

Chalgrove Community School

Profiles from Two Educational Visits and Follow-Up Work

Child 1



Key Colab – The impact of educational visits

Chalgrove Community Primary
School Year 5: 2016-2017

Hill End

Social and Civic

Learning log – Teacher

The children participated in a range of activities over two days, this included many team-building tasks. Whilst this also provided an opportunity for children to participate in exciting outdoor activities, which involved stepping out of their comfort zone and leading to children gaining confidence to challenge themselves in a variety of ways.

This led to an immediate impact of the classroom environment, as over the two days children had formed new friendships as well as learning to persevere and encourage one another.

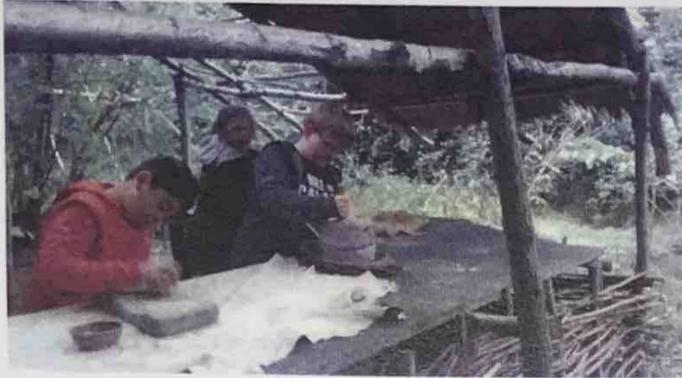


Anglo-Saxon and Viking day

Cultural Awareness and Expression

Learning log – student

As soon as we arrived at Hill End, we were made to feel like real Anglo-Saxons and Vikings (our Topic at the time). We got to know what it felt like to be a Viking or Anglo-Saxon. We tried new foods, learned some new skills and learned how some food we eat today are made and how these can be cooked.



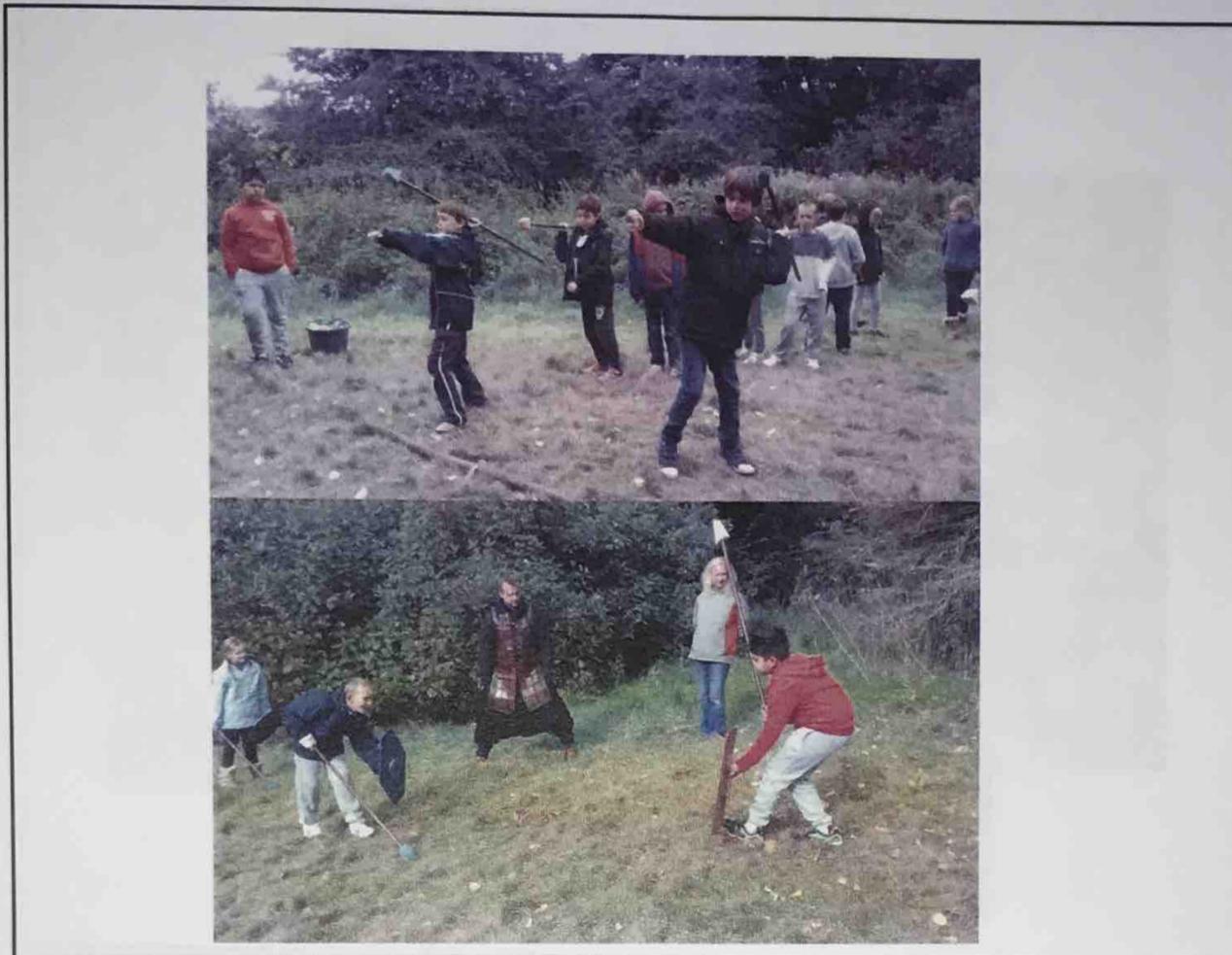
Anglo-Saxon and Viking day

Social and Civic

Learning log – teacher

The children were split into two groups, the Anglo-Saxons and the Vikings. This involved the children having to work together in their group to decide how to tactfully defeat their opposition. It led to the teams having to think about what they should say to each other. They quickly learned that they needed to compromise and work collaboratively to avoid wasting time. This did not happen immediately, some of the group members needed time and encouragement to join in. On reflection I would try to teach them collaborative group work skills before the visit next time.







Archery

Social and Civic

Learning log – student

I liked doing Archery. We took turns and tried to encourage each other. We said, 'well done to people in other groups' and tried to make people feel ok about not being very good or getting it wrong.





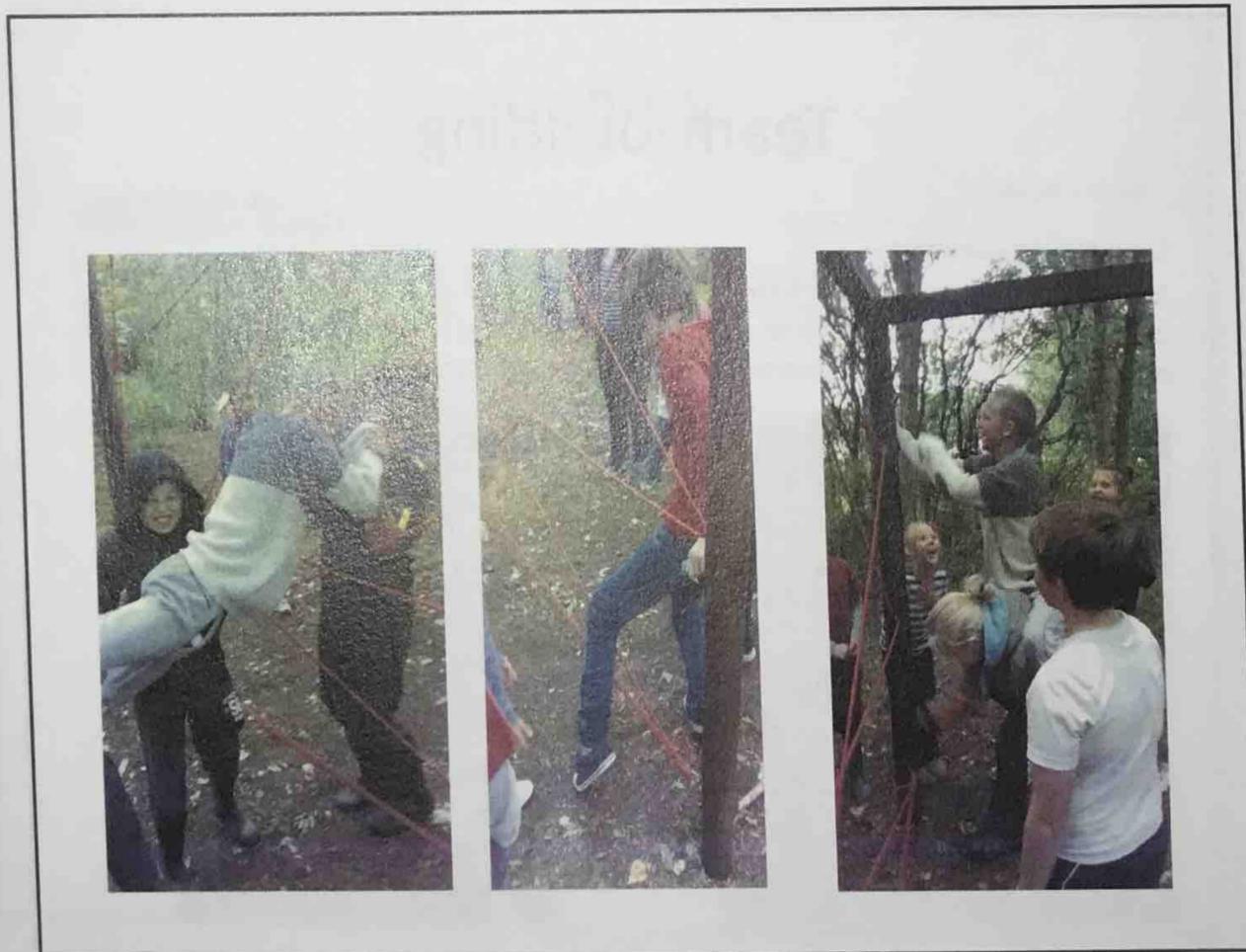
Team-building

Social and Civic

Learning log – teacher

Resources which encourage children to successfully work in a group were really beneficial. They had to trust one another, as well as being considerate towards each peer. Their patience was also tested through these activities.





