Raising Attainment in Literacy through Geography in the School Grounds

Year Three
Acknowledgments

We would like to thank staff and pupils at the following schools for participating in the Pilot of the School Grounds Geography Projects.

- Baguley Hall Primary School
- Barlow Hall Primary School
- Benchill Primary School
- Broadoak Primary School
- Crab Lane Primary School
- SS John Fisher / St Thomas Moore Roman Catholic Primary School
- St. Clare’s Roman Catholic Primary School
- St. Dunstan’s Roman Catholic Primary School
- The Willows Primary School
- Victoria Avenue Community Primary School

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Children’s Services
Manchester City Council
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Welcome to Geography in the School Grounds

This resource pack is designed to introduce you to an exciting way to teach Geography that is relevant to your pupils using your school grounds and building as the resource, whilst raising pupil's attainment in literacy.

The Geography in the School Grounds Project was piloted in 2007 with ten schools in the North and South of Manchester. This resource will guide you through the process of implementing relevant geographical enquiry and fieldwork into your pupils' learning experiences. We have included project outlines and activity ideas along with guidance on how to make fieldwork simple. We also highlight key writing opportunities that lead on from fieldwork. The pilot was reviewed positively by all the schools who participated. We have included some examples of the work that was achieved through this pilot phase to help you see what can be achieved through the project and to inspire you to adopt some of the ideas within your own delivery of the Geography curriculum.

The Aims of the Geography in the School Grounds Project included:

- To raise pupils' standards of attainment and achievement in writing.
- To improve the use of the school grounds for curriculum purposes.
- To improve the quality of pupils first hand experiences in geography.

The Objectives of the Geography in the School Grounds Project included:

- To develop geography focused activities through the use of the school grounds.
- To use a geographical focus to stimulate and develop specific writing activities linked to the literacy framework.
- To use the school building and grounds to undertake geographical enquiries and investigations.
- To develop aspects of citizenship and education for sustainability through geographical enquiry in the school building and grounds.
Why use your school grounds?

School grounds offer “uniquely rich and rewarding learning experiences for children of all ages, backgrounds and abilities, giving them a greater understanding of the world around them”.

Education Minister Stephen Twigg, MP
At the National School Grounds Week launch 2003

You may be asking “why use your school grounds to deliver the Geography Curriculum?” As the quote above indicates there is increasing evidence and support for the value of school grounds as a resource for delivering the national curriculum. The Learning Outside the Classroom Manifesto (2007) cites the educational benefits of learning in the school grounds and other locations outside of the conventional classroom as offering “quality learning experiences in ‘real’ situations” which “have the capacity to raise achievement across a range of subjects and to develop better personal and social skills.”

The benefits of using the school site as a subject for pupils to investigate and monitor through geographical enquiry include:

- The investigations are relevant to all pupils participating in the project.
- Work in the school grounds offers pupils first hand experiences.
- The school grounds is a safe location for pupils to work in.
- The school grounds provide easy access to opportunities for children to learn outside the classroom.
- Class teachers are in charge of setting the learning objectives of the lesson AND ensuring they are delivered in a way most appropriate to each child.
- No transport is required to get pupils to the enquiry site.
- It's FREE!
What is Fieldwork?

**Fieldwork** = A practical, hands on activity that involves children learning OUTSIDE the classroom by carrying out an inquiry.

Two key elements of successful fieldwork are:

- to integrate the fieldwork activities within the unit of work and
- to set the fieldwork activities within a clear context for the pupils.

**Opportunities for local geography and fieldwork within the National Curriculum**

The National Curriculum programmes of study at Key Stages One and Two **require** schools to undertake local studies in geography and to carry out practical geographical enquiries or fieldwork.

**Requirements for Key Stage One**

Pupils are required to study ‘the locality of the school’ and, in their study of localities to:

- study at a local scale.
- carry out fieldwork investigations outside the classroom.

The school site (encompassing grounds and buildings) is the ideal starting point for studies of the local area.

Pupils are also required to undertake ‘geographical enquiry’ and to specifically ‘use fieldwork skills’.
What is Fieldwork?

Requirements for Key Stage Two

Pupils are required to study localities and themes at a ‘local, regional and national scale’. This means building opportunities for pupils, where they occur and to build in case studies of a local element in:

- ‘Water and its effects on landscapes and people, including the physical features of rivers or coasts and the processes of erosion of deposition that effect them’.

- ‘How settlements differ and change, including why they differ in size and character, and an issue arising from changes in land-use.

