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Morecambe Bay Curriculum

A new place-based curriculum in North-west England to build
a more sustainable future

Heather Prince, Professor of Outdoor
and Environmental Education



Eden Project Morecambe



Morecambe Bay Curriculum

'A community-curated, place-based approach to learning about sustainability – a unique environmental framework that focuses on preparing young people for the jobs of the future'

Collective approach

Improving outcomes

Encouraging & empowering young people

Morecambe Bay Curriculum



‘...being in this place, staying in this place and changing this wonderful place that we live ...’

Linda Pye, Headteacher Ryelands Primary and Nursery School

Morecambe Bay Curriculum (MBC)

The MBC's four main focus areas are:

- Mental and physical health – longer, healthier and more positive lives
- Work and local economy – sustainable, inclusive, economic growth and jobs
- Place and environment – caring for the eco-systems
- People and community – pride in where we live and the communities around Morecambe Bay

MBC – ‘Powerful’ projects



The adventures of Eden Bear

...who captures everyday stories of children's lives and their aspirations and dreams for the future of Morecambe Bay

MBC Digital Resource Library

<https://www.cumbria.ac.uk/study/academic-departments/institute-of-education/morecambe-bay-curriculum/>

MBC – ‘Powerful projects’



‘Little researchers’

University students supporting primary school pupils to do research about their local area

'I am really enjoying exploring our community and where we live and finding new creatures that we never knew lived here' (Zac)

'It's not just about us, it's about the habitats that are also there!' (Amelia)

MBC – ‘Powerful projects’



‘Educate to plate’

Development of a community garden supporting learners to understand how we can grow food in a sustainable way

MBC – Resources

MBC **On The Spot, What Have We Got? – Likes and Dislikes** **EYFS/ KS1** **?**
Place-Based Sequence Of Learning *What do I like and dislike about my local area?*

Overview

Lead Subject: Geography / Understanding the World
Introduction: This Place-Based Sequence of Learning uses the children's immediate environment to investigate and identify things they like and things they don't like. It explores why they have these views and how things in their immediate environment can affect their opinion of the area.
Rationale: It provides opportunities to collect photographs to discuss and form a display of likes and dislikes back in class. It will enable children to express their thoughts and opinions about a place that is familiar to them.

- What is my local area like?
- What are the good/bad things about my local area?
- What makes the things in my local area good/bad?



Impact and Outcomes

Outcomes:

- Children develop their observation skills and their ability and confidence in vocalising and explaining their opinions about their world, as well as listening to and valuing the opinions of others.
- Children recognise and celebrate the aspects of their location that are special and unique, whilst gaining an appreciation of things that spoil and damage the environment.
- Children take photographs and record comments about what they like and dislike – these should be linked to a map of the local area with photographs and brief explanations of what the children like and dislike in a display that parents and carers are invited to see.

Impact:

- Children identify some of the things they don't like that could be improved and identify things they could do to change them.

Curriculum Links, Prior Learning & Key Vocabulary

Curriculum Links
EYF's Framework
People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps

National Curriculum
Locational Knowledge

- Name and locate some places in their locality...
- Develop knowledge about their locality.