Back in the classroom...

Social and Civic

Learning log – teacher

The following weeks after our residential trip, demonstrated children's increased confidence to share their ideas as well as their ability to work in groups.

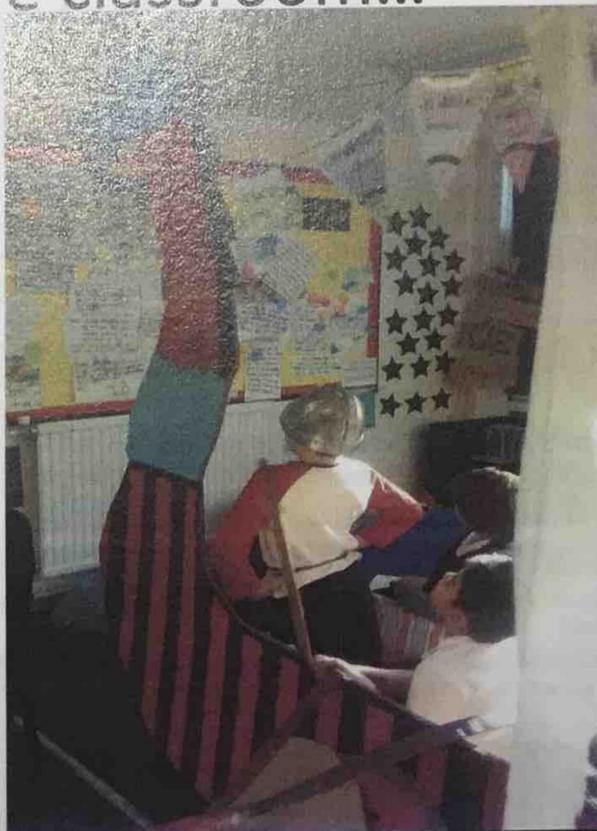


Back in the classroom...

Learning to learn

Learning log – teacher

The visit fired the children's interest in The Anglo-Saxons and The Vikings. It created a great basis for our topic. Following on from the trip, children created their own Viking myth, portraits of King Alfred and a Viking longboat! They were able to reflect on what they had learned and demonstrated a greater understanding of themselves as learners.



Progression in writing

Communication

Learning log - teacher

In response to recent local events children have been working on the topic of Flooding. This then extended to writing persuasive letters/messages which set out their own reasons as to why the proposed development at Chalgrove airfield should not be allowed to go ahead.

Several letters can be found at:

<http://www.chalgroveshield.org.uk/blog/>

See the next slide for specific children's progression in writing.

13 laurel close
Chalgrove
Oxfordshire
OX44 7RE

Chalgrove Community School
High street
Oxfordshire
OX44 7ST

7th April 2017

Dear local council,

I am writing to concern you that your building houses in the air field. We are probably going to have a flood and we don't want that to happen because all of our houses will be washed away. All of our toys and electronic things will be broken and smashed to pieces.

Just imagine if you built the houses you will cause traffic around the village. As well as all the animals will get killed. So please don't build houses. Just think of all of the children. Imagine if you were children and we built houses what will you feel?

It will ruin our quality of life because Chalgrove is a really nice village and we don't want to get Chalgrove into a scrappy village like an old dump. This will cause a flood and we don't know where it will go. Animals gone village gone Chalgrove demolished.

Since 2012 more houses has been built which is a good thing because people can live there. But it is also a bad thing because we will have a flood. More animals like cats, dogs and other animals WILL probably die.

Your sincerely Bradley Douglas (age 10)

14/06/20

14/06/2017

Chalgrove Community School
High street
Chalgrove
Oxfordshire
OX44 7ST

13 Laurel Close
Chalgrove
Oxfordshire
OX44 7RE

7th of April 2017

Dear local council,

I am writing to urge you to not to build the new houses for several reasons like the traffic, the nature, and the flooding. Flooding has already created several reasons for everyone in Chalgrove. The trees, the animals and we will go. In the airfield it helps us to overcome the fear of flooding, but if you start to build on top of it, not only will it flood the old houses, but the new ones as well.

Reconsider your actions now.

Just imagine the ruby red poppy's being destroyed, not to mention the lush green grass. As well as that, the beautiful diamond blue sky will turn grey in pollution. Children will no longer hear the early morning chirrup of the birds, instead their minds will come defeated and clouded by hearing the distinct rumble of the cars. Did you know the 3,000 houses will cause devastation, (as you are building on top of history?)

(Continued on next page)

Those animals losing their lives, for nothing. Over 50% of Chalgrove would NOT want this to happen. Who does, who would? Did you know that villages are only meant to grow by 15%, and if these new houses are built, instead it will increase by 75%! Who wants it to happen? Nobody does. The airfield to be built over by houses. Over the 16 years the houses will be taking to being built, the flood would have already come, and it will be too late. The last time it flooded, a couple of houses were flooded to, and I do not see more including my own, my friends, or even the school. I do not want to see this, the school does not want to see this, and everyone does not want to see this. This quiet, calm and peaceful will be transformed into, not a heaven, but a dump with a crowded, rushing, and busy city.

STOP THIS NOW, OR IT WILL ONLY GET WORSE...

Everyone's hearts will break, shatter and will become beyond repair. What is more important, glory and glamour, or perfect and peaceful? You can never force us to do anything; these houses should not and never be built. We are already perfect and happy how we are, and you will not ruin that for us, how will a cinema improve our education in this new school that you are planning to build, but not even that could tempt us.

All of my reasons are now summed up into this. By now you should feel like me, like the village, like EVERYONE. Overall if you start building these houses, the village will go from light and colourful too dull and grey. In conclusion, everyone agrees that these houses are a bad influence and impact on this village.

Stop this, before it starts...

Hoping for your reply soon,

Yours sincerely,

Oscar-Gore Smith

Chalgrove Community School

Chalgrove
High Street
Oxfordshire
OX44 7ST

13 Laurel Close
Chalgrove
Oxfordshire
OX44 7ST

Dear who it may concern,

I am writing to you to compline about the 3, 500 houses which will be billed in the Chalgrove air field. If it floods think of the consequences: money will be wasted, homes will be demolish, streets will flood the emerald green grass absorbs the water if you billed the houses the grass cannot absorb the water you may not think it is bad but you cannot change the future so if it floods what can you do?

Just think animals will die because flooding animals like foxes cannot swim or your cat will get wet and when your child tries to get to sleep cars will be roaring past and your child will not get a good night sleep so the answer is NO!!!

Alex Douglas

Dear local council

I am writing to inform you to not build these houses because of flooding. If you build these houses the water gets trap and flows down chalgrove .we don't want any more houses because we love are village and we don't want it to turn into a city where it will be crowded up. Think about what I said. I hope this canges you mind and just image how menny animals lives will be distort and death before their eyes.