- ‘An environmental issue caused by change in an environment and the attempts to manage the environment sustainably.’

Pupils in Key Stage Two are also specifically required to carry out fieldwork investigations outside the classroom. The school site offers an ideal location for practical geographical enquiry at a local scale.
<table>
<thead>
<tr>
<th>Title and Focus</th>
<th>Learning Outcomes</th>
<th>Suggested Activities</th>
<th>Writing Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigating the School Grounds</td>
<td>Children:</td>
<td></td>
<td>Pupils could:</td>
</tr>
<tr>
<td></td>
<td>• Begin to ask their own geographical questions.</td>
<td>• Colour in map of the school grounds – create charts – bar, pie.</td>
<td>• Write labels and captions for a large-scale map and picture display of the school, school grounds and area around the school.</td>
</tr>
<tr>
<td></td>
<td>• Use or draw a map/ plan of the school showing, using symbols and a simple key correctly, to show how land is used in the school building and grounds.</td>
<td>• Journey sticks – mapping journeys around the school using things collected on the way – link this to improving the environment – dropping litter.</td>
<td>• Write a report about how land is used in school and the school grounds.</td>
</tr>
<tr>
<td></td>
<td>• Use geographical vocabulary correctly to identify land-use in the school building and grounds.</td>
<td>• Look at old plans and photographs of the school building and grounds to identify change and compare land-use.</td>
<td>• Produce a poster or leaflet about the school and school grounds showing the main features.</td>
</tr>
<tr>
<td></td>
<td>• Identify how the environment of the school is affected by the way land is used.</td>
<td>• Link investigating land-use in the school grounds to the local area of the school – what is the land-use like around the school – has it changed?</td>
<td>• Organise pen-pals with a class from a contrasting area and encourage pupils to keep regular contact describing where they live and asking questions in their correspondence – what their school grounds are like?</td>
</tr>
<tr>
<td></td>
<td>• Recognise ways in which people try to manage the environment for the better – how the land-use in school could be improved.</td>
<td>• Link investigation of the school grounds to another school – what are their school grounds like?</td>
<td></td>
</tr>
<tr>
<td>Key Question</td>
<td>Learning Outcome: Pupils</td>
<td>Suggested Activities</td>
<td>Resources</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1</td>
<td>What is our local area like?</td>
<td>Pupils understand the physical &amp; human features in the area. Locate these features on a map.</td>
<td>Aerial photographs of the area &amp; maps.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Children look at the aerial photographs of the area and locate the different land uses. (Motorway, river, housing, etc.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Find these features on a map.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Where is our school?</td>
<td>Pupils become familiar with the location of the school. Use geographical vocabulary correctly to identify land-use in the school grounds.</td>
<td>Aerial photographs Street map.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Find the school site on the aerial photographs.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Find the school on a street map and colour it in.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• What is the land used for in the school grounds</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Draw picture to illustrate different land-uses in the school.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>What is our school like?</td>
<td>Pupils become familiar with the setting of the school, identifying key features.</td>
<td>School plan. Paper, pencils Camera Journey Sticks (see attached sheet)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Children use the plan of the school to identify the key features.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Journey Sticks activity that incorporates walk around &amp; identification of the different features.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Take photographs at the different features the children identify.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Each child produces a line map of journey through school site as part of Journey Sticks activity.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Write about features (likes / dislikes).</td>
<td></td>
</tr>
</tbody>
</table>

Continued overleaf....
<table>
<thead>
<tr>
<th></th>
<th>What is the land used for?</th>
<th>Mapping the school buildings and the ground. Using symbols and simple key correctly to show land use.</th>
<th>Draw sketches of different land-use. Create bar graph / pie chart of different land-use. Use picture map to draw a plan of the land use within the school site with a simple key – using symbols.</th>
<th>School plan. A map of the area. Sticks (one per child). One completed line map. Coloured string (5 + colours). Coloured Crayons. Sticky tape. A4 paper. Pencils. Clipboards.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>How have the school grounds changed?</td>
<td>Identify the changes. Use geographical vocabulary correctly to identify land-use in the school grounds.</td>
<td>Use old plans and photographs of the school building and the grounds to identify changes and compare land use. Make a map of the old site (1950s). Make a list of the changes (Now &amp; Then).</td>
<td>Old plans &amp; photographs of the school.</td>
</tr>
<tr>
<td>6</td>
<td>Why were the changes made?</td>
<td>Understand that land-use can change over time. Ask and answer geographical questions. Use geographical vocabulary.</td>
<td>Interview key people to find answers. Look at school records (old registers). Write about the changes.</td>
<td>Key people. Old records.</td>
</tr>
</tbody>
</table>

Continued overleaf…. 
| Does land-use affect the environment of the school? | Identify how the environment of the school is affected by the way land is used. | • Link investigating land-use in the school grounds to the local area.  
• What is the land-use like around the school?  

