



“Our Local Environment”
Earlham Primary School
Key Stage 1 & Key Stage 2

A project for young people to engage with their local environment examining the key changes.

Publication and curriculum resources
Designed and written by Ruth Lydall
Email: Ruth.Lydall@newham.gov.uk

For details of Stratford City Education Project contact:
Ruth Lydall
Stratford City Education Development Officer
Email: Ruth.Lydall@newham.gov.uk
Website: www.newham.gov.uk

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Foreword – Stratford City Education Project

Stratford City Education Project aims to ensure all young people of Newham are informed of the regeneration employment opportunities in their borough. This will be done through young people accessing relevant learning resources, engaging with employers that will develop their entrepreneurial flair and inspire them to fulfil their potential and address the economic well being agenda.

The Stratford City Education project seeks to use the development of Stratford City to increase the awareness of young people of:

- The regeneration of Stratford, in particular Stratford City, the Olympic Village and the Olympic Park
- The future employment opportunities that will be created over the next 10 year, in particular in construction, retail and in the commercial sector
- Opportunities in the world of work and related sectors of employment
- Their own potential and economic well being

The key aims of the project are to:

- Involve key employers in developing a range of educational resources that are transferable across curriculum areas
- Embed these resources within

the curriculum to enrich and inspire the learning experience of young people

- Raise self confidence and aspirations among young people

Earlham Primary School - Context

Earlham Primary School is a chosen partner working with the Stratford City Education Project to develop and pilot these curriculum resources and to encourage young people to explore opportunities and pathways in the world of work.

Earlham staged a three day project on the 30th, 31st March & 1st April 2009. The whole school project was based around the theme “our environment” and included participants from all phases in the school. All of the students investigated Stratford in the past, present and future to build up an idea of how human activity can change the physical environment. The project also had strong links to sustainability and green issues. The project was cross curricular across year groups, additional details of specific activities are described later.

Project Aims

- (a) Enrich the learning experience of young people to achieve the highest possible standard
- (b) Engage young people in dialogue with outside businesses and agencies
- (c) Raise expectations and self confidence to seize the opportunities arising through regeneration in Newham.

All students worked in small groups to investigate their local area and how it was changing, coming together as class groups and working collaboratively.

Project Outcomes

- All students will be aware of Stratford City & The Athletes
- Village and understand where it is being built
- All students will understand that their local environment is changing
- All students will be able to describe how Stratford has changed
- All students will use creativity to express their ideas
- Most students will understand how Stratford will look in the future
- Most students will be able to explain the changes that are occurring in Stratford
- Most students will understand the concept of sustainability and how this relates to Stratford
- Most students will produce art works about Stratford City
- Some students will produce a dance related to Stratford City
- Some students will produce a piece of music related to Stratford City
- Some students will produce drama work based on Stratford City
- Some students will produce poems curriculum delivery. Earlham teachers worked independently with their classes on a variety of

activities which enriched the project. The project encouraged cross curricular work and met curriculum standards in Geography, History, PHSE, Citizenship, Literacy, Design, Music, Drama and Art. about Stratford City

Resource development validated by Earlham teachers and tailored to their

Uptake All students at Earlham Primary School (Foundation stage – Key Stage 2) were engaged on the project working with their peers on different activities. The children worked collaboratively in groups. At the beginning of the project the students had an assembly from Jon Watson, Westfield. Additional support was provided throughout the project by Lend Lease, Dance with Elilia Ries, an independent dance teacher, Drama through the Big Foot Theatre Company and Music through London Borough of Newham.

Wider dissemination through existing teacher networks, events and through websites such as NEBP, TES and Stratford City Education Project website. The project was showcased to parents and guests with a celebration event on the 1st April 2009. Music and dance from the project will be showcased in the Stratford City Education showcase on 26th June 2009.

Introduction to the project & Stratford City

Jon Watson & Chris (Westfield) introduced the project on Monday 30th April with a presentation from Westfield about the Stratford City project. The presentation was comprehensive and showed students how the area had changed, explaining that the land was a brownfield site that had not been previously used for development due to the railroads. The presentation showed images about what the site would look like post development and included maps that allowed the children to make links between current Stratford and new Stratford.

The end of the assembly gave students the opportunity to ask questions which included what the diameter of the site was, a question that was hard to answer but Chris replied that you could walk across the site in 10 minutes and also focused on jobs that would be available in the new Stratford city.

Year Group Activities

Year One

Year one students looked at role plays to act out what they thought of the past, present and future. The students looked at images of Stratford past, present and future. They focused on looking at how buildings have changed and Google maps of the current area. The students looked at images / photos and described what they could see on sugar paper in groups.