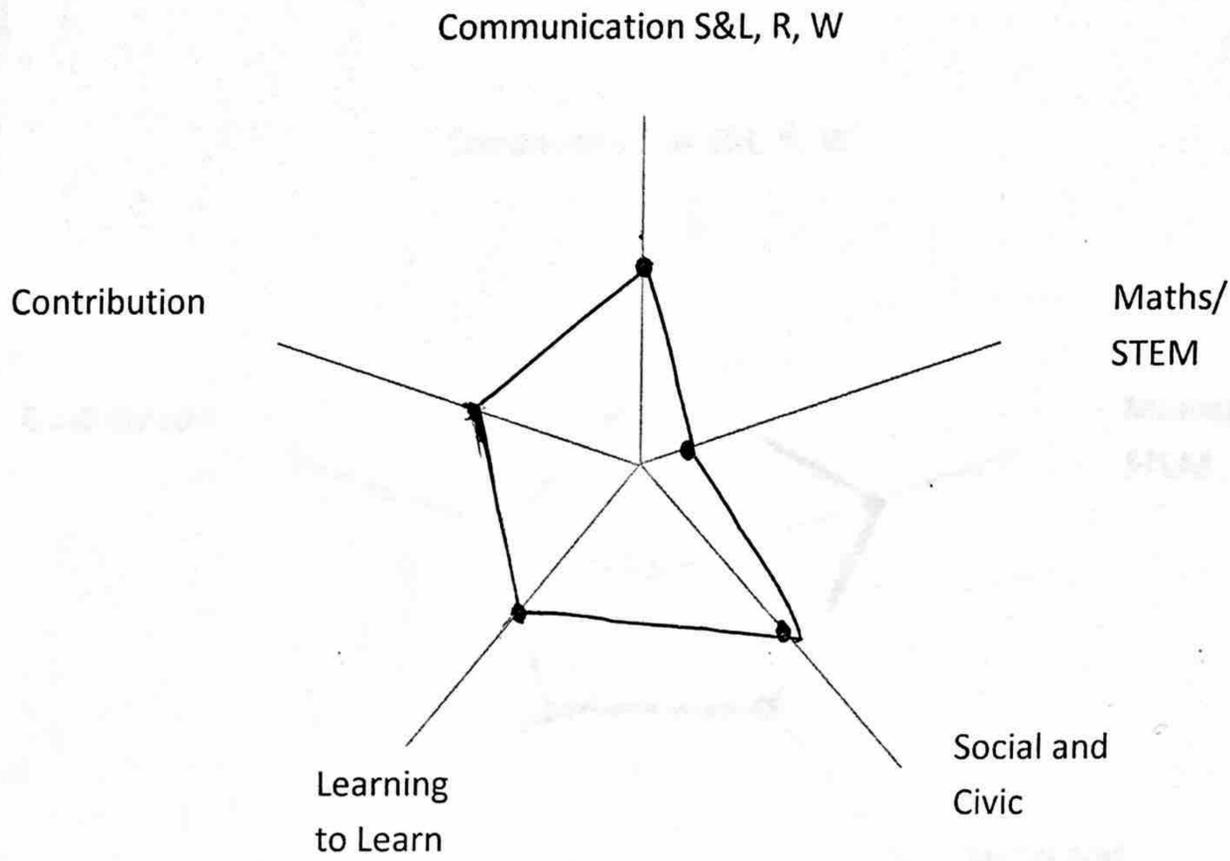
I look forward to heering from you

Kaitlin

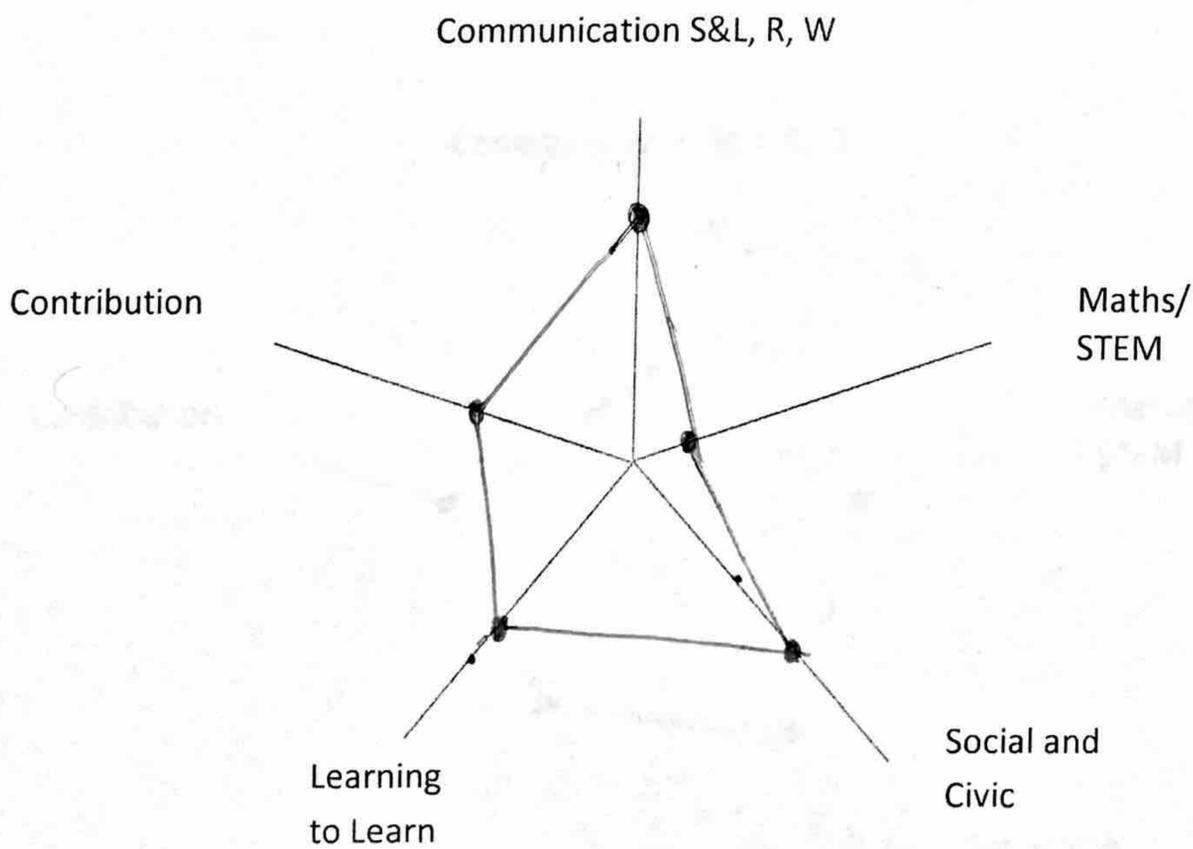
Ashmolean Visit.