**Writing Tasks:**

- Create a word bank
- Write captions for class display of the school and school grounds
- Produce a poster or leaflet about the school and school grounds showing the main features. (Do same using the old plans/photos).
- Write about different land uses in the school grounds and explain its significance.
- Write a report on how the school buildings and grounds have changed.

**ICT:**

*To present different information.*

**Art:**

- Observation drawings.
- Pencil / crayon rubbings (different textures – tree trunks, buildings etc.)
- Press pictures e.g. flowers from the meadow or leaves from different trees in the grounds.
## Crab Lane Primary School
### Cross-curricular writing unit plan:
#### School Grounds Project Geography Focus—Year 3

<table>
<thead>
<tr>
<th>Date:</th>
<th>Summer2 Week1</th>
<th>Summer2 Week2</th>
<th>Summer2 Week3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject:</td>
<td>Geography</td>
<td>Geography</td>
<td>Geography</td>
</tr>
<tr>
<td>Linked to:</td>
<td>School Grounds Project (11 hours): Hour 1</td>
<td>School Grounds Project (11 hours): Hour 7</td>
<td>School Grounds Project (11 hours): Hour 11</td>
</tr>
<tr>
<td>WALT and WILF:</td>
<td>Write a non-chronological report about the Woodland Garden, for visitors to the school.</td>
<td>Write a non-chronological report about the Woodland Garden using geographical vocabulary and the correct structure, for visitors to the school.</td>
<td>Write an instructional text for younger readers, using geographical vocabulary.</td>
</tr>
<tr>
<td>Teaching Sequence, including drama:</td>
<td>Independent writing to see what the children already know about the Woodland Garden.</td>
<td>Through project work in topic sessions: Journey sticks activity, reading, drama, planning. In this session: Modelled writing, independent writing.</td>
<td>Through project work in topic sessions: Make the trail, use the trail, reading, planning. In this session: Modelled writing, independent writing.</td>
</tr>
<tr>
<td>Introduction:</td>
<td>Introduce the project to the children and inform them that we will be learning about our school grounds over the next three weeks. Introduce the independent writing task to the children.</td>
<td>Remind the children of the drama and planning completed in topic sessions. Look at the WILF again. Teacher then models how to write the opening to the NCR. What must a great opening do? Discuss in pairs and feedback. Introduce the independent writing task to the children.</td>
<td></td>
</tr>
</tbody>
</table>

Continued overleaf....
<table>
<thead>
<tr>
<th>Differentiated Activities (including adult support):</th>
<th>All children are to write a non-chronological report about the Woodland Garden - different writing frames provided, but no additional support. Baseline assessment.</th>
<th>HA and Booster 1a: Children are to write a non-chronological report about the Woodland Garden, using their plans from topic session. Checklists provided as well as word bank of geographical vocabulary. Booster 1b and Booster 2: Children are to write a non-chronological report about the Woodland Garden, using their plans from topic session. Differentiated checklists provided as well as word bank of geographical vocabulary. Booster 2 with writing frame. LDD: Children are to use the teacher focus work from topic session to write simple descriptions of two areas in the Woodland Garden. Writing frame provided.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plenary:</td>
<td>Provide children with an outline of the project and how it will develop.</td>
<td>Children evaluate their writing against the WILF.</td>
</tr>
<tr>
<td>Key questions:</td>
<td>N/A</td>
<td>What must a great opening do? How will my checklist help me? What am I looking for when I mark your reports?</td>
</tr>
<tr>
<td>Assessment:</td>
<td>Can the children use the correct structure to write a non-chronological report about the Woodland garden?</td>
<td>Can the children write a non-chronological report, using the correct structure and geographical vocabulary? Can the children use the shared planning from last week to write a diary entry?</td>
</tr>
</tbody>
</table>
Fieldwork Activity: Journey Sticks

Materials

- A map of the area
- Sticks (one per child)
- One completed line map
- Coloured string (5 + colours)
- A4 paper
- Pencils
- Clipboards
- Digital Camera

This activity is appropriate for pupils in Key Stage 2.

Activity Outline

Introduction (5 minutes)

- Discuss the journey to school and ask about specific things they might have passed on the way.

