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School: Orchards C of E Primary	Name of GA presenter:
Location of Curriculum Making Course: Cambridge	
Selected Cross-Cutting Theme: ESD	

PREPARING FOR YOUR LEARNING JOURNEY

What is the focus of *your* professional learning?

Begin to think about what you will do:

- Curriculum making – which key stage and cross cutting theme are you choosing to focus on?
I am focusing on Foundation Stage and my focus is education for sustainable development.
- How will you use the Foundation units? These include subject leadership, geography as a resource and curriculum making

As the foundation stage is cross curricula I will be using the knowledge and understanding of the words area of learning with aspects of literacy and creative development.

- What curriculum making activity do you plan to create? (an outline idea is sufficient at this point!)

I plan to create a media term plan with a focus on the topic of mini beasts, it will be a progressive unit of four weeks and will include use of the school grounds, ICT and thinking about how we affect the environment that the mini beasts live in, whilst covering what mini-beasts are and where they live. This will create a good geography based topic for early years.

- What are you likely to learn more about in order to do this?

Linking the science based topic that we currently use to aspects of geography, which fit in well in this unit of work.

How is this relevant to pupils' learning?

Why are you considering this focus? What difference will it make in your school? Your outline idea will be expressed in terms of learning goals for a **curriculum unit**.

At the moment geography is covered in the foundation curriculum but it is often added onto to other focuses such as science-based activities. If I create a geography based topic which included science it will still cover the aspects of science that need to be covered but it will create a richer base for the geography and encourage the children to become more aware of the ways that they affect their environment which they currently only touch on. I think this is important for laying the foundations of the geography curriculum in key stage one and it will allow the children to become more familiar with the school grounds and help them to develop their sense of place within the school. They will be encouraged to link what they see to maps of the school and this will also introduce the idea of drawing pictures (maps/plans) to help people know where things are within a place.

A **curriculum unit is** a coherent sequence of lessons / learning experiences that addresses a clear curriculum goal. The goal will often be focused by a sequence of key questions, and a range of intermediate learning objectives, ranging over geographical knowledge, understanding and skills, or “geographical thinking” The unit could show a sequence of lesson plans (you can use your school’s preferred format, or we have created a **medium term planning framework** that you are welcome to use) Your curriculum planning unit may be expressed in terms of a clear narrative or account that takes us through the teaching.

In addition to the overarching goal, your curriculum unit will show the:

- Learning objectives for individual lessons (or if you prefer intended outcomes)
- Key Resources
- Learning Activities
- Opportunities for differentiation/SEN/ personalised learning
- Opportunities for assessment for learning.
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You may want to highlight other particular attributes of your curriculum unit, such as opportunities to develop literacy, numeracy or aspects of the Every Child Matters agenda. These are of course in addition to the cross-cutting theme that you have chosen (ICT, ESD or citizenship)

With reference to your engagement with theory, research, relevant practice or knowledge, how did you identify the focus for your learning?

Think about your motivation for coming on the course

- What needs are you trying to meet for your pupils, for your school, for your subject, for yourself?

I wanted to give my children the opportunity to engage in aspects of education for sustainability especially as it is becoming more and more of an issue in the news. I wanted them to experience maps, opportunities to think about the school environment and how what they do affects other things even creatures that they might not otherwise think about. I wanted them to have an opportunity to think about what they could do to improve what happens and so this gives them an opportunity for a very simple enquiry process.

- What have you heard about today that you would now like to explore further? (you may refer to the keynote, the foundation unit summary from your folder as well as your chosen cross-cutting theme)

I want to look into eco schools status with my science co-ordinator colleague.

- How are you going to use the materials on the Action Plan for Geography website? I hope so. www.geographyteachingtoday.org.uk

What ethical considerations and issues have you identified?

e.g. health and safety, data protection, confidentiality, permissions

We need to be careful that any photos of the children that are taken for publication have permission from parents, not names are mentioned in the presentation. Children are supervised in the school grounds and reminded to wash hands after handling min-beasts, also that they are reminded about the importance of the health and safety for the creatures and are careful with them.

What diversity or equal opportunities issues have you identified in relation to gender, ethnicity, language, disability, SEN or other areas?

e.g. underachievement, social inclusion, curriculum content, access to CPD and career development

All children will be included, EAL children will be supported with language and pictures will be used to help them access the topic. Parents will be informed of the topic so that they can support their children at home with language, discussion and observation. SEN children will be supported in the same way with differentiation and support.