Children's self-assessment 1

Name: Oscar Activity: _____

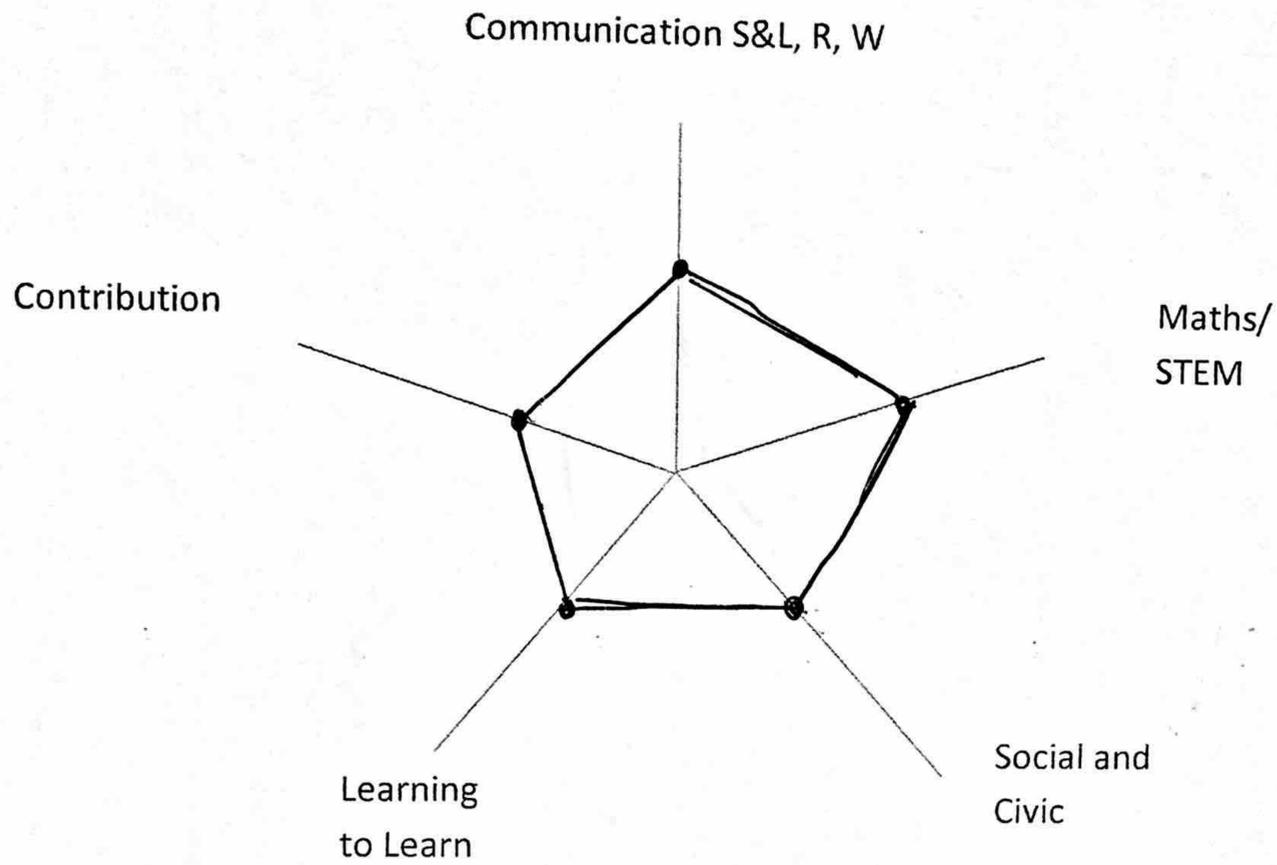


Children's self-assessment 2 _____

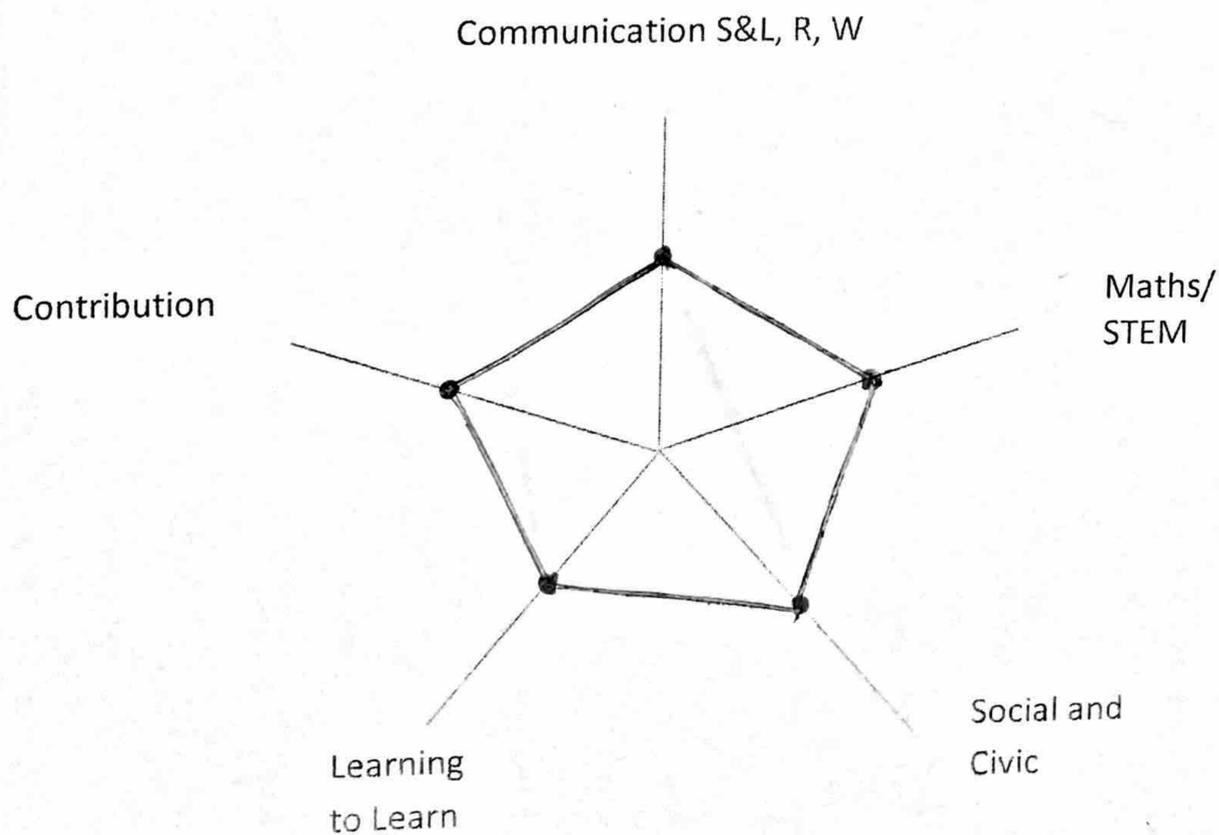


Teacher Assessment 1,
~~Children's self assessment 1~~

Name: Oscar Activity: Ashmolean



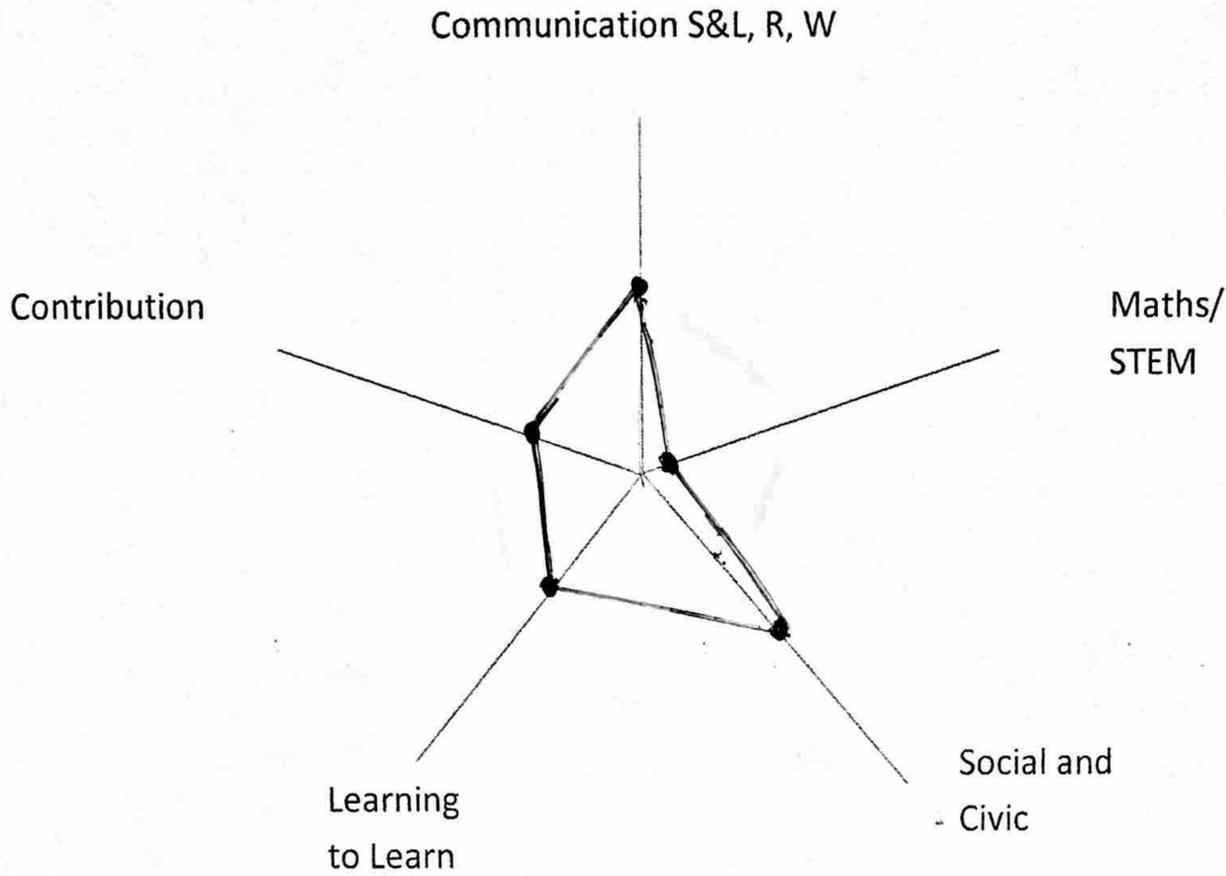
Teacher Assessment 2,
~~Children's self assessment 2~~



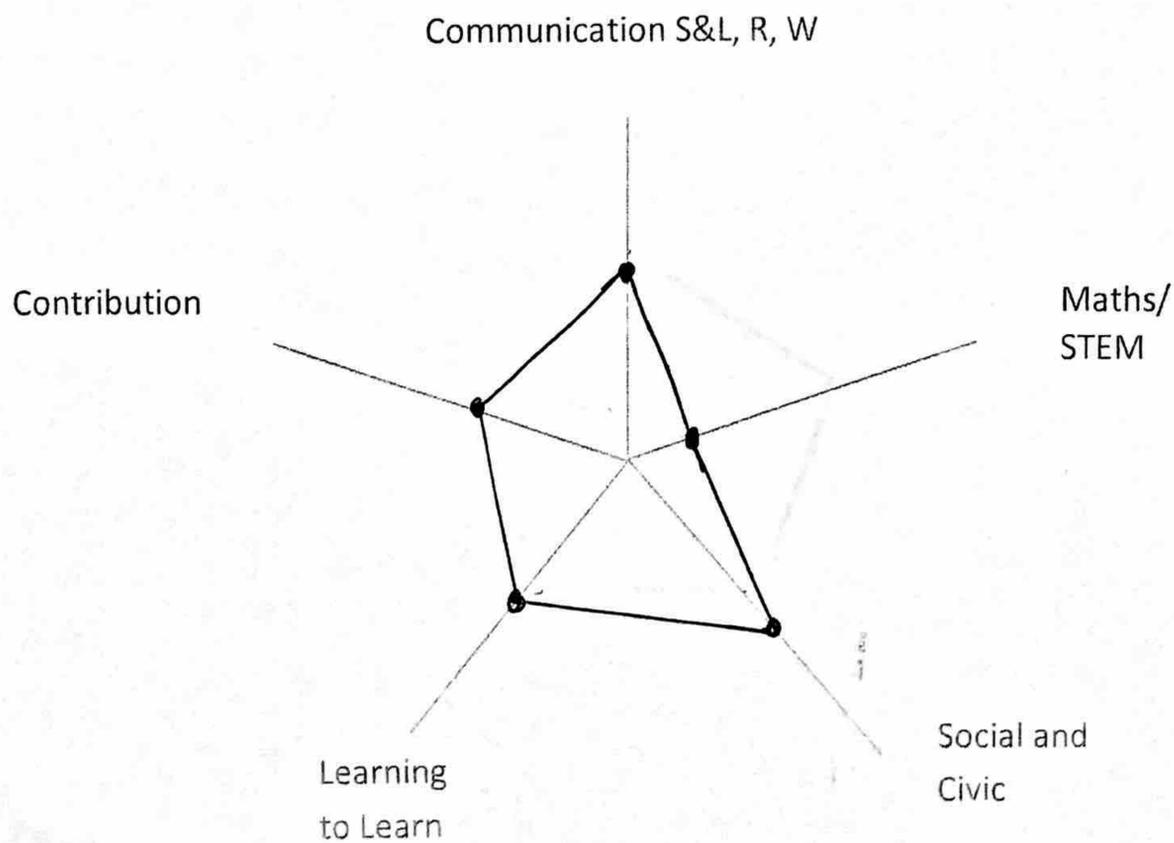
Didcot Visit.

