



The termly newspaper for the *Open Futures Network*

# openit

10

See our website  
[www.openfutures.com](http://www.openfutures.com)



## Learning through filmmaking

openit 10 – Summer term 2014

**askit • growit • cookit • filmit**  
pages 4 – 11

**Andy Cameron filmit  
Award Winners**  
pages 3, 14 & 15

**The  
Open Futures  
& RHS  
CDP Workshop**  
page 16

**Open Futures in  
the news**  
**Flagship schools' news**  
page 13

# Making films really does improve learning

**Sarah Mumford, Programme Director for CapeUK, discusses the importance of 'visual literacy' in the primary curriculum.**

## High level thinking

Films are such a powerful medium for so much learning and filmmaking takes things on still further. Watching and analysing films means that children really have to think critically about what they have seen and heard, considering what they think about the message, viewpoint or story that the filmmaker intended to convey and the ways in which this has been achieved. This process involves them in high-level thinking and extends and develops their visual literacy, a skill now recognised by UNESCO within its Global Strategy for Media and Information Literacy.

Ref: [www.unesco.org/new/en/communication-and-information/media-development/media-literacy](http://www.unesco.org/new/en/communication-and-information/media-development/media-literacy)

## Quality

In the classroom, it is important that children are first given opportunities to watch and evaluate films together, considering who the intended audience might be, what message the filmmaker was trying to convey and what filmmaking techniques were used and to what effect. For *Open Futures*, with its foundation in *askit* and enquiry-based learning, films can be a wonderful stimulus for thinking and raising questions. Children can begin to shape their views, not only on the filmmaker's viewpoint but also on the quality of what they have

observed. When watching their own films or those made by their peers, they then observe the finished product with a much keener eye.

## Speaking and listening

There are many opportunities to deliver the National Curriculum creatively through film. The process of filmmaking provides many opportunities to develop both hard and, the so-called, softer skills. To make a film, the children must first have an idea from which to create some form of narrative, which means that literacy skills are at the forefront of the activity. Speaking and listening can be well supported, both in the film itself but also by children working together in teams to accomplish the task. For many teachers, helping children and young people to understand and develop social skills is the key to supporting their progress and development across all areas of the curriculum.

## Primary film literacy research programme

Today, with all the developments in technology, films can be made on ipads, mobile phones and tablets as well as cameras. In engaging in this process, children automatically extend and develop technological skills and see the relevance of them at first hand.

The Bradford UNESCO City of Film Project, a 3 year research programme, involving schools across the City will soon publish its findings. It is expected to show higher than average expected progress in literacy attainment as a result of the pupils participation in filmmaking and film analysis'.

**Making films really does improve learning!**



In 1986, Sarah Mumford, a young and enthusiastic teacher arrived in Wakefield, funded by the Arts Council, with a brief to support pupils and schools in the art of filmmaking and film appreciation.

Since that time her career has taken her in a number of different directions including Head of Education at Eureka! The National Children's Museum in Halifax and Head of Education at The National Media Museum. Her passion for film as an effective and stimulating tool for learning, developed in those early years, has never diminished.

Sarah is now Programme Director for CapeUK, an independent charity that sees creativity as a key factor in preparing young people to face the future with imagination, innovation and life skills – [www.capeuk.org](http://www.capeuk.org)

*This article is an extract from an interview with Sarah Mumford by Sue Macleod in May 2014.*

# Welcome to openit

Welcome to issue 10 of *openit*, which is all about learning through filmmaking



Welcome to *openit 10*, this year's summer edition.

As a result of your enthusiastic response to the *Andy Cameron filmit Award* this edition is all about learning through *filmit*.

We had a fantastic number of entries from you, especially from our *filmit* schools in India. The team here at *Open Futures* viewed every film to produce a shortlist for our final judging panel and we were all impressed by the diversity of subject matter, style and content. I would like to take this opportunity to thank everyone and give special thanks to our distinguished Final Judging Panel; Anthony Geffen, Malcolm Garrett RDI FISTD, Andy Huntington and Louis Cameron Booth for devoting their time to choosing the overall winners. Pages 14 and 15 feature the winning schools with the full list including our 'highly commended' entries on page 3.

Building on the momentum this issue looks in detail at the engagement and learning that can be achieved through digital filmmaking right across the curriculum. *openit 10* is packed with articles providing ideas, explanations, useful links and things to try out. In particular each strand of *Open Futures* looks at how *filmit* can work together with *askit*, *growit* and *cookit* to extend the learning opportunities.

Page 16 features a report about our new CPD workshop, devised in conjunction with *cookit* and our partners, the RHS. It proved such a success that we will now be offering further CPD workshops, so keep an eye out for mention of these in future editions of *openit*. Read the Stop Press notice below for details on how to sign up for the next CPD workshop at the beginning of July.

**Lucy O'Rorke**  
Trust Director

## About Open Futures

**'Engage Inspire Learn Succeed'**

*Open Futures* is a transforming force in education; a proven curriculum programme that integrates inspiring, practical experiences into the heart of the school curriculum. Working with schools and their communities in the UK and India, *Open Futures* reaches over 30,000 children.

An enquiry-based learning strategy for schools to complement, extend and reinforce their existing educational curriculum.

The *Open Futures* programme comprises three key elements:

- Professional advice and mentoring for senior leadership teams
- High quality Continuing Professional Development (CPD) for teachers in enquiry based learning; *askit* – *Philosophy For Children (P4C)*
- A proven programme of skills based training for teachers through 3 educational strands; *growit*, *cookit* and *filmit*

Our key objective is to engage and inspire children to want to learn, to develop an 'I can' attitude and to succeed in life.