- Show children a map of the area and see if they can identify where the school is. Show them some key features which make identification easier.

- Show the children a map of the school site and see if they can identify where they are on the map, within the school. Explain the children are now going to create their own map.

Journey (20 minutes)

- Give each child a stick or send them off into a certain area to find a stick for themselves.

- Each adult should have a selection of wool, paper and crayons.

- Go on a journey round the school and make a journey stick to remind them of the key features that they find on the school site.

- Explain that each time the children pass something they think is important or will help them remember their journey they need to attach something to the stick. E.g. blue for water, a leaf for when you passed a tree, grass for a field etc... Use the string to attach the items to the stick.

- You could also do bark rubbings of particular surfaces on small bits of paper that the children can attach to their sticks. (I wouldn't recommend doing this if it is windy). As the children select key features, teacher should take photos of those trail points.

Continued overleaf...
Activity Outline Continued

Line Maps (15 minutes)

- Give each child a piece of paper.
- Show them your example line map.
- Ask them to draw a line map of their journey using the journey sticks as a reminder. The children should create symbols to represent their important things and then create a key to inform others what their symbols represent.

Environmental Guidelines

- Children should not pick whole flowers or whole leaves from trees.
This activity is suitable for children in Key Stage 2.

**Task:** What can you see and hear in the environment? Write some of the things you see and hear in the spaces?

- **Street Furniture**
- **Litter**
- **Noise**
- **Air Quality**

Link the words below to some of the things you have seen in the environment:
- Boring
- Noisy
- Ugly
- Dirty
- Unfriendly
- Untidy

Fieldwork Activity: How I view the environment?
**Task:** On your walk around the school site and the local area record the different types of land-use you see in the table below.

<table>
<thead>
<tr>
<th>Residential (houses, flats)</th>
<th>Industrial (factories, warehouses)</th>
<th>Retail (shops - food, clothing, etc)</th>
<th>Professional/Commercial (banks, offices)</th>
<th>Entertainment/Leisure (pubs, tennis clubs)</th>
<th>Public Authority (schools, churches)</th>
<th>Other (vacant property, car parking, open spaces)</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>
Use the following table to carry out an assessment of a site’s environmental quality. This exercise could be carried out for a school site or another location and will produce statistical information that allows two sites to be compared.

<table>
<thead>
<tr>
<th>Negative (bad)</th>
<th>-2</th>
<th>-1</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>Positive (good)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No natural features present</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Natural features improve the appearance</td>
</tr>
<tr>
<td>Roads and pavement dangerous</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Roads and pavements are safe</td>
</tr>
<tr>
<td>Roads and pavements congested (busy)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Roads and pavements are uncongested (quiet)</td>
</tr>
<tr>
<td>Roads and pavements in poor condition</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Roads and pavements in good condition</td>
</tr>
<tr>
<td>Noisy and polluted</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Quiet and unpolluted atmosphere</td>
</tr>
<tr>
<td>Lots of litter</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>None or not much litter</td>
</tr>
<tr>
<td>Lots of graffiti</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>None or not much graffiti</td>
</tr>
<tr>
<td>Property vandalised or damaged</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>No evidence of vandalism</td>
</tr>
<tr>
<td>Cramped</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Lost of space</td>
</tr>
<tr>
<td>Threatening</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Welcoming</td>
</tr>
<tr>
<td>Unsafe</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Safe</td>
</tr>
<tr>
<td><strong>TOTAL SCORE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>TOTAL SCORE</strong></td>
</tr>
</tbody>
</table>
Curriculum Areas

- Geography
- Literacy
- ICT
- Art

Learning Outcomes

- Pupils understand the physical and human features in the area. Locate these features on a map.
- Pupils become familiar with the location of the school.
- Pupils use geographical language correctly to identify land-use in the school grounds.
- Pupils become familiar with the setting of the school, identifying key features.

Summary of Project

The focus was on developing mapping skills in the school building and grounds and investigating the land use of the grounds; what the land is used for and how it has changed? In this project the children investigated the woodland garden in the school grounds and wrote a report in which they used directional language to describe the land use in the garden.
Key Fieldwork activities

- Tour the school building and grounds through the Journey Sticks activity (see Fieldwork Activity Section of this resource).

- Interview key people (parents, grandparents, school staff, Head Teacher) to establish how land use in the local area has changed over time.

Specific Links to Whole School Agendas
(These are additional to the Generic Criteria identified earlier on in this resource).