The young people also looked at transport; they went to Romford Road and looked at the transport types that are currently being used. They thought about the carbon emissions and related these to the different modes of transport. This helped them to think about how Stratford is a hub of transport and how this will increase in the future.

Year Two / Year Three

Year two and three classes looked at images provided by Westfield and SCEDO of Stratford City and were asked to look at what they could see. The images concentrated on the site in the past, the present and the future. Students worked collaboratively to identify key features of the laminated photos and pictures. They were encouraged to use geography vocabulary to assist them in identification of the key features e.g. buildings, trucks, diggers, vans, crane, rocks, land and jobs.

The young people were also asked to think about the different jobs available in the new Stratford City and came up with a diverse list including: shop keepers, police, mechanics, waitresses, chef, hotel managers, security, builders, designers and planners.

The class teachers had prepared an excellent Power Point presentation showing images of the site which was used as a point of reference to ensure the young people were focused on the task.

The students were asked their opinions on the new Stratford City site and they included: “I think it looks beautiful, I think it looks fascinating, I think it looks like a rich place, I like the patterns”

The young people worked on two additional activities – they created a collage in groups of the past, future and present Stratford. This allowed them to take their research from the photos / pictures provided and create their own interpretation using a variety of media. They worked in groups to create the collages. Any questions that they thought about they wrote down, to be answered by Westfield. They also looked at how human activity can impact the environment linking in to their geographical objectives.

In addition, the children looked at writing a poem about the future.

The end results were collages of work, poetry and reports detailing how change is occurring.



Year Four Students

Taking inspiration from Woodgrange Infants School and their city of the future project Year 4 students made their ideal cities using junk modelling. The young people watched the BBC film from Woodgrange and the

Woodgrange film to give them an idea of what they could do. In addition they looked at making a scale city of what they thought Stratford City will look like. They used junk modelling covering tissue paper over the buildings and painting them. To give them inspiration they looked at 3D models of the changes occurring to Stratford City.

Year 4 students also focused on sustainability and what is sustainable and not sustainable. They met the following objectives:

I know what sustainability is

I can research and take notes on sustainability

I can continue to do my own research about Stratford

They included the site maps from Westfield which allowed them to see what had changed.



Year Five Students

Year 5 students had a focus on transport. They were particularly interested in the Euro star and the strong links that will be established between the UK and France. They made a Euro Star train from junk modelling and this helped them to think about sustainable transport.



Year Five / Six Students

The students created shields for the new Stratford City taking inspiration from the shield at the Atherton leisure centre. They drew the shields out and then painted them to make them attractive and eye catching. The shields were like a coat of arms for the new city. The young people looked at different coats of arms for inspiration and to give them an idea of what to use to symbolise the change.

The young people also created a leaflet for the Stratford City tourist board. They included four things that are currently there and one thing that will be there in the future. The students took inspiration from similar leaflets that were created by Maryland and Little Ilford students in the past.



Athlete's Village tour – Year 5 / Year 6

Selected students in Years 5 & 6 went on a trip to the Athlete's Village site managed by Bovis Lend Lease. These students were the first primary school to be allowed on the site. Jo Drummond, Lend Lease gave the students a comprehensive talk about the site from the comfort of the Athlete's Village mini bus. The students were provided with promotional literature which enabled them to compare what they were seeing with the images of the future. Jo pointed out the key areas on the site and referred the students to the literature showing the images of how it will look in the future, for example the educational campus that the students could potentially be studying at in 2013.

The young people were taken to the top of one of the buildings that Lend Lease are using as offices so they could view the whole site, the Stratford City site and the Olympic Park, this allowed them to develop a sound understanding of the size and scope of the development.

The students were particularly interested in sustainability and were pleased to hear that this is a key issue for Lend Lease. Jo spoke in detail about the ways that they treat green issues. The timber that is used in the Athletes Village site comes from sustainable sources, lizards were removed from the site prior to construction occurring and re-housed in similar surroundings, and Japanese grass also had to be removed. In addition, there is a zero waste policy on the site which means that all mud is recycled and used in other areas in the development.

Holden Point trip – Year 6

One Year 6 class went on a trip to Holden Point to look at the building work first hand. The trip was accompanied by a talk from some representatives from London Borough of Newham communications team. The students were able to compare what they saw with their previous visit a year ago. The trip allowed the students to assess the scale of development and put it into context with the rest of London. The students also went on a walk of Stratford focusing on the train station,

where there is a display on the hoardings highlighting the development of Stratford.

Creative Activities

Drama class

20 students were selected from across the classes to participate in drama workshops linking to Stratford City and the changes that are occurring. The students looked at adverts as a way of portraying the key features of Stratford past, present and future. They focused on key words looking at sustainability and the environment. The young people were put into groups of 6 students focusing on what has happened to Stratford and how it has changed which links to their national curriculum standards. The groups produced adverts that lasted between two and two and half minutes. These were shown to attract people to Stratford. They looked at what could be included in the adverts.