Our approach supports attainment in literacy, numeracy, science and technology. It allows all learners to engage and contribute positively to the classroom, the school and the community.

To find out how to become an *Open Futures* School or to hear more about the programme please phone us on 01235 533131 or email us at [hello@openfutures.com](mailto:hello@openfutures.com)

**openit**

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Open Futures Partners



When you have finished with this newspaper, please pass it on to your colleagues and then recycle it.

## In this issue ...



- 1** Sarah Mumford shares her conclusions that making films really does improve learning
- 2** Welcome to *openit*, Issue 10
- 2** BOOK NOW ... OF & RHS CPD Workshop
- 3** The Andy Cameron *filmit* Award Results
- 4 – 9** Learning through filmmaking with *askit*, *growit* & *cookit*
- 10 & 11** *filmit* India & filming in Newham
- 11** FAQs No. 5
- 12 & 13** Open Futures people – The filmmaker's tale
- 13** Flagship schools' news
- 14 & 15** Meet the Andy Cameron *filmit* Award Winners and Highly Commended Schools
- 16** Open Futures & RHS CPD Workshop

**\* \* \* \* \* STOP PRESS \* \* \* \* \***

Open Futures and the RHS Campaign for School Gardening **NEW** Teacher CPD Workshops are now available for booking!

**3rd July 2014 – RHS Garden Wisley**

**'Thinking Outside the Planet'**

A thought provoking workshop where teachers will learn how to apply their *askit* (P4C) skills to both challenge and engage students when making choices about themselves and their environment.

This workshop is suitable for KS1 and 2 teachers and will support the New Primary Curriculum.

Complimentary entry to the RHS Gardens is included in the workshop booking fee.

**For further details and to book a place, visit the RHS Website – [www.rhs.org.uk/cpd](http://www.rhs.org.uk/cpd)**



# The Andy Cameron filmit Award 2014

## The Award Results

**Gilly Gawthorne reminds us about the background to the Andy Cameron Awards and announces this year's successful entries.**

The *filmit* Award is our way of recognising the immense contribution Andy made to *Open Futures* and *filmit* India in particular.

In Autumn 2012, we had a small seed of an idea and as the seasons passed the seed grew to a shoot. Before long the small green shoot grew into a stronger plant and we began to see that the idea could work – had legs, so to speak! This idea was to have a film competition for all our schools, both here in the UK and in India which would help to promote the importance of digital filmmaking in education.

Through our last few issues of *openit*, we advertised the competition encouraging you to enter and provided weekly top tips to help you along the way. You rose to the challenge, entered your films and when we finally closed the competition you had shared over 400 films with us, of all genres and on all sorts of subjects. The team here who shortlisted the films faced their own challenge with enthusiasm and dedication. Their unanimous reaction was how much they had enjoyed watching all the films.

Once our task was completed we passed on our shortlisted choices to a prestigious panel of judges, **Anthony Geffen**, a pioneering filmmaker and CEO of Atlantic Productions; **Malcolm Garrett** a Royal Designer; **Andy Huntington** a close friend of Andy Cameron with whom he developed *filmit* and the website platform; our final judge was **Louis Cameron Booth**, Andy's 16 year old son, who has grown up in the creative world of Andy and who has been creating films and videos with friends since he was very young.

**And now the moment you have all been waiting for – imagine for yourselves – a drum roll and the usual waiting in breathless anticipation . . .**

**Our Winners are . . .  
another dramatic drum roll . . .**

**The Prize for Overall Winner of the Andy Cameron filmit Award 2014 goes to . . .**

**Lynnfield Primary School for  
Pioneering Brain Transplant**



**The Prize for the Winner of the Over 9 UK entries goes to . . .**

**Hall Road Academy for  
Horus TV**

**The Prize for the Winner of the Over 9 India entries goes to . . .**

**Sardar Patel Vidyalaya for  
Golgappa: A Popular Street-food of India**

**The Prize for the Winner of the Under 9 UK entries goes to . . .**

**Chiltern Primary School for  
How We Saved Music**

**The Prize for the Winner of the Under 9 India entries goes to . . .**

**Nigam Pratibha Vidyalaya Baprola for  
Pakshi Bachao Andolan**



**Awards for Under 9s Highly Commended go to . . .**

**Cheetham Community School for  
The Lost One Direction Book**

**Camberwell Park Specialist School for  
Trash to Treasure**

**Nigam Pratibha Vidyalaya Baprola for  
Dada Budhe Ka Mela**

**Little Ones Public School for  
Mini India**

**Prizes for Over 9s Highly Commended go to . . .**

**Thoresby Primary School for  
Investigating Earth**

**Delhi School of Excellence for  
Chai Irani Dosti Purani**

**Tagore International School for  
Save Our Nature**

**Vels Vidyashram for  
Where Will I Be?**

**In the words of one of the judges “Fantastic. Andy would have loved this and been so proud of you all”.**

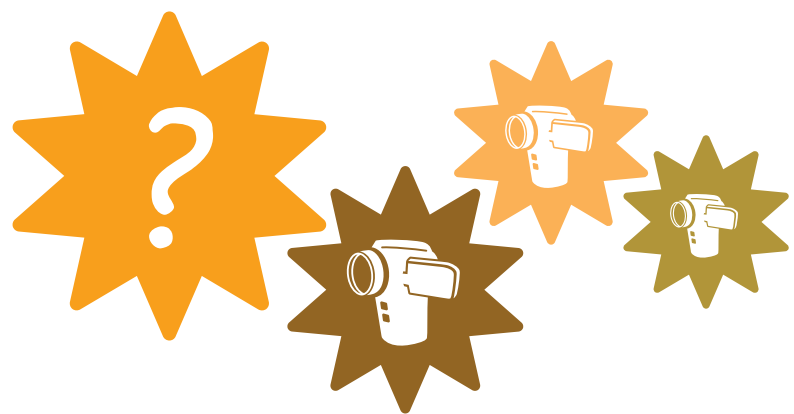
All these films can be seen on the *filmit* website. Just log in and search by school name or film title, watch the film and enjoy yourselves. Do leave a comment!

