

Geocaching

Saint Joseph's Catholic
Primary Voluntary
Academy

Julia Thorpe

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St Mary's Catholic Primary
Academy Grimsby

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Ormiston Maritime
Academy

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Ormiston Maritime Academy - Daniel Dickinson

- Over 120 young people were involved throughout the project.
- In the afternoon, a leadership team of 10 young people received training. During the afternoon, the young people had the opportunity to develop their Orienteering, Math, and Geocaching skills and improve their leadership, teamwork, and communication skills.
- Curriculum lessons in PE and geography were used to deliver most of the lessons. All young people worked through the passport and gained a wide range of skills and knowledge throughout their time working on the project.
- Delivery in geography gave the pupils the skills to confidently teach the year fours how to complete the orienteering and geocaching activities they had planned.
- Delivery within PE promoted a sense of togetherness, and students thrived by putting themselves into situations that were outside their comfort zones.
- Delivery in geography gave the pupils the skills to confidently teach the year fours how to complete the orienteering and geocaching activities they had planned.
- PSHE time was allocated to leadership, teamwork and communication lessons.

Challenges

- The biggest challenge was finding time to plan all the actions and proposed parts of the project in the given time. Due to the time of year, we received all the training and resources, but it took much work to fit it into a structured curriculum. This was the same with the leadership lessons in PSHE, as we planned for every subject for the year.
- It would work better for future projects for schools and leads if they are told in May or June with a launch time in September. Then, it can be embedded for longer and better planning to link enrichment.

Feedback on resources

- **Student Passport**—The student passport allowed the pupils to reflect on what they had completed and allowed different subject teachers to see what they had learnt previously while working with them.
- **Lesson plans**—The lesson plans and resources were easy for staff to follow, adapt, and brand, saving lots of time for me as the lead and the subject teachers. Without these, there would have been added pressure.
- **Geocaching maths problems** - These resources were a great way of demonstrating cross-curriculum learning, and the staff involved enjoyed delivering the different content. It may continue to do so in the future.

Student Engagement

- The project was presented in an assembly outlining the job roles available and the responsibilities of the roles in the leadership team. Pupils could vote each other in.
- The students met weekly to discuss youth social action topics, planning, and moving the project forward. They planned the whole day with the Year 4 students.
- The leadership team also volunteered to advertise and promote the sponsored silence, and the charity was their choice.
- They enjoyed promoting what they had achieved once they raised the £140. They felt a real sense of achievement. This was celebrated in form time.

External Agencies

- We donated from the pupil fundraiser to the Make a Wish Foundation.
- Due to time constraints, we didn't make any other external links, but the links with the local primary schools were excellent, and they gave great feedback.

Lessons Learnt

- As a project leader, I have learned much about geocaching and how it can bring outside learning alive.
- Seeing what the students gained from organising the primary day and the charity event was good. It was amazing to see them grow in confidence throughout the project.
- It showed me the importance of giving the pupils the independence to plan things and the satisfaction they get from it.
- It has shown how one topic can spread across different subjects.
- It has given me experience running whole school activities linked with local primary schools.

Impact

- The primary event was a fantastic event for all those involved.
- The charity event had a huge impact, as the pupils independently planned, ran, and led the event and personally raised the funds. This filled them with pride and was something they were proud of as a team. The leadership lessons got them to recognise and reflect on their strengths.

Saint Joseph's Catholic Primary Voluntary Academy. Julia Thorpe

- Our key aim was to develop resilience and team-building skills, particularly for our pupils, as our school approach lacked opportunities to use this in a bespoke way for that reason. The project also came hand in hand with encouraging our pupils to have opportunities to explore our outside environment and the community.
- It was launched to the whole school through an event involving a sports coach in Summer 2022. The school, supported by the Year 4 children, accessed an 'Explorers Day' using the Geocaching element of the project. Children's learning involved developing resilience, communication and language skills, geography map reading skills, and social team-building skills.
- The geocaching approach was incorporated into a whole-school approach by supporting the new topic curriculum integrated at the start of the 2022 academic year. This gave a cross-curricular approach in some year groups and supported the geography areas in KS2.
- The trip to Ormiston Secondary School was successful, and our children enjoyed working with the older children and exploring a different environment. It increased confidence in our children.
- Orienteering was offered weekly to KS1 and KS2 as an after-school club supported by the sports coach.
- Our HLTA has used it to support weekly physical education in KS1 and KS2.
- Year 4 children, who are now Year 5, actively supported the litter collection element of the project and continue to do so at lunchtime.

Challenges

- Unfortunately, one challenge was losing our sports coach, who worked enthusiastically on the project and provided the training. I look to support our newly appointed coach in continuing the after-school club. As with everything in education, having the time factored into exploring the wider community is crucial.
- We also have new staff at our school, so I have had to support them so they continue to use the project to support their cross-curriculum planning and activities.

Student Engagement

- Working with the Year 4 teacher and the sports coach helped the children learn the elements of the project and understand its benefits and purpose. The student leadership team was offered to all the children, and names were picked at the Year 4 discretion; therefore, the team was strong and had good leadership skills.

- We will have two meetings a term with the team so they can communicate any difficulties or anything they would like to bring to the project—e.g., what to put in the geocaching boxes. We will also have a rota for a smaller collection.

Impact

- Young people built resilience skills and highlighted the importance of healthy living and exercise.
- The school prides itself on offering orientation activities to take the learning outside the classroom.
- The young people have been able to explore their community supported by geography and improve their map reading skills. The project will be extended into the summer, and a beach cleaning is planned as a legacy of this project.

St Mary's Catholic Primary Academy Grimsby Danielle Souter

This project was delivered through the year 4 Geography, PE, and Well-being lessons.

The aim of the project was to:

- Get the children to get outdoors more.
- Staff to feel more confident delivering outdoor lessons.
- The children work with the community in line with our catholic ethos.
- COVID-19 caused problems when trying to arrange our social action projects.

After the introduction assembly, a class vote took place. Interested children took turns speaking to the class about why they should be on the leadership team. Children were selected by vote and met weekly to work through the leadership training.

Money was raised for the Catholic charity CAFOD, which provides learning resources about its work for us, and we enjoyed supporting this cause.

Impact

- Young people have a better understanding of how they can change the way things happen.
- It created a love for outdoor learning
- The young people see themselves as role models in the local community.