Children's self-assessment 1

Name: Oscar Activity: _____



Children's self-assessment 2 _____



Teacher assessment 1

Name: Oscar Activity: Dideot

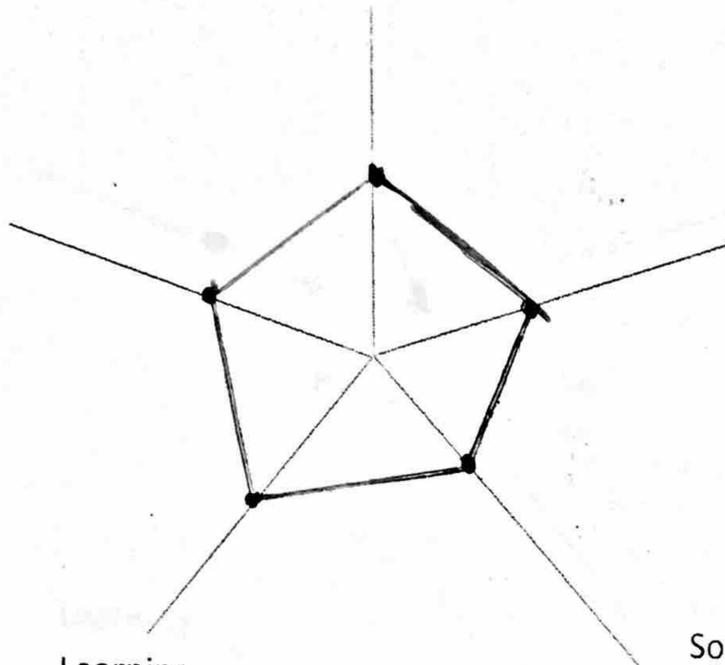
Communication S&L, R, W

Contribution

Maths/
STEM

Learning
to Learn

Social and
Civic



Teacher assessment 2

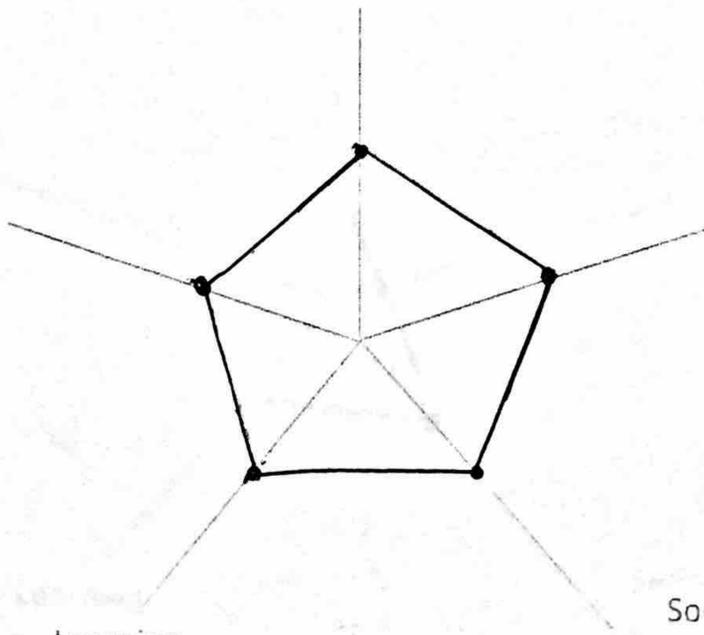
Communication S&L, R, W

Contribution

Maths/
STEM

Learning
to Learn

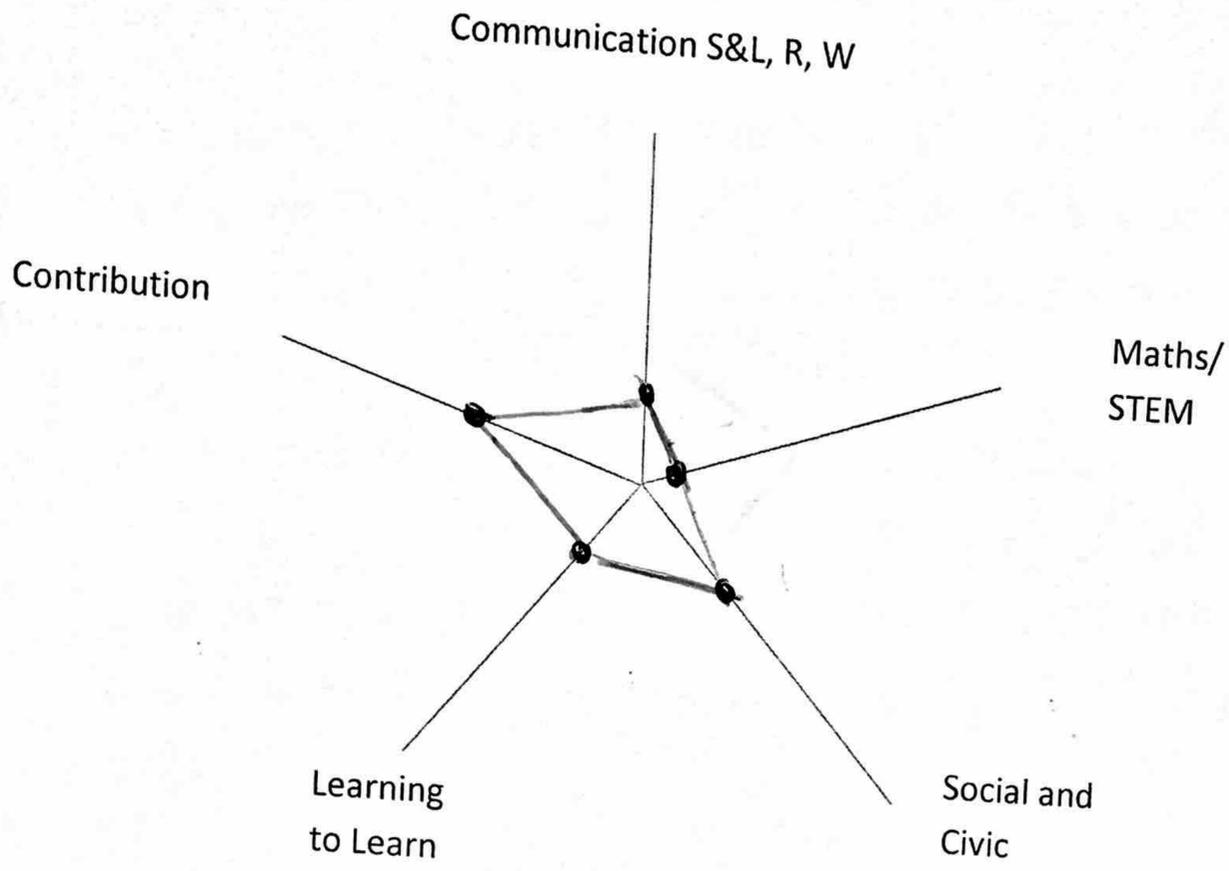
Social and
Civic



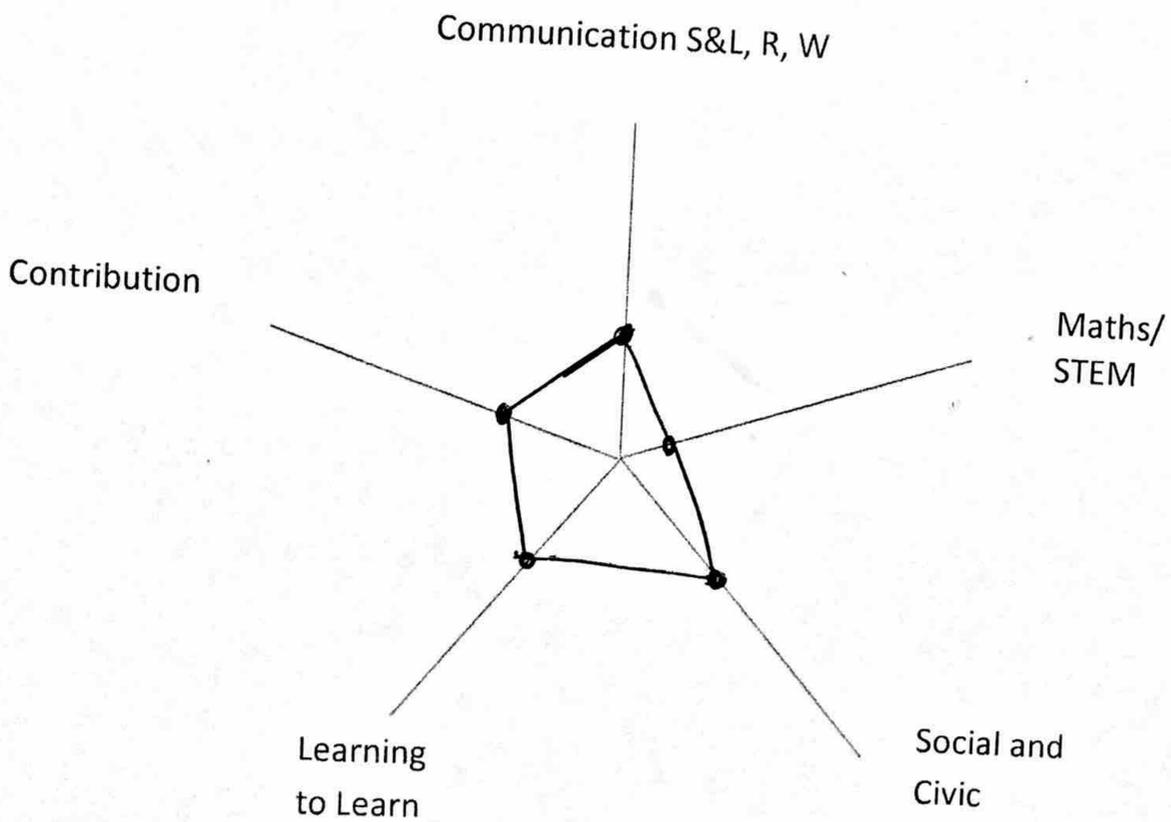
Hill End

Children's self-assessment 1

Name: Oscar Activity: _____

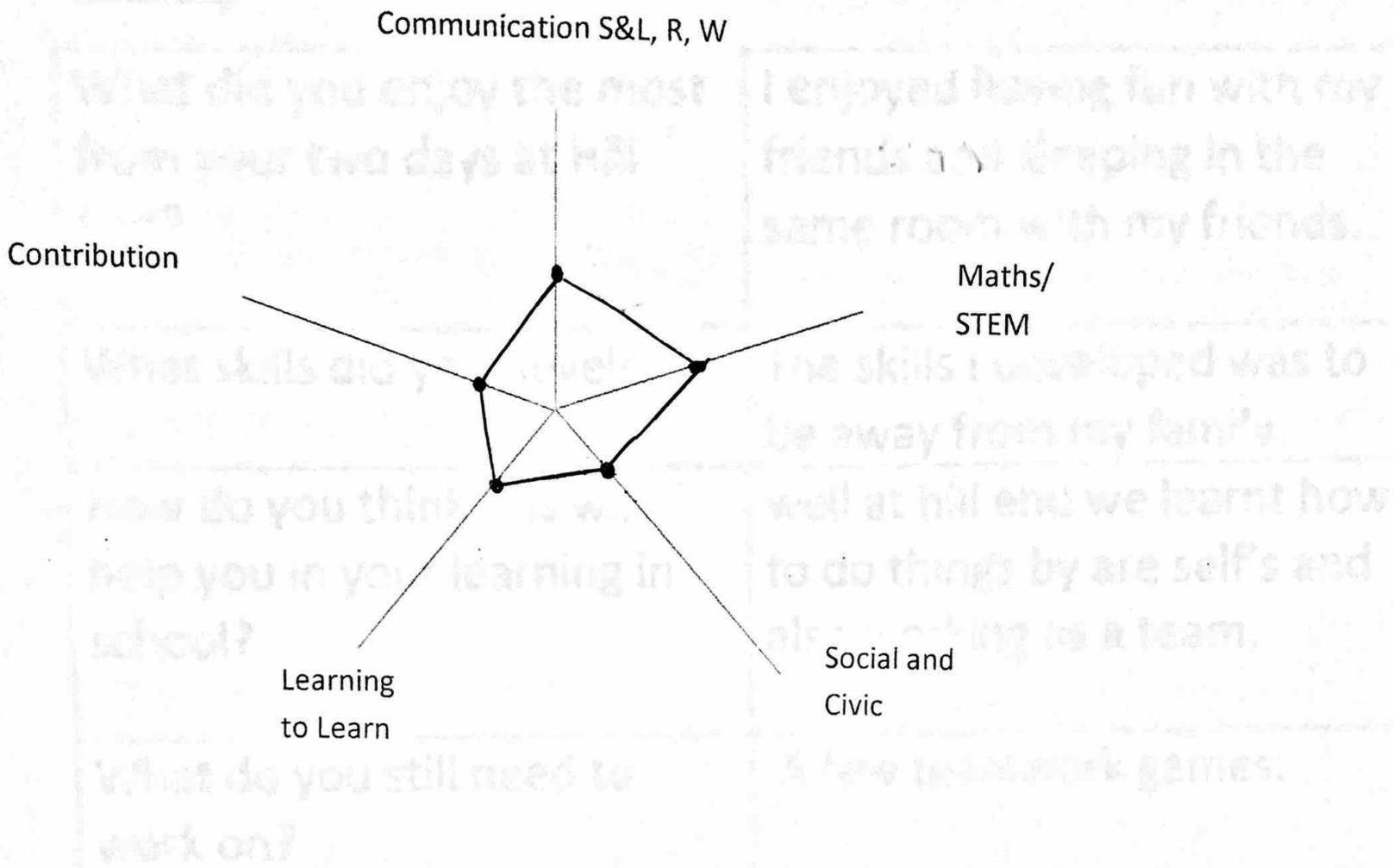


Children's self-assessment 2 _____

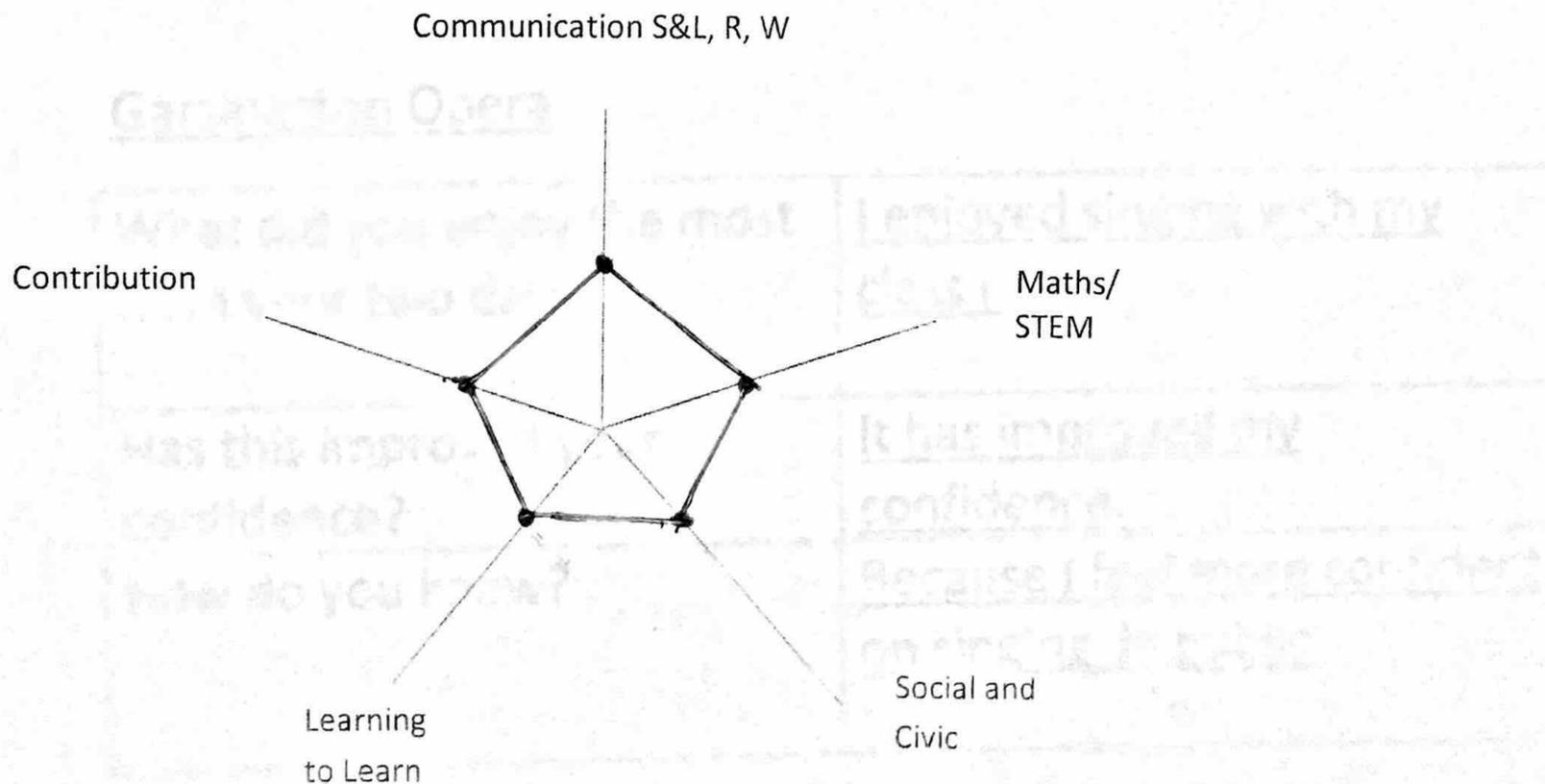


Teacher assessment 1

Name: Oscar Activity: Hill End



Teacher assessment 2



Keyco Lab Questionnaire - Child

Hill End

What did you enjoy the most from your two days at Hill End?	I enjoyed having fun with my friends and sleeping in the same room with my friends.
What skills did you develop?	The skills I developed was to be away from my family.
How do you think this will help you in your learning in school?	well at hill end we learnt how to do things by are self's and also working as a team.
What do you still need to work on?	A few teamwork games.

Garsington Opera

What did you enjoy the most from your two days?	<u>I enjoyed singing with my class mates.</u>
Has this improved your confidence?	<u>It has improved my confidence.</u>
How do you know?	<u>Because I feel more confident on singing in public</u>

Ashmolean Visit

What would you like to learn from our visit to the Ashmolean?	<u>How to mummify a person.</u>
How do you think you will use this learning in school?	<u>I could write a instruction Manuel on how to mummify a person.</u>

Communication

Communication is the process of exchanging information between two or more people. It involves sending and receiving messages, which can be verbal or non-verbal. Effective communication is essential for building relationships, solving problems, and achieving goals. It requires active listening, clear expression, and empathy. In a professional setting, communication skills are highly valued, as they enable individuals to work together more effectively and contribute to the success of an organization. Good communicators are able to adapt their style to different audiences and situations, ensuring that their message is understood and acted upon.

Communication is a key skill for success in many areas of life, including work, school, and personal relationships. It is the foundation of all human interaction and is essential for building a strong and effective team. By improving your communication skills, you can enhance your ability to lead, collaborate, and achieve your goals. This involves not only speaking clearly and confidently but also listening actively and showing respect for others' perspectives. Communication is a lifelong learning process, and with practice and reflection, you can become a more effective and empathetic communicator.

Keycolab

Inspiration and Impact

Communication

As an echoing sound of the monstrous roar bounced from tree to tree, a tingling sensation swirled in my stomach. Cautiously, I raised my face to the fearsome creature with bloodstained teeth. Suddenly, the forest went silent; the only sound left was the whispering wind.