Dance

Students from across the school were selected to attend dance workshops and perform a dance, with Elilia Ries, at the final celebration event. The students explored Stratford in the past, present and future expressing the changes through the medium of dance.



Music

20 students were selected from the school to attend music workshops linking to the work that they had been doing on the project. The students used music maps, pointing at different elements on their collages and using appropriate sounds. The students discussed the different sounds that they would expect to hear in the past, present and future experimenting with a variety of instruments and objects to get the desired effects. For example, when they were thinking about Stratford City in the future they thought there would be lots of restaurants so used knives and forks banged together to symbolise people eating. The young people worked together in groups for the past, present and future to produce excellent music board stories with the collages as a point of reference.



Final Celebration

The final celebration of the three days hard work was held at Earlham Primary school on Wednesday 1st April 2009. Students from each year group showcased their work to parents and representatives from Westfield. In addition, the young people performed their final music, dance and drama which highlighted their skills and talents.



Pupil voice

Throughout the project pupils were asked for their feedback, all comments are recorded below:

What I have enjoyed about the project:

“I like finding out how the city will help people who live in Stratford”

“I enjoyed going to the field trip by sketching and learning how Stratford would be in the future”

“Visiting Holden Point and seeing the developments from the last visit”

“The visit by Westfield and PowerPoint presentation of future Stratford City... The bridge was the coolest”

“It was good finding out stuff by ourselves”

“It was exciting making sound maps showing Stratford City and creating our own sounds”

“Writing the leaflet – working together and thinking of new attractions”

“I enjoyed thinking of my own questions”

“I enjoyed finding out new information on how the Stratford City Education Project is going to be sustainable”

“When I was planning my ideal Stratford City I liked planning where everything should go”

“I really enjoyed working as part of a team”

“I liked being creative and using my imagination – it was fun”

“I liked the painting / collage of now, before and future pictures of the new Stratford City project”

What I didn't like about the project:

“I wish the trip had been longer, it was too short”

“When I was researching on sustainability I couldn't find everything I was looking for”

“I found creating some of the buildings a bit challenging”

“I found cutting and pasting a bit difficult”

“I didn't like just sitting there and writing the poem. I would rather have just made the collage”

“I don't like the wasteland it is a good idea that they are building there”

What we wanted more of:

“More opportunity to drive around the Stratford City & Athletes Village sites”

“Make a public presentation of work at Stratford Circus”

“I would like to make a book about the Stratford City project”

“I wanted more time in the assembly for question and answers”

“I would like more videos of Stratford City and what it will look like”

“I wish we had time to do more detailed sketches on the trip”

“I wanted to investigate the symbols we didn't know on the maps by researching them on the computer and looking through map books”

“When we researched sustainability I would have liked to use other resources like the computer”

“I would have liked to use more recyclable materials in our art work”

“We would like to go on to the site every month to see how much work that they have done”

Teacher feedback

“Overall, the children enjoyed learning about their local area and the opportunities available to them. They enjoyed researching the new shops and how the city is thinking about the environment”

“The drama group found that the work being taught was not properly pertinent in line with what they have learnt in the project”.

Stratford City Education Development Officer Feedback

Earlham attempted a very ambitious three day project which produced excellent results. By having a key theme for the whole school different year groups were able to tie their work together but explore age appropriate activities. The idea of focusing on Stratford at three points in time – past, present and future, allowed the young people to develop their understanding of the scale of change. The class teachers were heavily involved in the project and were able to draw on past Stratford City Education Projects for ideas and inspiration, for example junk modelling of a city by Woodgrange.

As the students and teachers were engaged in the project it was a shame that they did not have more time to develop some of the key ideas. In the future Stratford City Education Project could work alongside class teachers after the initial three day project to develop the project further with additional support and resources.

The final celebration was a credit to the hard work of the teachers and the students and showcased a wealth of ideas and resources. The sheer quantity and quality of work produced by the young people was testament to their abilities and engagement.

Advice for teachers

This whole school project could be adapted for different year groups and ages. A whole school project gives a strong focus to the project and highlights its importance to all students as well as being inclusive to all. If a school was to undertake a similar project it would be advisable to have a strong key theme to examine – this could be to do with the changes to the local environment or any other relevant theme.

Each class teacher was responsible for developing appropriate resources and activities for their year group. Common themes looked at how the local environment, specifically how it had changed from the past to the present and the future. This idea could be used by other schools investigating their local environment or other key themes.

The range of activities that the school was involved in could easily be adapted to other projects and contexts. The use of creativity and the creative arts was key to the project and this can be used as an example of the creative curriculum.