Sharing your learning and expertise: how do you plan to influence others?

Whose practice will you influence in your own school?

Mine and the other reception teachers at present.

Who will you communicate with, and how, along the way? e.g. email plans to presenters, share and

discuss with others via the VLE, share at the evaluation conferences, share via the website.
Share at evaluation day.

You may also wish to make links so that you can share your work not only within your school, but with others locally.

[Link in with local school and feedback to geography network meeting.](#)

PLANNING FOR YOUR LEARNING JOURNEY

Today you are being asked to generate an **outline plan** that should be emailed to your presenter – see the timetable below

- *Newcastle plans to be submitted by 30th January 2007*
- *Birmingham plans to be submitted by 20th February 2007 London plans to be submitted by 27th February 2007 Manchester plans to be submitted by 22nd February 2007*
- *Cambridge plans to be submitted by 13th March 2007*
- *Bristol plans to be submitted by 1st March 2007*

An **outline plan** is an initial sketch of your curriculum unit, expressed eventually as a curriculum unit. An outline plan is a statement of intent, but not a contract. If you want to change your mind you can!

In your folder there are also dates for telephone conferences – see your presenter if you wish to take advantage of this opportunity.

There is also an information sheet about how to access the virtual learning environment if you are a GA member.

You can also access the GA team via their emails (see folder) and make use of the excellent online support materials (see folder for summaries and urls)

You may also like to think about how you are going to work with someone else on this course (did you find a buddy?)

Of course there are also your local colleagues – in school, in your authority who may be able to work alongside you in your curriculum making activity.

Its then down to you to plan your curriculum making activity – what are you going to do, when, with which pupils, why and for how long?

Remember the date for the evaluation conference, when you and your memory stick will join us again to share and reflect on your work.

What actions do you plan to support your curriculum making (with timescales)?

e.g external/internal training; meetings; identification sources of support (internal and external); skills/resource audit; knowledge base research; discussion/planning with colleagues; work shadowing; observations; identification of target groups of schools/pupils; liaison with relevant colleagues/groups

ACTIONS	TIMESCALES/DATES	RESOURCES/PERSONNEL	SUCCESS CRITERIA
Make plan outline plan and review current topic.	Spring term	time	To create plan
Fine tune plan with paired reception teacher.	End of spring term.	Planning time.	Plans ready to be taught in summer 1.
Teacher plans.	Summer 1.	Teaching time within curriculum.	Children to have worked through progressive topic and assess further knowledge.

How do you plan to evaluate your progress in relation to the impact on a). your learning and b). pupils' learning?

Consider keeping a log of reflections – written? video? photographs? voice recordings? Take photos and evaluate unit.

How are you going to gather pupil feedback? [Mind map and the beginning and end of the unit.](#)

Will it be appropriate to gather thoughts from local colleagues, as well as sharing via the GA's VLE and evaluation conferences?

ON YOUR LEARNING JOURNEY (no more than 1500 words)

Describe and evaluate how you have carried out your plan, identifying, explaining and reflecting upon any changes that you have made.

I write the plan and then when I worked with my paired colleague I we fine-tuned the activities adding in extra cross curricula links and web links that might be useful. We carried out the plan and by colleague said she thought I was a good unit because it was progressive and it was clear where we were going. We began with a mind map of the children's knowledge of mini-beasts and then worked from there adding in information etc to help them develop their knowledge whilst at the same time encouraging them to think about where the min-beasts lived and how we affect them.

Identify and reflect upon the influence/impact of your sources of knowledge and practice

I think that this unit encouraged my reception colleague to think about this unit in terms of geography and she was able them to add in her own creative flair to link other aspects of the curriculum to it. The children have been keen to find mini-beasts and were also keen to use the cameras and make posters. I have been able to encourage more map work and interest in maps in my classroom as a result, and the children have been keen to discussion what they see.

Describe and reflect upon the impact and influence of your coaching and mentoring experiences

I have been mentoring my colleague anyway as her induction tutor and so it has been hard to separate this from that. I think that the reception classes now has more links to geography and the children are more inclined to be interested in maps etc as there are more geography based books etc in the classes. My colleague is using maps more often than was previously the practice in reception.