Then, the dagger-sharp violent vicious fangs edged even closer, I tried to move but my feet were glued to the ground *Should I remain or should I join the animals that are fleeing from the battle?*

(KK, BD, CB, OGS, AD group/class work)

Communication and Play



Learning log – Student

I loved doing the Tin Forest work. We read the book and watched the film clip. We all know the story really well. Creating our own tin and real forest in the classroom was great, it was one of my favourite things in year 5!

Role play and Reading in Year 5



Role Play

Learning log – teacher

The whole class enjoyed learning the story of the Tin Forest, it is a lovely story which requires readers (or listeners) to think about a wide range of quite complex issues including:

Loneliness, environment, impact of people and animals on the environment, the passing of time, care of and appreciation for small things, kindness and compassion.

While 'in' our class forest the children demonstrated an excellent understanding of the emotional changes to the main character. They showed empathy and awareness of his situation. They were also able to relate all of this to their own lives and attitudes to the environment.

Writing for a Purpose



Learning log – student

Once we knew the story of the Tin Forest we wrote pieces about our own dreams. We wrote them on clouds which means they can float away and become real.

Writing My Dream

Friday

I drift off into my dreams, a beautiful forest amazing birds but when I wake up it's the same old boring weather. I look out the window and I see a broken bulb in a tin flower and an idea popped into my head, I would build my own tin forest. Clank clonk clink, the forest I wanted was built although it wasn't like my dream but it was still perfect. Gliding through the air

Learning Log - student

I am really proud of this writing. We learned to edit and improve our work, Miss Rimell has taught us to keep improving it until it the reader can make the pictures in their mind. I think my dream can be seen in your mind's eye.

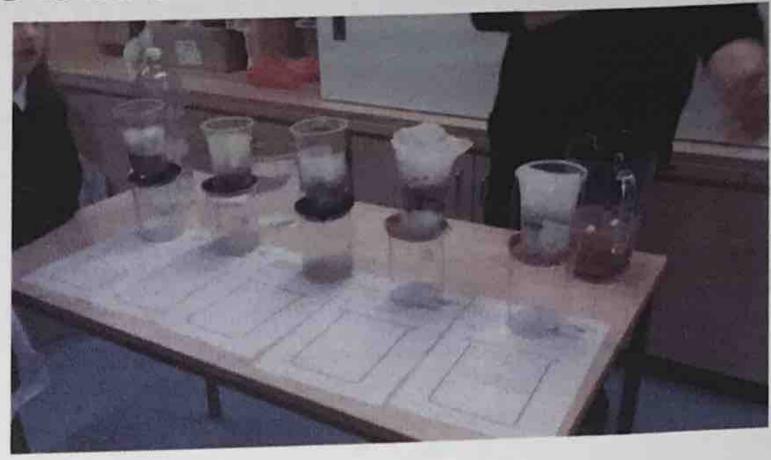
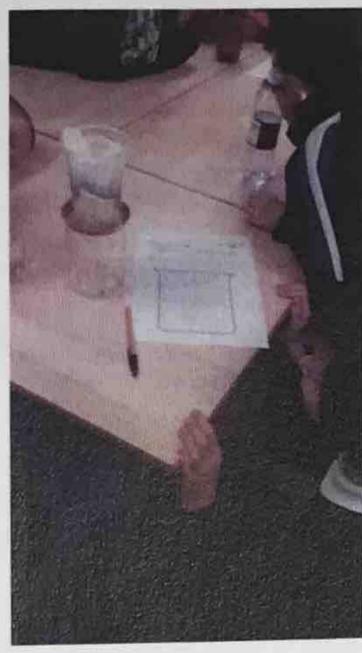
Science Visit

Learning Log – Student

Going on a visit to see something real always makes the work we do seem easier. The visit to Didcot Sewage works might not be everyone's idea of a fun day out, it was a bit smelly, but we learned a lot about how we get clean water and Miss Rimell helped us to think about what we could do in our science lessons.

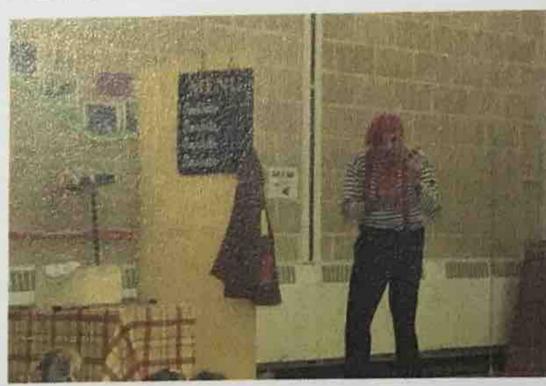
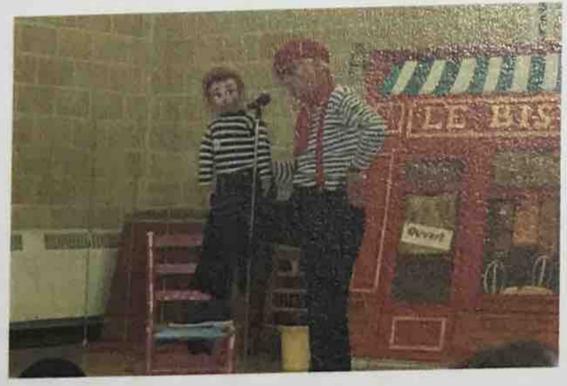


Science – identify questions and draw evidence based conclusions



Learning Log – teacher
Real experiences at the sewage treatment works meant that all the children could access this filtration experiment in class the next day.

French



Learning log – teacher
The children learn French at Chalgrove. This wasn't an official Keycolab activity, it is worth including as a reminder that 'one off' events are great fun and if used to their maximum can lead to some excellent additional work. Our reflections about the activities we plan for children should be against an agreed criteria for success, we think it should definitely include 'fun'.

'Real' Maths Experiences

Mia East
 Chalgrove Community Primary School
 High Street
 Chalgrove
 Oxford
 OX44 7ST

Dear Miss Sims,

Thank you for your prompt reply and for returning your completed booking form. I would like to confirm your booking for Chalgrove Community School Y5, 'Egypt Detective's visit on Thurs 8th June 2017 at 10.30 - 14.00.

After our discussion on the phone, it became apparent that Year 5 would be able to help the Ashmolean with our current project. We are hoping to build an Egyptian tomb for our museum, a replicated version. Before we do so we will need to design the layout of the tomb, although this does involve a few requirements. As you are studying the area and perimeter in Maths, we thought your class would be able to help us design the plan for our tomb.

The tomb is going to be 37m wide by 26m long in total. There must be at least a 1 metre path between each artefact/facility, this will allow space for the visitors to walk around the tomb. Each square on the template plans we have sent you represents 1m.

In the tomb we will need:

Artefacts/facilities	Size	Amount of protection glass needed around each artefact (perimeter)
Jewellery cabinet	12m wide x 8m long	
Canopic Chest	4m wide x 3m long	
Egyptian Masks	7m wide x 2m long	
Sarcophagus	8m wide x 6m long	
Holman Hunt's painting	5m wide x 10m long	
Papyrus	4m wide x 7m long	
Gift shop	As large a space as possible!	
An artefact of your own choice	Own choice	

Whilst we are also aware that you are studying Ancient Egyptians, so we would like your class's opinion on

Asia Yaqoob
 Bookings and Education Assistant

Learning log – teacher

This letter is written to the class teacher 'from' the Ashmolean museum in Oxford it asks the children for 'help' with a project to build a new tomb.

In reality it was written by the class teacher in order to give the class a 'real' mathematical problem. Children had to apply what they had learned in class.

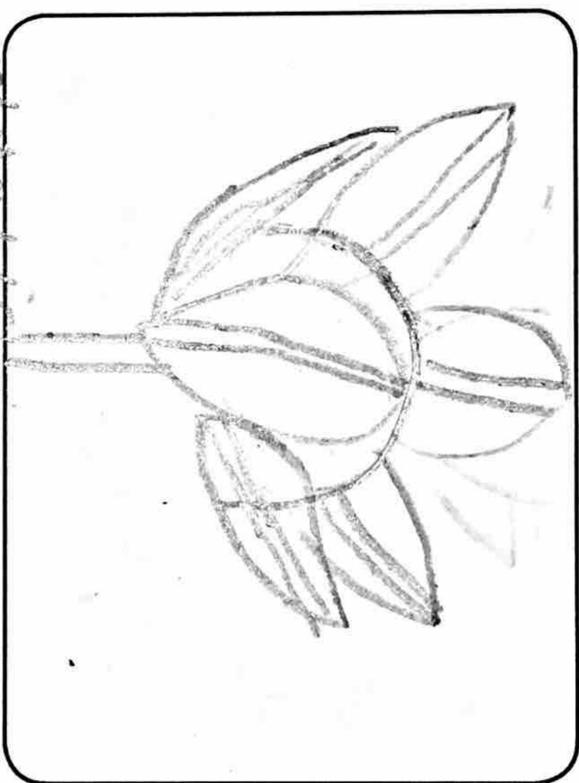
Fantastic Flowers

Introduction

Flowers are some of the most beautiful pieces of nature in the world. They are usually used as decoration and are found all over the world. Have you ever wondered what the largest flower is and the oldest? Well this will give you the answer. Also included, different types, parts, where and much more.

Facts

The lotus was considered a sacred flower by the Egyptians and was used as a burial ritual. The flower blooms in rivers and damp wetlands, but may be dormant for several years during droughts and only rise again in the return of water. Egyptians viewed it as a resurrection symbol.