- The project raises pupils awareness and understanding of the school grounds.

- Provides opportunities for parents and carers to be engaged with the school curriculum.

Staff Members involved in Project

Head Teacher

Geography Coordinator (also Year 3 Class Teacher)

Other Year 3 Class Teacher

Eco-Schools Coordinator

Healthy Schools Coordinator

Complete Session Plan can be found in the Appendix.
Case Study: Investigating the School Grounds

Samples of work

Wednesday 6th June

WALT: Identifying different types of land use in our school.

Our School

Field

Independent Work

Playground

Music Room

Car Park

Woodland Garden

Holl

Toilets

Mr. Potter's Office

Super Spy Diagram!
Case Study: Investigating the School Grounds

Samples of work (Page 1 of 2)

Friday 15th June

WALT: Write a non-chronological report.

What is our woodland garden?

In this report you will find about the woodland garden.

Habitat

In the east of the garden there is a soggy pond and little circles of algae. With eggs and tadpoles there is a big frog going on the pond. You can walk over the pond and you can see lovely flowers.

Quiet area

In the quiet area we have been to the pond. Now we are going on a journey to the quiet area. In the quiet area there are benches to sit on and read a book quietly.

Path way

The path way is so good because there are big circles of logs to sit on. Woodlice will live in
Case Study: Investigating the School Grounds

Samples of work (Page 2 of 2)

Grass Land.
Grass land has got lovely butter cups and wonderful daisies. They are really sharp.

In this conclusion a have talked about the woodland garden.

What is in your environment like worked really well, mostly on her own.

A superb report you have included geography words and written in paragraphs!
## Useful Contacts

