pass criteria.

For D1, learners need to provide a comprehensive review focusing on the influence of selected designers. They should construct and present coherent, imaginative arguments to justify their selection of influential designers and explain their impact on garden and landscape history.

For D2, learners need to discuss the relationship between developments in design philosophy and changes in garden features. Learners should select examples from diverse periods and cultural contexts. Examples of change and continuity should be critically analysed to enable learners to propose coherent arguments as to how, when and why changes in garden features reflect changes in style.

Programme of suggested assignments

The following table shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, P4, P6, P7, M1, M2, M3, D1, D2	The Development of Garden and Landscape Styles from Antiquity until the 20th Century	Produce a written and illustrated report describing and evaluating the development of styles. The report should review the work of influential designers, and set the development of styles in its wider political, social and cultural contexts.	Written report supported by charts, diagrams and illustrations.
P8, P9	Garden Design in the 20th and 21st Centuries	Use illustrations and diagrams to illustrate the work of influential 20th century and contemporary garden designers. Supportive text should describe the contribution of each designer and evaluate the impact of art, sculpture and the media on contemporary design culture.	Diagrams and illustrations supported by text.
PI0, PI1, PI2, M4	The development of plant use in gardens from antiquity to the present day	Use illustrations, diagrams, charts and maps to describe how and when plants were introduced and evaluate their impact on historic styles. Explain how and why planting styles evolved and describe the contemporary roles of plant collections.	Maps. Charts. Diagrams and illustrations supported by text.
P5	Design proposals	Produce design proposals with plans and illustrations for a contemporary garden based on a historic style. Present proposals verbally and/or electronically to a group of 'interested parties'.	Plans and diagrams with supportive text. Presentation.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Land-based sector suite. This unit has particular links with:

Level 2	Level 3
Undertake Work-related Experience in the Land-based Industries	CU85 Design landscape areas and specify materials and components
	Understand the Principles and Practices of Landscape and Garden Design
	Prepare Landscape and Design Briefs

Essential resources

Visits to heritage gardens/landscapes are essential to enable learners to fully understand both historic and contemporary styles. Learners must have access to a good horticultural/history library and to ICT facilities with the internet and appropriate design software. Where learners are required to produce plans and other illustrative materials without the aid of design software, they should have access to drawing equipment and a suitably clean and spacious learning environment.

Employer engagement and vocational contexts

Centres are encouraged to form links with the owners and managers of heritage gardens and landscapes (including the National Trust, English Heritage, Botanical Gardens and the Royal Parks). This will facilitate the viewing of gardens and may also generate opportunities for learners to gather oral information both on site and from guest speakers. Contacts with organisations such as the Garden History Society, the Professional Gardeners Guild and the Historic Houses Association are also desirable (the Garden History Society, for example, presents a regular programme of seminars, lectures and visits).

Indicative reading for learners

Textbooks

Anthony J – *Discovering Period Gardens* (Shire Books, 2009) ISBN 978 0747803409

Bisgrove R – *The National Trust Book of the English Garden* (Penguin Group, 1990) ISBN 978-0670809325

Conway H – *Public Parks* (Shire Books, 1996) ISBN 9780747803324

Mosser M and Teyssot G – *The History of Garden Design: The Western Tradition from the Renaissance to the Present Day* (Thames & Hudson, 2000) ISBN 978-0500282069

Scott-James A – *The Pleasure Garden: An Illustrated History of British Gardening* (Francis Lincoln Publishers, 2004) ISBN 978-0711223608

Symes M – *A Glossary of Garden History* (Shire Books, 2006) ISBN 978 0747806462

Turner T – *Garden Design: Philosophy and Design 2000 BC-2000 AD* (Taylor & Francis, 2005) ISBN 978-0415317498

Journals

Garden History

Journal of the Garden History Society

Websites

www.english-heritage.org.uk

English Heritage

www.gardenhistorysociety.org

Garden History Society

www.gardenvisit.com

Gardens and Landscape Guide

www.hha.org.uk

Historic Houses Association

www.historicgardens.org

Historic Gardens Foundation

www.hudsonsguide.co.uk

Guide to historic houses and gardens

www.nationaltrust.org.uk

National Trust for England and Wales

www.nts.org.uk

National Trust for Scotland

www.pgg.org.uk

The Professional Gardeners Guild

Delivery of personal, learning and thinking skills (PLTS)

The following table identifies the PLTS opportunities that have been included within the assessment criteria of this unit:

Skill	When learners are ...
Independent enquirers	producing work, both written and illustrative, based on independent research and their evaluation of the theories of others
Creative thinkers	presenting unique design proposals
Reflective learners	producing work in which the criteria for success have been clearly and consistently identified
Team workers	offering constructive feedback when other learners are presenting their design proposals
Self-managers	working towards agreed goals keeping to agreed timetables for the submission of work.

Although PLTS opportunities are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Independent enquirers	engaged in independent research, planning and evaluating the results of that research
Creative thinkers	generating design proposals
Reflective learners	setting realistic goals for their research with a clear idea of what constitutes success
Team workers	cooperating with other learners to gather information during garden visits
Self-managers	organising and managing their time effectively identifying and organising the resources required for their research prioritising research objectives.