Human and Physical Geography

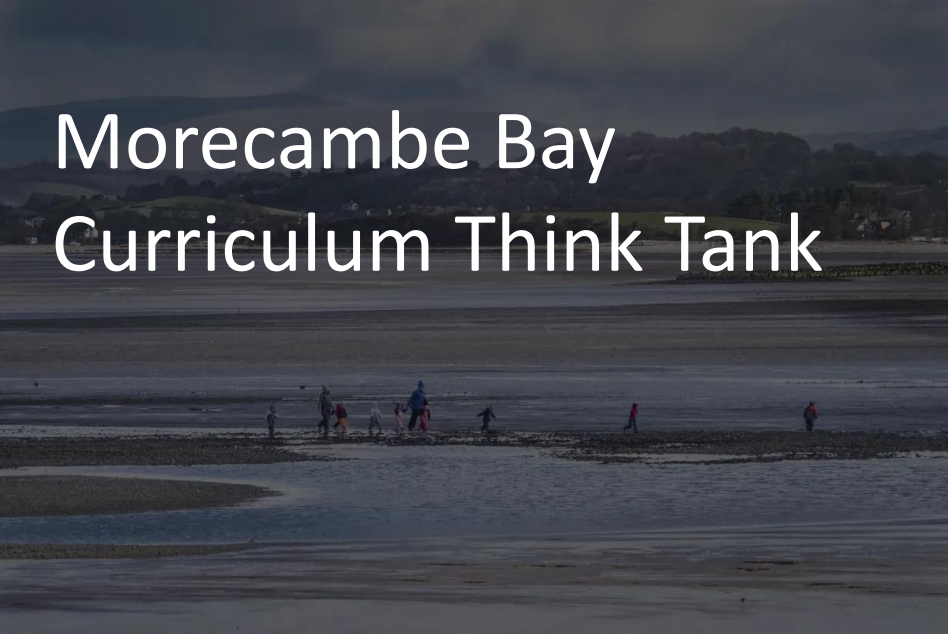
- Use basic geographical vocabulary to refer to: key **physical** features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; key **human** features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Geographical Skills and Fieldwork

- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Prior Learning
Children should have had the opportunity to talk about things they like and dislike, which can then be applied to things they like and dislike about the immediate world around them.

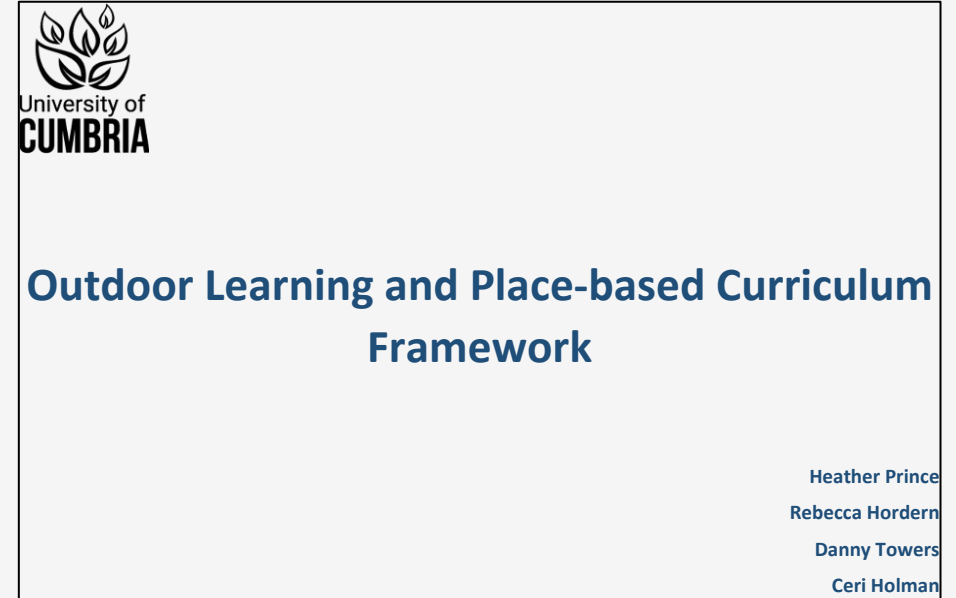
Key Vocabulary
Specific school / setting locational vocabulary regarding natural and human features as well as development of descriptive and emotive language relating to likes and dislikes.



'Being part of the Morecambe Bay Curriculum Think Tank has given me the opportunity to develop my own understanding of experiential learning and place-based best practice, in order to create lessons that excite and engage children.' (Tanya, PGCE student)

MBC – Further teacher support

Why should we make this change?
What is the evidence to show that outcomes are achieved through a place-based curriculum?