We hope everyone who entered enjoyed the experience and, as with all journeys, learnt a lot along the way, before arriving at your final destination – your finished film!

See pages 14 & 15 for more about the winning schools and their films.

**“Fantastic. Andy would have loved this and been so proud of you all.”**





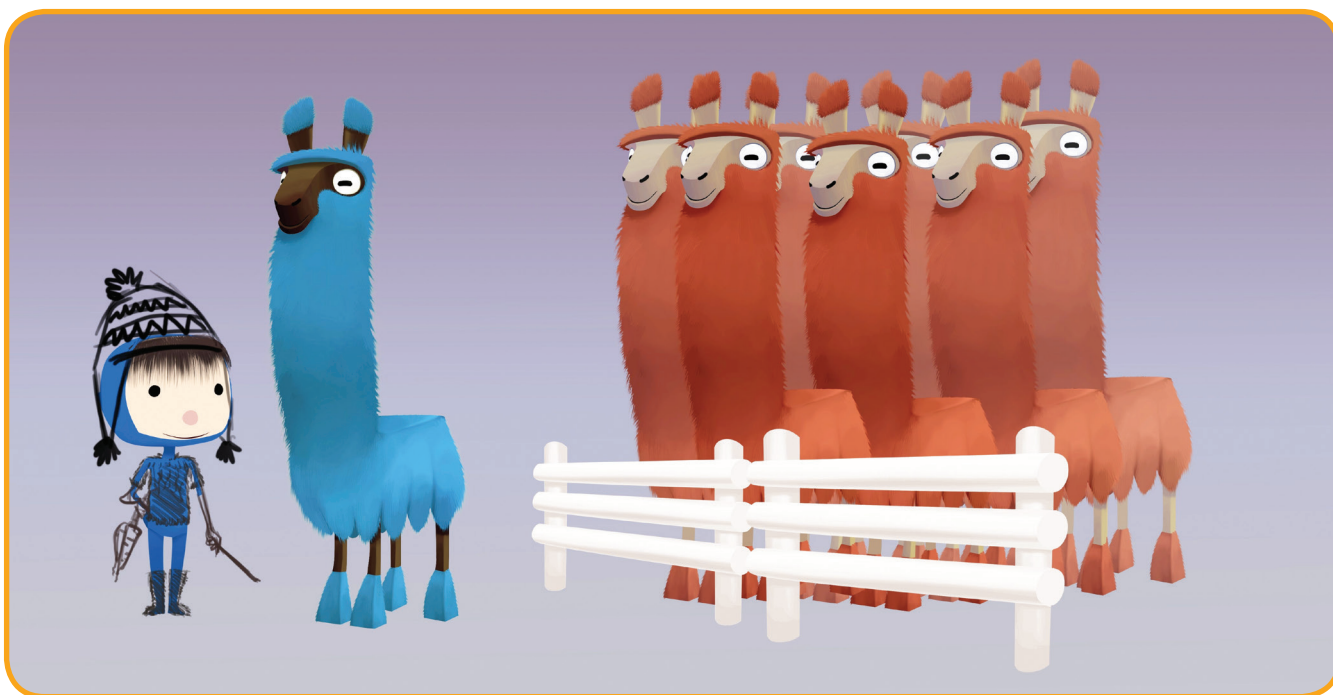
## Think film – film Think

Nick Chandley has some helpful advice for children and teachers taking their first steps into making philosophical films.

I've really looked forward to this issue of **openit** as I have very fond connections with filmmaking. A good year of my life was spent working on *What's the Big idea?*, the CBeebies animation that was designed to bring philosophical thinking to a very young audience.

### What do you think?

The result was a beautiful collection of 52, five minute episodes, all based around a different concept. I love using them as stimuli particularly as the children often remember seeing them on television and sing along with the theme tune. I love it too when Hugo, the central character (who was based on the books of Oscar Brenifier and Jacques Després) turns to the viewer at the end with a final question and asks 'What do you think?' One of my favourite memories of this project was when both Alan Gilbey, the fabulous children's writer, and I had been plugging away at including llamas but apparently to no avail. Until, that is, I received this screenshot – the producers had finally capitulated!



*Planet Nemo/Skyline/Educar/Motion Magic © 2012*

### Questions

Check out *What's the Big Idea?* on CBeebies iPlayer as it's currently airing again. Those of you familiar with the methodology of *askit* will see how each episode follows the style of an enquiry:

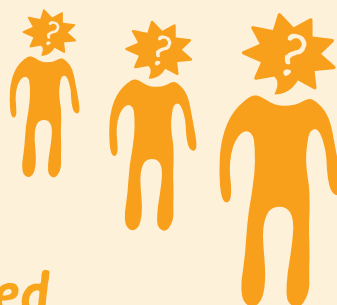
- an opening question, followed by an exploration of that question.
- a further question, along the lines of 'Yes, but ...' or 'So ...', again with more exploration.
- another question, often delving into the more abstract and maybe looking at alternatives or examples to challenge previous thinking, again with more exploration.
- a final question, designed to encourage thinking after the enquiry.