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Address/Contact</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Groundwork</strong>&lt;br&gt;<strong>School Grounds Development Programme</strong></td>
<td>School Grounds Officer Groundwork Manchester Salford and Trafford Timber Wharf, 42-50 Worsley Street, Manchester, M15 4LD T: 0161 220 1000 F: 0161 220 1090 E: <a href="mailto:education@groundwork.org.uk">education@groundwork.org.uk</a></td>
<td>Main sign-posting organisation for Manchester Schools, offering advice and information about the process and development of school grounds.</td>
</tr>
<tr>
<td><strong>Manchester Education Partnership</strong></td>
<td>Brian Holmes Associate Humanities Advisor The Tower, Wenlock Way West Gorton Manchester M12 5DR T: 0771 1658 738 E: <a href="mailto:bholmes454@btinternet.com">bholmes454@btinternet.com</a></td>
<td>Guidance and support on developing school grounds projects in geography/humanities to plan, deliver and assess an enriched curriculum and improve pupils achievement.</td>
</tr>
<tr>
<td><strong>Learning through Landscapes</strong></td>
<td>T:0162 846 258 E: <a href="mailto:schoolgrounds-uk@ltl.org.uk">schoolgrounds-uk@ltl.org.uk</a> W: <a href="http://www.ltl.org.uk">www.ltl.org.uk</a></td>
<td>National charity devoted to helping schools develop their grounds. Membership entitles you to professional support and advice (very good links to curriculum etc) and regular newsletters. Separate membership available for foundation stage settings.</td>
</tr>
<tr>
<td><strong>Eco-Schools Award Scheme</strong></td>
<td>T: 01942 824620 E: <a href="mailto:enquiries@encams.org.uk">enquiries@encams.org.uk</a> W:www.eco-schools.org.uk</td>
<td>Eco-schools is an award scheme for schools to become more environmentally sustainable.</td>
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<tr>
<td><strong>Manchester Healthy Schools Partnership</strong></td>
<td>T: 0161 882 2300 W: <a href="http://www.mhsa.org.uk">www.mhsa.org.uk</a></td>
<td>Supports schools to become healthy learning communities. The award has three levels, Bronze, Silver and Gold and your school will have the support of a Healthy Schools Link Worker. Many of the targets are relevant to School Grounds.</td>
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<tr>
<td><strong>Manchester Environmental Education Network (MEEN)</strong></td>
<td>Network Co-ordinator T: 0161 273 8881 E: <a href="mailto:meen@gn.apc.org">meen@gn.apc.org</a></td>
<td>MEEN gives support to schools in teaching Education for Sustainable Development. Provide training for teachers, useful contacts and advice on resources. Also support eco-schools work.</td>
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<tr>
<td><strong>Manchester City Council Principal Health &amp; Safety Officer</strong></td>
<td>Bill Maynard Tel: 0161 234 7052</td>
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<tr>
<td><strong>Manchester City Council Environmental Education Officer</strong></td>
<td>Gemma Lee or Diane Sakalas T: 0161 953 2760 E: <a href="mailto:g.lee1@notes.manchester.gov.uk">g.lee1@notes.manchester.gov.uk</a> E: <a href="mailto:d.sakalas@manchester.gov.uk">d.sakalas@manchester.gov.uk</a> W: <a href="http://www.manchester.gov.uk/environment/education/index.htm">www.manchester.gov.uk/environment/education/index.htm</a></td>
<td>Can sometimes help with small scale planting and provide flowers, bulbs and trees. Can provide litter pick materials to clean up your school grounds (litter picks, gloves, bags), can also arrange to pick up larger items of rubbish. Contact point to order your copy of the Going for Green resource pack for teachers.</td>
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<tr>
<td>Organization</td>
<td>Contact</td>
<td>Description</td>
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<tr>
<td>Manchester City Council Environmental Strategy Officer</td>
<td>Jon Follows</td>
<td>Can provide support, guidance and information on a range of environmental issues.</td>
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<tr>
<td>Greater Manchester Ecology Unit</td>
<td>Mandy Elford</td>
<td>They can offer advice and information on wildlife conservation, ecological surveys, habitat creation and management. Will offer specific advice to schools on particular species and grants.</td>
</tr>
<tr>
<td>Emerge Recycling</td>
<td>T: 0161 223 8200 E: <a href="mailto:office@emergemanchester.co.uk">office@emergemanchester.co.uk</a> W: <a href="http://www.emergemanchester.co.uk">www.emergemanchester.co.uk</a></td>
<td>Community business that will collect recycling from schools. They can help set up a recycling scheme in your school grounds and run sessions and work shops for students.</td>
</tr>
<tr>
<td>School Travel Plan Coordinators Manchester City Council</td>
<td>Paul Davies</td>
<td>For help and advice on improving the school journey or writing a School Travel Plan</td>
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<tr>
<td>Fairfield Composting</td>
<td>T: 0161 2312139 E: <a href="mailto:fairfield@gmcomposting.co.uk">fairfield@gmcomposting.co.uk</a></td>
<td>Deliver training sessions to schools on composting and organic gardening. They work with 6 named schools throughout the year.</td>
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<tr>
<td>Parkside Training Centre</td>
<td>Barbara Stafford or Roy Tattersall Manchester City Council Leisure Services, Parkside Training Centre, Sheepfoot Lane, Prestwich, Manchester, M25 0BW T: 0161 740 3419</td>
<td>They have a demonstration garden set up so that groups (including schools) can see what different types of trees look like. They have a self guided walk but make sure you call in advance to let them know you are coming.</td>
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<tr>
<td>Timber Recycling in Manchester TRIM</td>
<td>Unit 7, Chatsworth Mill, Williams Road, Gorton Manchester M18 7AH T: 0161 223 4400 E: <a href="mailto:johnpoolehulme@yahoo.com">johnpoolehulme@yahoo.com</a>.</td>
<td>TRIM collect waste timber and sorts it into re-usable grades for sale to the public for DIY and recyclable grades for making into chipboard, animal bedding etc. They offer low cost recycled timber for individual and community projects and practical advice on construction methods. We can offer a safe, open air construction space for one-off projects.</td>
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<tr>
<td>Red Rose Forrest</td>
<td>T: 0161 872 1660 E: <a href="mailto:team@redroseforest.co.uk">team@redroseforest.co.uk</a></td>
<td>RRF advise on woodland development and can provide trees/wildflowers free of charge for community projects. May have ideas on funding.</td>
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<tr>
<td>British Trust for Conservation Volunteers (BTCV) South Manchester</td>
<td>Katie Lowry Davyhulme WwTW, Rivers Lane, Urmston, M41 7JB. T: 07740 899539 W: <a href="http://www.btcv.org.uk">www.btcv.org.uk</a></td>
<td>BTCV South Manchester can offer advice and assistance in schools grounds issues. Mainly help with funding or physical labour using dedicated volunteers.</td>
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<tr>
<td>Manchester University Green Groups</td>
<td>T: 0161 275 2930</td>
<td>May be able to help with clearance and planting works etc..</td>
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<tr>
<td>The Probation Service</td>
<td>Manchester Community Service T: 0161 224 0231</td>
<td>Will provide free labour and supervision. Will do clean ups, planting, painting etc. As well as more creative projects such as sensory gardens. Full supervision and tools provided.</td>
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