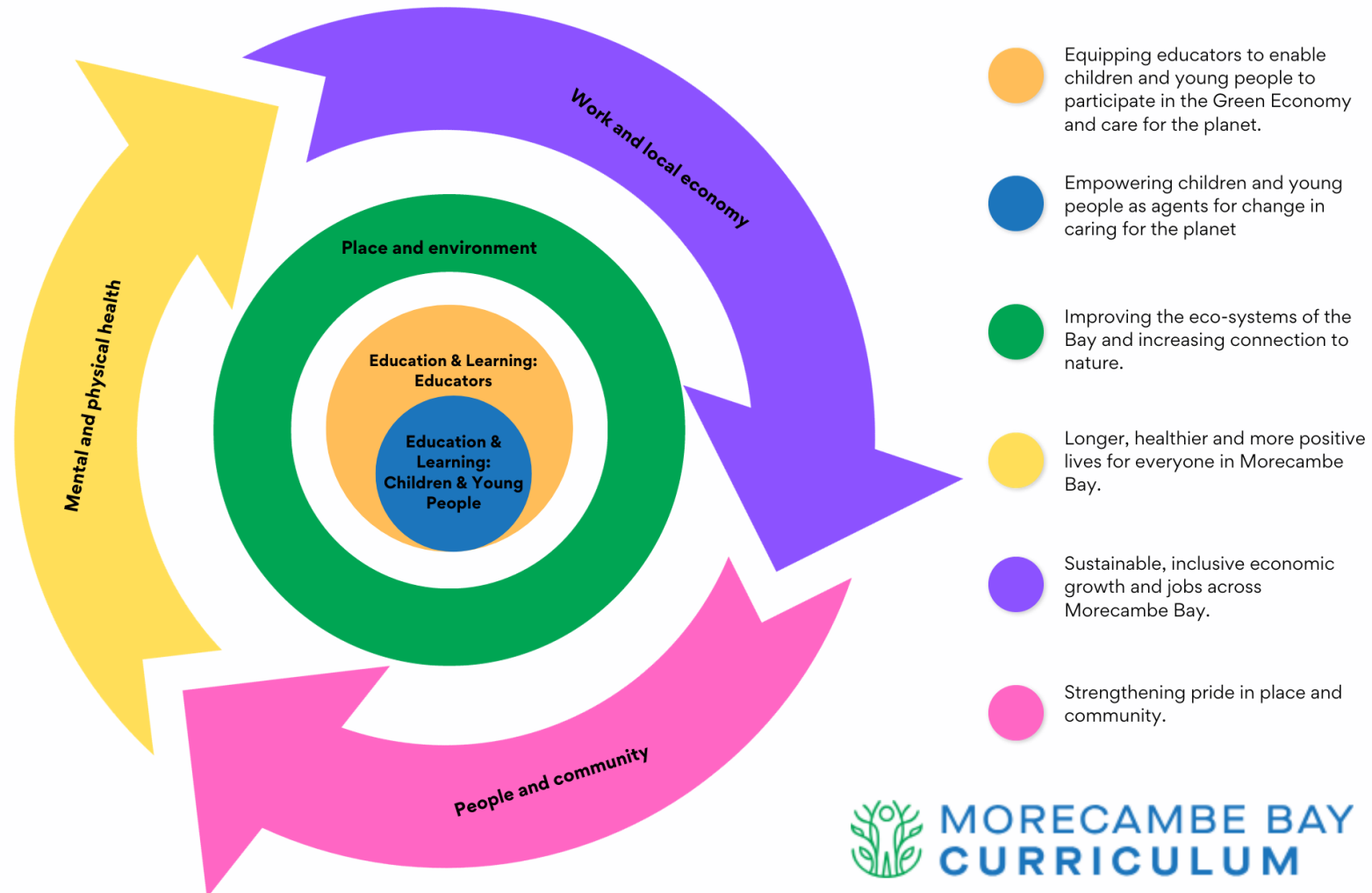


+ Possible progression model for teachers

[Outdoor Learning and Place-based Curriculum Framework
Insight \(cumbria.ac.uk\)](https://www.cumbria.ac.uk/outdoor-learning-and-place-based-curriculum-framework-insight)

MBC – Is it working? How will we know?

Morecambe Bay Curriculum: A community-curated, place-based approach to learning about sustainability - encouraging and empowering children and young people to become the change-makers and innovators our planet needs.



Thank you!

Questions?