### The 3Cs –

**C**ENTRAL to our children's lives

**C**OMMON to the whole group

**C**ONTESTABLE concept to be debated



### The 3Cs

This struck me as an interesting framework for children to make their own version of *What's the Big Idea?* There are a few things we might need to think about though if such a project were to be tackled, just in the same way that we would think about any stimulus we were to use for our enquiries. We talk during training about the '3Cs' of a good stimulus, that it should be '**central**' to our children's lives, '**common**' to



the whole group and that it should have within it concepts that are **‘contestable’**. Our films should be approached in the same way if they are to be effective as stimuli so let’s look at how we might plan them.

### Fairness

First of all, it’s a good idea to choose a central concept. We’ll take the concept of fairness as an example.

Write the word in the centre of the board or on a flip chart and then ask the children to think of words they associate with fairness. You might need to support them by offering one but in my experience, once children have the idea they soon latch on. You might end up with a word cloud similar to the the image above.

What you’ll end up with is actually a really useful tool in planning your film. For example, you could ask the children, in groups, to plan some film ideas based on the words they give you. One group might suggest a film about fairness in sport, another about sharing things equally and another about somebody getting into trouble for something they didn’t do – justice.

### The next step

Ok – so now we have a central concept and you’ve either agreed which one to take forward as a whole class – what a wonderful way to take advantage of the skills you’ve been building in askit – or assigned groups to the range of ideas you have. The next step would be to plan your

questions. Let’s take the suggestion of fairness in sport.

**Remember, you’d need four questions, which might look like this:**

1. What does it mean to be fair in sport?
2. So if one team is losing 10:0 at football, does that mean the game is unfair?
3. But how can we make sure that two teams are absolutely fairly picked?
4. If one team is much better than the other, is that fair? What do you think?

### Storyboard

Now you have your outline and you can fill the bits between the questions with short scenarios that both explore the previous question and lead up to the next one. Of course, you may just start with the opening question, add action and then let the questions develop. One thing that was important to us though when devising WTBI (What’s the Big Idea?) was to develop a structure and use that for each episode. You might, therefore, like to come up with a storyboard template that helps the children stick to this, or any other, structure you come up with. You could have a box for the opening question, 3 or 4 for various bits of action that follow and then a box for another question, and so on. It will take a degree of support along the way but actually, every stage helps develop all we want to achieve in askit and what a wonderful outcome we might have at the end. I can see how this could easily make a

week-long project, taking in maths, literacy and every other subject and that’s only if you use live characters for your films. If you decide to go for animation, you may as well make it a whole half-term’s work!

### It’s well worth a look

Finally, if you’d like to get the filmmaking process from the horse’s mouth, Phil Trill, director of the wonderful Dangle, a fabulous stimulus for children of all ages, talks about how he made the film here:

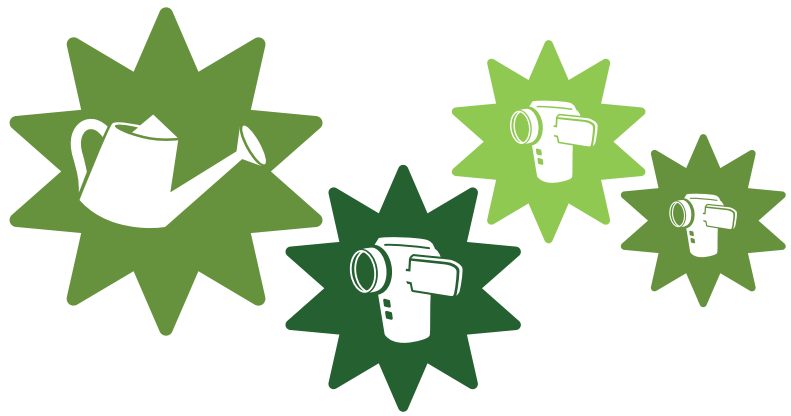
[www.tes.co.uk/teaching-resource/Teachers-TV-Reading-Film-at-KS1-Dangle-6048756](http://www.tes.co.uk/teaching-resource/Teachers-TV-Reading-Film-at-KS1-Dangle-6048756)

It’s well worth a look and will certainly help as you and your children make your first foray into philosophical films.



### Think film – film Think





# growit ... filmit ... showit

Ann Gunning and Liz Hankin describe ways to use film to record *growit* experiences.

## FIRST decide what aspects of *growit* you want to capture?

If it's **planning and creation** of growing spaces that appeals, then a documentary would be an excellent record.

- Pupils could interview landscapers to find out what problems they had to overcome

If it's about **type of planting**, then creating a natural history film about plants and planting is a great way to provide information for children involved.

- What can pupils find out beforehand and what happens to their own planting. For example, choosing nectar rich plants for a wild life area or planting an orchard

If you want to **capture the development** over a period of time, time-lapse photography is simple to set up. But it requires some serious planning if it is to be effective

- Planning the location, angle and setup of time-lapse can integrate cross curricular skills, including science, maths and computer studies. Consider selecting plants that grow fast and tall ... sunflowers are perfect!



## NEXT decide who is to be involved

Both *growit* and *filmit* teams need to be established. A lot will depend upon the size of the cohort involved, how 'hands on' and the length of the project.

Perhaps engaging different year groups. For example, the *growit* teams have responsibility for whatever happens in their programme and link to an equal number of *filmit* crews from a different year group.

## Tips for *growit* teams

1. **Decide aspects to be recorded:** perhaps focus on planting and maintenance so they are telling others in documentary style how this can be achieved or it could be a simple record of seasonal changes.
2. **Devise a timeline of when things will happen:** For example, a new orchard project will start with planting in late autumn through to the following autumn when health of the newly planted trees can be assessed.
3. **Have flexibility allowing them to record activities on a daily basis:** Essential for children with special needs to help embed the learning.



