

<b>An Enterprising Approach</b>	
<b>Subject</b>	Science – Balnain Primary – Margaret Livingstone
<b>Lesson</b>	Space and Astronomy – 1 term – P4-7

### **Brief description**

Under the auspices of Environmental Studies the school developed a Space and Astronomy project which they worked on for a period of 1 term. It also involved staff and students from the local high school.

### **“Enterprising” it!**

#### **1. How we made learning **relevant** by putting into a **real context****

This project proved to be captivating for the pupils in school. They developed a ‘Time Line’ starting at Stonehenge – tracing the history of Astronomy and the development of the Space Race.

The school established links with the Physics department in the local high school who then delivered a ‘gravity’ workshop in the primary school. Senior secondary pupils were also involved as assistants in this workshop. The Physics department also provided materials and other assistance during the research process.

Pupils were given a topic to research and also to develop as a presentation. Pupils were expected to construct a poster as well as providing a commentary on their findings. After completion of research the school held a parents afternoon where pupils presented their work and hosted a question and answer session about issues raised during their research. There was an initial presentation by 3 pupils explaining the whole project followed by individual pupil presentations. The expert panel consisted of a physicist and a local minister. Pupils had also prepared questions for the panel to consider.

Pupils also completed a ‘frieze’ for their classroom – this has been retained.

#### **2 How we encouraged pupils to take **responsibility****

Pupils were expected to create their own notes from individual/group research. They used books, internet, fact files and other sources to generate information and to create the poster. Pupils practiced their presentations in order to achieve a more professional delivery.

Pupils were involved in organizing the parents’ afternoon and working with the Physicist from the High School.

### 3 How we involved partners in learning – building **relationships**

#### **External** = Business / Community / Parents & Families

Parents were involved in the open afternoon. Pupils and staff from the local High School were also involved in workshops, panels and presentations.

#### **Internal** = Other adults in school

Other staff were involved in assisting pupils as and when necessary with practical elements of their work and displays.

### 4 How we **reflected** on its success - assessment

On reflection staff wished they had recorded the presentations and the Question and Answer session.

Pupils had used skills developed in other curricular areas to deliver smooth and polished presentations.

Other cross-curricular projects are planned for this session and next. The school is keen to involve more external input e.g. The history of Balnain School Project

### 5 **Review** - further ideas for development

The pupils have been able to develop and enhance their research skills over a number of past projects. The aim of the school's project work is to increase independent learning skills within their pupils. Past projects have included – Japan, Art and Culture; Art Exhibition in the local high school; Christmas Nativity and an Easter Play which was filmed.

### **6. Links with ACfE**

#### **Successful Learners**

Pupils were able to think creatively when seeking solutions to their research problems. They also were able to use IT effectively for both research and presentation purposes. Pupils developed their communication skills and learned how to improve these skills.

#### **Effective Contributors**

Pupils were able to work in partnerships and teams as they completed their presentation work and also during the physics workshops.

#### **Confident Individuals**

The pupils' self-confidence increased and every child participated in the project. Some pupils were aware that they need to ask for help with some aspects of their research.

#### **Responsible Citizens**

Pupils have developed an understanding of how scientific knowledge has impacted on their everyday life.

Balnain Primary School

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