Fact:

Did you know that the largest

flower in the world is the Titan arum, which produces flowers 10 feet high and 2 feet long. It is also known as the corpse flower because its smell is disgusting. Most roses are related to apples, peaches, cherries, plums, pears, peonies and almonds. About 60% of fresh cut flowers are grown in the US. California.

Stages of a flower

Fertilisation

1 The flower first starts off as a seed and it starts buds, sink into the ground and starts to grow.

2 At this stage the flower is still growing and started to bloom.

3 Now the flower is ready to release its pollen. It releases the pollen and releases its seed and has finished its life.

It depends as it usually flowers in wide open places like farmland, but has recently moved to the city. Some in water, some in dryness, the flowers are dependent on each other.

Fact

Hundreds of years ago when the Vikings invaded Scotland they were struck by a disease which they called the scots' time to escape. Because of this, wild thistle was named Scotland's national flower.

Book

Facts, fun and how to look after your flowers by Benjamin Sallows

Conclusion

Throughout this journey of discovery about flowers you have found out interesting facts like the thistle, poppy in red, pink or white. The most common color of flowers is red. Flowers are found in many places and habitats. Flowers are important to many animals. Flowers are beautiful and they are also useful. There are some beautiful books and websites about flowers.

Websites and books

WWW.interestingfacts.com

WWW.someflowers.org

WWW.55factsaboutflowers.com

Books

Stages of a flower by

Selina Dey

Flowers & more.

28/02/17

LO - To continue a story in the same style as the author

The tear thief crept into town. ~~As~~ the moon beamed down ~~as the tear~~. As if she was made of air, she lightly leapt onto a tree, that was dancing in the wind. She turned her head until she heard a wail, she listened again, "WAHHH!" The noise was coming from number 21. As ~~quick~~ ~~as a flash~~ she slid down the sooty chimney and landed in the attic. As silent as smoke she went down the stairs and heard it again, "WAHHH!" It was coming from the bedroom. ~~like~~ she slowly but surely the door ~~silently~~ silently opened to ~~reveal~~ ^{the view of} the sobbing child, "I DON'T WANT TO GO TO BED!" cried the boy, as the tear plummeted like raindrops onto the bed. "Be quiet," said the mother, "or the tear thief will hear you." The child stopped crying and stared at the mother. This was her chance. The tear thief ~~thief~~ ^{his} pounced like a lion on its prey and snatched up the tear. ~~and~~ ^{he} popped it into his sack and was gone. "oh!" said ~~the~~ ^{the} surprised child, noticing his last tear had disappeared. "I told you," said the mother, "that was probably the tear thief." But the tear thief had heard somebody else, and ~~went~~ ^{had} to go and find others...
had went

reveal

Could you use a short sentence here instead to add suspense?

What an improvement in your handwriting Oscar, I'm impressed!

You have used some great similes, however using them too frequently can take away the effectiveness. Have a go at using other figurative language instead. Remember to use paragraphs!

L O- To retell a familiar story using
FO-FOURs

Like a bolt of lightning, Charlie
rushed into the luxurious sweet shop.
A moment later, a blinding flash
illuminated his eyes; he slammed his
money down on the counter, asking
for a mouthwatering chocolate bar.
The man at the counter handed
him a delicious gift from heaven.
He took it quickly, and devoured
it whole like it was the last and
meal on earth. Persuasively, his
mind begged him to buy another with
his change, so, desistently, he bought
another scrumptious chocolate bar. Sudden
a flash of gold appeared from
inside the wrapper, his heart stopped
beating. Then, as if lightning struck
him, he then realized what had
happened, the lost golden ticket was
his, finally!

Thoughts rushed into his mind like
bullets, bullets, what was going
to happen now, what was it
like inside the factory, and...
Then, his thoughts were
interrupted by a sea of people
requesting for a ticket, fortunate
the shopkeeper told him to
rush home as fast as he could,
his heart was thumping out of his
throat.

ticket. The letter said it will expire
on the 1st of October, "wait a minute"
said Charlie's father "that's tomorrow,
I sent it to you, as if an explosion
had gone off with grandpa Joe. of
to work tomorrow. He leaped out
of bed as fit as a fiddle started
to dance around the living room
flourishing at the top of
his voice "O' well O' well
then!" Charlie's father began "who's
going to take Charlie to the
factory then? I will I will!"
I started as if he was going
to burst. "A' right then, I'll
suppose you can take him because
you know more about the factory
than we do." "Yipe!" he shouted.
Then there was a loud bang, on the
door and door burst open and a set
bunch of camera men and reporters for an
Then, the very next day at the
fire, accepted lucky golden
ticket ^{found} stood outside the sparking
iron bars as puffy clouds, as soft
as pillows, guided out of the gloom
and up into the window. Suddenly, the clock
stroke ten ten and the great machinery
iron bars swung open as if someone
with sharp steel fingernails
against a whight white board.
Then they halted and a mysterious
silhouetted figure stuck out of the

handwritten

exhausti

again. Almost at once, he reached the old, ramshackle house he called home. With his fingers trembling, he opened the knarled and splintered door into the rundown house. Inside as always was his grandparents on the old, rickety bed and his mother. At once, he exploded into a sob.

"Mother, I've found the last golden ticket mother, it's mine, finally!" Then there was silence for a few intense minutes. This silence was then broken by grandpa Joe, "you're pulling our legs, aren't you Charlie?" He wheezed, "no, of course not!" Charlie said, "I've got the monkey in the pocket!" Then the door creaked open, and out came grandpa Charlie's father from shoveling snow from the streets. Then Charlie sprung into action and told him all about what happened to the other, usurious ogres.

Then his father spoke rather shakily, "have you read it yet?" Suddenly this incident seemed to him as he passed his father the ticket. Charlie's father cleared his throat and seemed to read the ticket.

said, "that is him!" Charlie was
shaking all over as if he had been
given a electric shock. "A C. waiting
lucky finder" he began. Then he tapped the
the bottom of his hat and addressed
them as if he was treating the
queen. "Let's begin then, shall we?"

Entrance

Gist Shop U

$19 \times 11 \times 12 = 2508$

19m wide

11m long

Carved Chest
D=5cm
L=3cm
W=4cm
D=14cm³

Egyptian Mask
L=7cm
W=2cm
D=14cm³

Jewellery cabinet

$L = 12 \text{ cm}^3$
 $W = 5 \text{ cm}^3$
 $D = 384 \text{ cm}^3$

Papyrus

Wid 11cm
Length 7cm
Depth 16cm³

Sapropagous

$L = 6 \text{ cm}^3$
 $W = 8 \text{ cm}^3$
 $D = 192 \text{ cm}^3$

Holman
Hunts
Painting

$L = 10 \text{ cm}^3$
 $W = 5 \text{ cm}^3$
 $D = 150 \text{ cm}^3$

Jacket
OR
Chest
Unwide
7m long
D=14cm³

Gift Shop

tim tong

Jewellery Cabinet
Volume = $384m^3$

Sapropagus
Volume = $483m^3$

Doors
Map
Volume:

Egyptian Necktie
Area = $18m$
Volume = $42m^3$

Canopic Chest
Area
Volume = $12m^3$

Holman Boots
Breasting

Research Books
Volume =

Papyrus

Area = $28m$
Volume = $200m^3$

Seating Area
Volume =

Area = $22m$
Volume = $56m^3$

Hypoglyphics
Volume =

NEXT /

June 2017

13 Laurel Close
Chalgrove
Oxfordshire
OX44 7RE

Chalgrove Community School
High street
Chalgrove
Oxfordshire
OX44 7ST

7th of April 2017

Dear local council,

I am writing to urge you to not to build the new houses for several reasons like the traffic, the nature, and the flooding. Flooding has already created several reasons for everyone in Chalgrove. The trees, the animals and we will go. In the airfield it helps us to overcome the fear of flooding, but if you start to build on top of it, not only will it flood the old houses, but the new ones as well.

Reconsider your actions now.

Just imagine the ruby red poppy's being destroyed, not to mention the lush green grass. As well as that, the beautiful diamond blue sky will turn grey in pollution. Children will no longer hear the early morning chirrup of the birds, instead their minds will come defeated and clouded by hearing the distinct rumble of the cars. Did you know the 3,000 houses will cause devastation, as you are building on top of history?

Those animals losing their lives, for nothing. Over 50% of Chalgrove would NOT want this to happen. Who does, who would? Who wants it to happen? Nobody does. The airfield to be built over by houses. Over the 16 years the houses will be taking to being built, the flood would have already come, and it will be too late. The last time it flooded, a couple of houses were flooded to, and I do not see more including my own, my friends, or even the school. I do not want to see this, the school does not want to see this, and everyone does not want to see this. This quiet, calm and peaceful will be transformed into, not a heaven, but a dump with a crowded, rushing, and busy city.

STOP THIS NOW, OR IT WILL ONLY GET WORSE...

Everyone's hearts will break, shatter and will become beyond repair. What is more important, glory and glamour, or perfect and peaceful? You can never force us to do anything; these houses should not and never be built. We are already perfect and happy how we are, and you will not ruin that for us, how will a cinema improve our education in this new school that you are planning to build, but not even that could tempt us.

All of my reasons are now summed up into this. By now you should feel like me, like the village, like EVERYONE. Overall if you start building these houses, the village will go from light and colourful too dull and grey. In conclusion, everyone agrees that these houses are a bad influence and impact on this village.

Stop this, before it starts...

Hoping for your reply soon,

Yours sincerely,

Oscar Gore-Smith