4. **Create a *growit* scrap book to record events as they happen:** Providing a record to discuss and highlight the key developments.
5. **Identify relevant themes:** Is there a wild life theme or healthy eating through growing your own fruit and vegetables theme?
6. **Focus on the setting:** Such as how to make the most out of a small space, or an area which is all tarmac or how to prevent vandalism.
7. **Know how the plants are going to be used:** Edible, Ornamental, wild life friendly or even medicinal?



An orchard in Summer



The same orchard in Winter

8. **Carry out research beforehand:** They could find out about fascinating uses of herbs and weeds have in times gone by.
9. **Decide when interviews will take place and what these interviews will demonstrate:** To compare knowledge or attitudes the questions need to be more structured and happen at the start and end of the project, but it may be you just want to capture the joy of gardening so questions are more open ended. Perhaps an ‘expert’ can be interviewed such as a local farmer describing how potatoes are grown commercially or someone from the wild life trust to discuss the creation of a wild life garden.

### FINALLY decide together how you will use the films

Evaluating success of films requires critics, so what about a community event? Share the experiences and the produce! The great thing about having a visual and auditory record of what has happened is that everyone can share and learn from the journey. An archive the school can revisit as their orchard grows or the wild life flourishes.

Children can organise their own celebration events involving their parents and external sources with an awareness of what’s been going on.

**BUT don’t forget to upload the entries to the filmit website for national and international recognition – [www.openfutures.com/filmit](http://www.openfutures.com/filmit)**

**growit ... filmit ... showit**



These are before and after pictures. Bulbs planted in a CAM shape which were the initials of the school Cooperative Academy of Manchester. It’s hard to remember how bare it was to start with and how a host of golden daffodils can lift the spirit!

### Tips for filmit teams

- a) **Work closely with the growit teams:** However, *filmit* will retain the final vote on what is produced.
- b) **Assign roles for production teams:** So everyone knows what they should be doing.
- c) **Create a storyboard:** This needs to be approved by the *growit* ‘experts’.
- d) **Ensure they have the right equipment and skills to make the film:** Testing out the equipment and software/apps used in different parts of the film.
- e) **Plan shots and set-ups, including**
  - **Long shots** zoom to close up, tells a ‘short story’
  - **Panoramas**, 360° always effective to set the scenes, made from stills or shot live on site
  - **Close-ups** and unusual angles, including plants, tools and *growit* techniques!
  - **Time-lapse settings**, how to set up, how long the recording needs to be, they’ll need to know from the *growit* ‘experts’ how long plants can take to germinate and grow or how they should capture changes in planting to best effect
  - **‘Weather friendly’** location, suitable waterproofing for equipment?
  - **Stop Frame animation**, would adding stop frame animation help?
  - **Interview techniques**, talking heads, narration, full body, groups
  - **Audio requirements**, inside and outside have very different requirements

### Camera shots and camera angles

Very wide shot



Wide shot



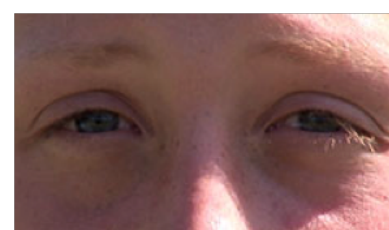
Mid shot



Close up



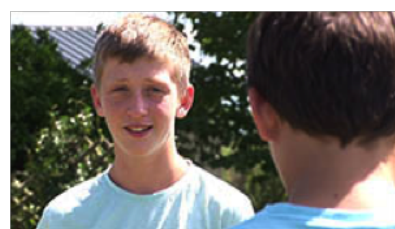
Extreme close up



Cut in



Over-the-shoulder shot

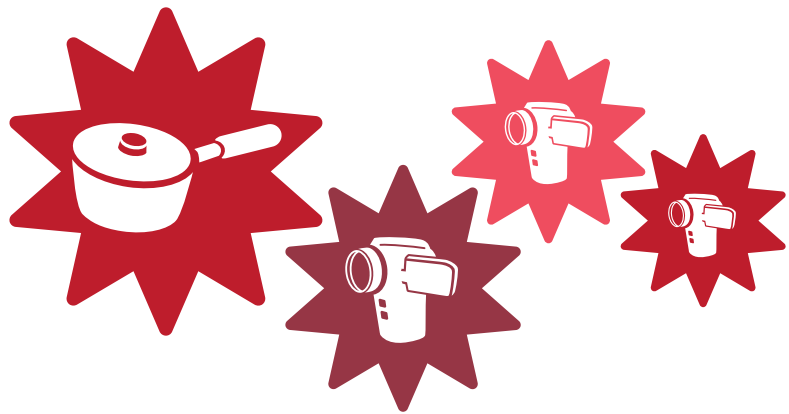


Point of view shot



Weather shot





# Cook, film, eat, learn and enjoy

Sandra Rayner and Denise Evans explore how children's learning can be enhanced through making films in the kitchen.

## If we're going to help our young people grow up to make good choices about the food they eat, get them to make their own food films!

It takes skill and knowledge to turn ingredients into a meal; to learn how to adapt recipes to take into account seasonality and healthy eating as well as the importance of cooking as a key learning activity in the context of the primary curriculum. It is important to have safe and hygienic working practices, including knife skills. Children are still exposed to the same level of junk food advertising despite tighter regulations. Creating their own food films could help young people make better lifestyle choices and encourage a healthier diet. Making short film clips about their cooking skills enables the pupils to share these with their peers and families. This is a learning experience that will really engage and excite children and we know this is when children learn best.

