



Teaching and the Curriculum

How professionals have delivered hands on outdoor learning that meets the needs of both the curriculum and the students

Metre by metre let people know, metre by metre let pollinators grow!

(Katie-Anne – St. Alban’s Primary School pupil)



The school

Saint Alban’s Church of England (Aided) Primary, Hampshire has just over 200 pupils between the ages of four and eleven. The school participates in a Hampshire County scheme about learning to learn outdoors called Trailblazer. As well as promoting outdoor learning and environmental education for young people, Trailblazer helps schools to co-ordinate, support and develop their work in the outdoors. Each class at St. Alban’s pledges to carry out a minimum of 40 hours outdoor learning a year, including trips to local spaces.

Key focus

Curriculum

Who was involved?

Senior management, staff, students, previous students, parent and wider community volunteers and organisations.



Meadow project space

Project overview

St. Alban's participated in Polli:Nation, a UK-wide biodiversity and education project, transforming the whole school site into a pollinator friendly habitat. The project involved children across the stages in outdoor literacy (including poetry writing), practical maths and numeracy activities (including measuring and data handling), a wide range of citizen science activities (for example biological recording), a whole school art project (for which the school won a national award), use of media (for example creating a promotional video) and organising, promoting and hosting a celebration event involving the wider community. The project aimed to effect culture change by engaging and enthusing children and young people to protect pollinating insects and to increase the abundance and diversity of pollinating insects in school grounds and local community spaces.



Supporting the curriculum outdoors

The school established a HIVE pupil voice and the lead teacher introduced the project to the whole school staff. The staff looked at their teaching and had a whole day of teaching with lessons linked to bees and pollination. including the installation of a pollinator friendly border at the front entrance. Some staff became very interested during and before this and they planned further curriculum linked activities including:

- A half term of art on pollinators to create vibrant designs with Brusho; fabric and taking these through to t shirt and banner making
- English letter writing to lobby politicians, businesses and dignitaries
- Maths through garden and bee home design
- IT and science through SCRATCH and Puppet Pals animation, along with gardening and surveys of their school grounds.

External support was gained from a range of external organisations but Open Air Laboratories (OPAL) at The Imperial University London enabled students to establish their online award winning Pollinator Promise in which you set aside a metre of Pollinator friendly habitat. Have you made a [Pollinator Promise](#) yet?

POLLINATOR PROMISES



ARE A WINNER!




We have video which insects. The encourages parents and the local community to set aside a small patch or pot to grow plants to feed pollinating insects such as bees, butterflies and beetles.

Our *Art With A Message* entry turned colourful images of pollinators and plants into a *Pollinator Promise* logo to use on 'products'. These promote the message that by making small changes, we can make a big difference. The team's video won the *Innovation Award* with a prize of £250.

Made a pledge? Thank -You!
Send in photographs or a plant list to:-
pollination1
@st-albans.hants.sch.uk

Metre by metre let people know, metre by metre let pollinators grow!
Katie-Anne



Key messages

- The student voice group known as the Hive enabled greater commitment from the whole school and parents giving learning a purpose.
- Community volunteers and partnerships enable far more to be achieved when managed effectively. But they need someone to manage them.
- A school grounds project is a great way to promote outdoor learning and increase interest amongst all staff and pupils.
- Both curricular and individual student needs can be addressed through increased practical outdoor activities.

Lessons learnt

- Having a number of staff and community working together adds sustainability and comradery.
- Others don't always want to start from your starting point.
- This takes time, build it in to your planning

Reflection

Think of three ways that a practical maths lesson could be delivered outside as a part of a longer project? How could this be differentiated so that each year group contributed to the overall project? How might you scaffold the lesson for more and less able pupils? List three benefits and three challenges of meeting curricular outcomes outside the classroom.