Evaluate the impact on both your practice and your pupils, making reference to pupil and/or colleague feedback and the connection between your learning and that of your pupils/colleagues

The children enjoyed the topic and this was enhanced by out trip to the butterfly park later in the term. They are keen to talk about mini-beasts they find in the classroom and the playground, they are more careful

about looking after the flowers etc rather than picking them and they often point out rubbish that blows onto the playground which we pick up and put in the bin. This had not always been the case in the past. I have used the camera with them more this year and we have written more captions as a result and had more discussions too. The children enjoyed the topic and this is evident by their continued reference to mini-beasts etc. My TA's said that they really enjoyed taking the groups out to look for the mini-beasts and discuss with them things that they saw and how we can look after the environment.

Describe and explain how and why you addressed any ethical issues which you identified in your plan

We didn't really have any ethical issues for this topic. We weren't going to be collecting the mini-beasts just taking photos of them and we would be talking about the importance of being careful with the creatures and outing them back where they were found.

Identify precisely the diversity/equality of opportunity issues and the approach you adopted to secure the best possible outcomes

We used differentiation throughout the unit of work and TA's were used for group work and discussion groups so that the children had the opportunities to develop language skills and language needed for this topic. All children took part at their own level and my autistic child developed by being able to name many of the creatures we saw which she could not previously do.

What did you learn when you shared your learning with others and what influence have you had on the practice of others?

I have learnt that the school grounds are a valuable resource that often gets over looked. I have tried hard to make my curriculum link with the outdoors more often as a result. I was able to encourage geography as a basis of a topic rather than adding it into other topics and this worked well.

THE LEARNING BREAKTHROUGH (no more than 1000 words)

Provide a descriptive and reflective account of a learning breakthrough (i.e. a critical learning incident, a 'light bulb' moment) which includes

- The impact on your learning
- How your plan and practice was affected
- The importance to the learning of pupils and/or colleagues
- Your next steps taken

The first part of this course gave me lots of food for thought and it was great to have a chance to hear what others do in school. I knew very little about eco schools and people had lots to say about what they were doing. This inspired me to go back and talk to colleagues about what we could do and as it is topical at the moment to develop my scheme of work so that the children were encouraged more and more to think about how our actions affect other living things.

I struggled with my plan for a long time to begin with because I wanted, very much, to encourage my children to become more environmentally aware learners. It is hard to add in a topic halfway through the year when long-term plans have been organised. However our mini-beast topic provided the perfect vehicle and I realized that our newly completed garden area was the perfect resource.

The children use the garden in the mornings and evenings before and after school but haven't always been very careful about looking after the garden so it was the ideal opportunity to develop this and the way the

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children care for our garden.

It still took me a while to make the topic geography based rather than science based but once I came up the idea of linking what we saw to maps, and then making posters that could be put up it was easy to move onto adding to the garden and I knew the children would love to be part of digging, planting and watering.

I have been more confident this year using maps with young children and we have talked about the globe, the land and the sea, where our EAL children come from and go to in holidays, and where we live. So using the plan of the school seemed a good extension to this. I will be more confident next year to include map work in to topics across the curriculum and encourage the nursery give the children access to simple maps and pictures of our school.

The children have also begun to draw treasure maps and use atlases in their home corner play as a result of our map work, they have developed this on their own without suggestion from staff, this is great to see. This will give them more of a sense of place when they begin to understand the concepts of distance, and where places are, as they move further up the school. It gives them a good foundation for their geography as they move through the geography curriculum.

As my reception teacher colleague and I have worked together to adapt and revise topics throughout the year this topic will now be part of that process next year and will be developed and added to each year as we develop the curriculum in reception.

I would like to encourage the teachers in key stage one to use maps across the curriculum much more and to have them available in their classrooms so that the children can choose to look at them in quiet reading and develop their sense of place. I would also like to help colleague to develop their topics to help their children to become more aware of the impact we have on our environment through the topics they currently teach. This might be a simple and thinking about people dropping litter and looking after dogs on the beach, to looking at the litter around school and seeing who has to collect it and what happens to it in a simple enquiry linked into our local area.

There are many ways that we can encourage children to become more sustainable and encourage them then to think about how we can reuse things instead of throwing them away. This can also link into topics mentioned.

I haven't had time this year to work with my science colleague and talk about eco school status but it is something we would both like to develop and it will encourage the children across the school to become more environmentally aware both in and out of school.