### Set outs

Filmmaking accommodates different learning styles and abilities. Making a movie could be the perfect medium to show understanding of a concept which might otherwise prove challenging. For some staff having to lead a cooking session can be very daunting, but once they understand some of the principles essential to a successful cooking session,

they feel much more confident. A simple film could be made to introduce 'Set Outs' an organisational tool.

This film then acts as a learning tool for future set outs or as a simple reminder of good practice. The film becomes a permanent, visual reminder for the school and a resource to use to train new staff. Film capture can enhance and develop the experience of cooking using a range of skills and techniques as well as to highlight curriculum connections during cooking.

**“Making a movie could be the perfect medium to show understanding of a concept which might otherwise prove challenging.”**

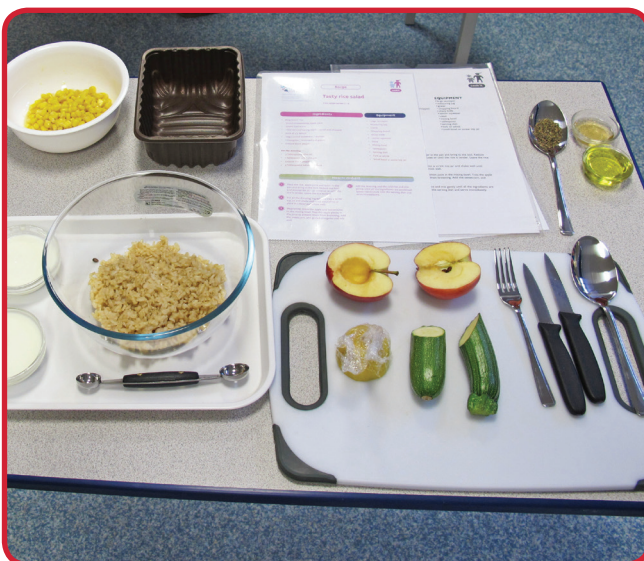
### Inset days

*filmit* and *cookit* have enjoyed a wonderful partnership during school training sessions. Inset days are precious and schools wish to maximise their training. Often staff want to gain the

confidence and ability to lead both cooking and filmmaking at school and in a relaxed way generate ideas together for future development. What better way than to combine these skills than in a joint inset day. Where numbers allow, during the morning the staff involved with *cookit* training cook lunch for everyone, in the afternoon baked goods are made to share at the end of the day. Over lunch staff can share ideas and at the end of the day the films made are shared and discussed. A number of schools such as Throstle Farm, Hendal Primary and South Hiendley (Wakefield); Chiltern Primary (Hull); Camberwell Park Specialist School (Manchester) and New City Primary (Newham) have enjoyed combined training. This has allowed teachers and support staff to introduce strategies pertinent to teaching both cooking and filmmaking. Staff were able to practice recipes and essential skills as well as plan a demonstration narration incorporating skills for each child whilst other colleagues were able to familiarise themselves with a digital video camera or iPad, capturing different aspects using different camera techniques.

### Teaching tools

Whilst some staff engage in *cookit*, other staff are able to capture their progress. Small groups using either digital video cameras or iPads mounted on tripods were able to set up their equipment in order to record what was going on. It was important





that they captured different kinds of shots and encouraged to use a number of devices in order to combine different shots in their edited version. Small clips of no more than ten seconds in length enables an easier editing process. Applying editing techniques, such as slowing down a clip, adds a different dimension to the finished film enabling important observations to be made about a specific skill. To ensure the safe use of the knives, very specific techniques need to be taught and safe working practices need to be in place. Short films that record these are really good aid memoirs and teaching tools for new staff at a later date.

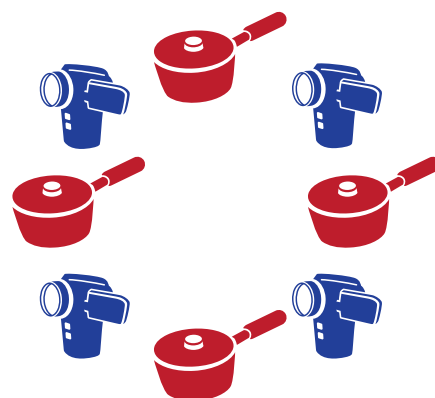
### Parents

Where schools go on to develop their ‘own’ recipes, variations on a basic Muffin recipe for instance, pupils can become ‘Television Chefs’, video clips made of them making some of their variations and posted for parents to see. Or if schools want to produce a book of their recipes good illustrations of what the finished result should look like helps anyone trying a recipe for the first time.

**Combining cookit and filmit provides many stimulating cross-curricular learning opportunities.**

**You can find out more by visiting the *Open Futures filmit* website. This hosts many films about cookit from schools in England and India.**

**They range from demonstrating skills such as the bridge and claw to individual recipe ideas such as making biryani.**



Bridge cutting technique

claw cutting technique



### Bread rolls

This recipe is good for Foundation and Early Years children

### Courgette, onion and cheese bread

Year 5 children can make bread but need a recipe to test basic skills and introduce new skills



Open Futures Resources  
Raising attainment through  
bringing learning to life  
More resources at [www.openfutures.com](http://www.openfutures.com)

#### Recipe



cookit

## Bread rolls

This recipe makes 6 - 8 rolls.

#### Ingredients

- 225g Strong white plain flour
- 1 x 7g Micro-fine dried yeast
- 150ml Warm water (NOT HOT) or milk
- 1 Tablespoon olive oil
- Extra flour – for kneading and sprinkling
- Oil – for greasing

#### Equipment

- Mixing bowl
- Measuring jug
- Tablespoon
- Wooden spoon
- Flour dredger
- Baking tray – greased and floured

#### How to make it

- Put the flour and yeast in the mixing bowl. Stir to combine the ingredients. Make a ‘well’ in the centre of the dry ingredients.
- Add all the warm water (or milk) and olive oil and mix the ingredients to a soft dough.
- On a lightly floured surface, knead the dough until it develops a soft, elastic and smooth texture. Heat the oven to 220°C/Gas 7.
- Divide the dough into 6 or 8 even-sized pieces. Knead each portion to form a round bread roll.
- Place the rolls on the prepared baking tray. Set aside in a warm place to rise until twice their size.
- Bake the rolls for 10 – 15 minutes until golden-brown and sounding hollow when tapped underneath.



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#### Recipe



cookit

## Courgette, onion and cheese bread

#### Ingredients

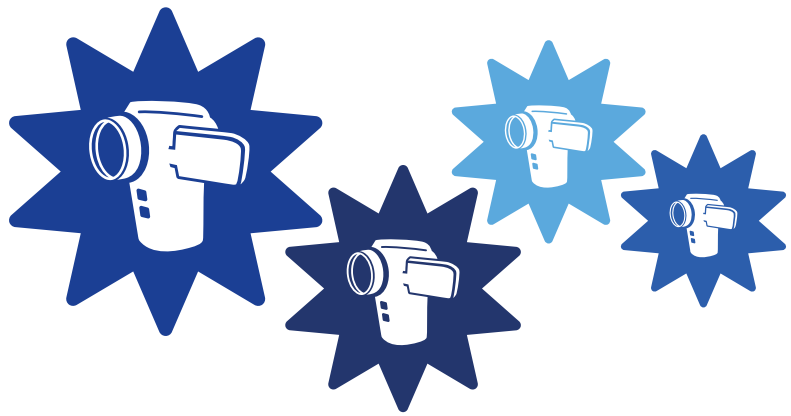
- 225g Strong plain white flour
- 1 x 7g Sachet easy blend dried yeast
- 1 Small courgette – grated
- 1 Tablespoon sunflower oil or rapeseed oil
- 1 Small onion – peeled and chopped finely
- 50g Cheddar cheese – grated
- 150ml Lukewarm water
- 1 Tablespoon olive oil
- A little extra flour for dredging

#### Equipment

- Chopping board
- Sharp knife
- Frying pan
- Mixing bowl
- Teaspoon
- Wooden spoon
- Grater
- Measuring jug
- Tablespoon
- Fork
- Flour dredger
- Baking tray

#### How to make it

- Fry the chopped onion in the sunflower oil until soft, but not brown. Leave to cool.
- Put the flour and yeast in the mixing bowl. Add the grated courgette, cooked onion and grated cheese.
- Add the olive oil to the flour mixture then add enough warm water to the ingredients in the mixing bowl to form a soft dough.
- Knead the dough thoroughly on a floured surface until it is smooth and springy.
- Divide the dough into 8 even sized pieces. Shape each piece into rounds and knead until smooth bread roll shapes. Place on to a floured baking tray and set aside in a warm place to rise to approximately twice the size.
- Heat the oven 220°C/Gas 7. Once the bread rolls have risen, bake for 10 – 15 minutes until golden brown.



# filmit in Mumbai and Newham

Learning through filmmaking in Mumbai and Newham; similarities, differences and what we can learn from each other.

**filmit Trainer, Wes Jefferson shares his experiences of working with colleagues in India and England.**

### Are we allowed to?

Following a training session I delivered in Mumbai museum to an enthusiastic group of children, one young boy approached me and asked if I would have a look at a film he had taken about his life at home. Like several others I had seen over the short time I had been in India it surprised me that they were predominantly factual and very much a narrative supporting a series of short clips. In discussing with the young boy about why it was so serious and why he had not included any clips of him laughing and having fun, his reply was ‘Are we allowed to?’ This is by no means a criticism of the pupil’s film or the hard work of the schools across India, but more about the pupils’ perceptions of what adults want to see included in a film.

### Exploration of ideas

Over the last few years we have seen *filmit* (and INTACH) work closely with many schools where creativity and exploration of ideas is the heart of their support. As a result we have some amazingly creative films including this year’s winning film of the Andy Cameron award which tells about the pioneering brain transplant of a teddy bear!



### Comfortable in presenting

Whilst continuing my journey across several schools in India, one common feature which stood out was the way in which pupils could articulately address large audiences with such confidence. Pupils are encouraged to lead assemblies, publicly thank visitors and lead presentations. As a result pupils were somewhat more comfortable in presenting in front of an audience or camera lens than their peers in the British education system. This may even go some way to explain why some pupils in India chose to shoot films in the way that they did.

### Tongue-tied

More recently I experienced quite the opposite in a British school. The pupils had opted to create a short documentary, where they were

to ask a series of questions of one another. As the camera started to role, the interviewee’s persona changed quite dramatically and they became tongue-tied. Surprisingly though, as soon as the camera was switched off the pupil became relaxed and the dialogue flowed quite naturally once again. What the children didn’t know, though, was that the camera on the tripod next to them had been acting as a ‘fly on the wall’ and filmed the whole thing. When played back the pupils were amazed at how differently they had reacted and this in itself gave them a valuable insight into filmmaking and the reaction of audiences to cameras.

### Solving Problems

There are two lessons I think we can learn from this. The first, is that pupils need the opportunity and time to develop into confident presenters. It could be in the public arena such as is the case for many children in India but, giving pupils the opportunity to take the lead and present to each other can be just as valuable. The second, is that pupils need time to explore ideas and be creative in their thinking. Pupils need to be reassured that trying things out, solving problems and making mistakes is all part of learning. “Anyone who has never made a mistake has never tried anything new.” (Albert Einstein). Pupils need time to explore a range of opportunities when filmmaking. Some will inevitably be more successful than others, but more importantly by the end of it, pupils will be able to use this newfound knowledge more effectively in the future.

### Technical difficulties

Whilst working alongside colleagues in Mumbai, I had the privilege of visiting a municipal school. The school had recently acquired a new computer for the pupils to use and because of the limitations of the classroom was set up in the headteacher’s office.

**“Anyone who has never made a mistake has never tried anything new.” Albert Einstein, 1879-1955**

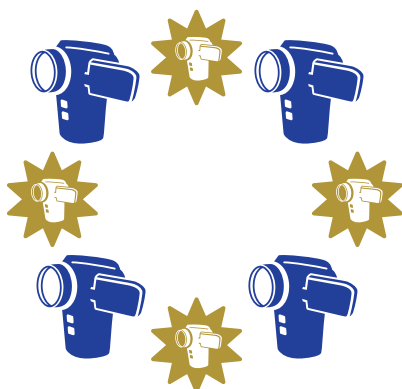


It has no internet connection and only the basics in software. To upload films the Mumbai chapter of INTACH were prepared to work with the school and take the finished footage to the Mumbai city museum in order for it to be uploaded to the *filmit* portal. What amazed me was the eagerness of the schools in India to work through technical difficulties in order to make things work.

### Young people's learning

This, of course, is not limited to India and many schools in the United Kingdom find themselves with their fair share of technical difficulties whether it be issues with shared drives or simply pc's not having speakers. I think we will always have such technical problems to overcome (even with new technology such as iPad/tablets) but where schools have seen the positive outcome filmmaking can have to young people's learning they are prepared to accept that this is a small price to pay. The recent *filmit* festival, with over 400 entries from across the UK and India, is tribute to the hard work of schools in overcoming such difficulties in order for pupils to create their masterpieces and share them on a global stage.

**Children from all walks of life and from all cultures inherently have an eagerness to please and share their achievements. Whether it is riding a bike without stabilizers for the first time or dancing the moves of their favourite Bollywood star, the desire is there. Filmmaking is a unique way of capturing such events so that they can be appreciated again and again.**



## Frequently Asked Questions

Frequently Asked Questions (FAQs) is a regular feature in *openit*. If you have questions let us know and we will answer all of them in *openit*. This edition's question is answered by Wes Jefferson, one of our *filmit* trainers.

### Q Which would you recommend for filmmaking: phone, tablet or PC?

**A I know people will want to hear a definitive 'use iPad with iMovie' or 'use a PC with Movie Maker', but in truth it isn't that simple.**

#### Process or product?

The question that you should be asking yourself is 'what do I want from my finished film? Is the process more important than the product or is the product more important than the process? If you are looking to do a lot of technical editing to refine a one-off film, then your needs are very different to a Key Stage 1 class which wants to easily capture short films to share them almost instantly, like you would on a table or tablet. I have seen schools spend (waste?) thousands of pounds on equipment only to use a fraction of its functionality.

#### Shoot, review and refine

The ability of the iPad/iPhone/tablet to both film and edit a short film on the device itself is amazing and has given access to many who would otherwise not have explored filmmaking. I have also seen many groups of pupils work effectively as a team to shoot, review and refine their film producing staggering results on such a device.

#### Flexibility and freedom

Being portable also allows a great degree of flexibility and freedom. The limitations come though, when you want to explore more advanced features of editing or those associated with a camera lens such as a smooth zoom. This is where you are generally asking more from a device like this than it can offer. The query I normally receive from iPad/tablet users is "how do I get my film from the device to a website or into another format".

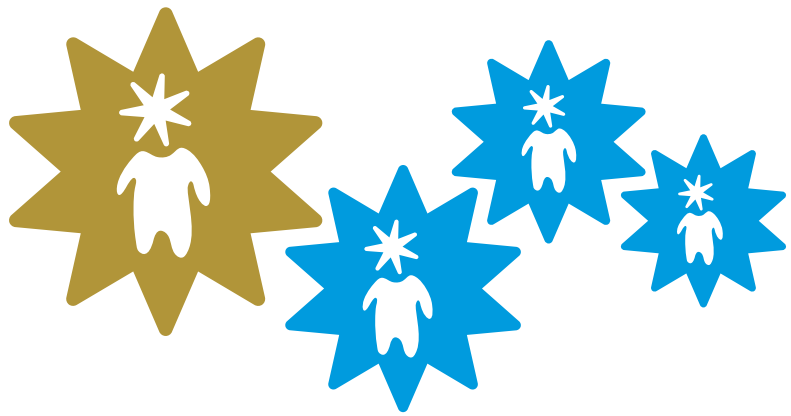
On the other hand people using PCs tend to encounter their problems immediately after filming when trying to get the footage from the camera (or device such as a flipcam) into editing software. Pitfalls such as the film not importing in the right format or school networks not allowing access to USB drives are just two examples. Once resolved though, pupils go on to have more flexibility in editing film to produce the outcome they intended (if anything, it gives them too much choice).

#### Animated and powerful

I recently saw a pupil edit his film, add effects and then include his own audio produced in Audacity (a freely available download by Sourceforge) so that it all synchronised. A film made by pupils in a school in Mumbai entitled 'Around the world in local trains' again shows how pupils can use a wide range of features on a PC to produce a very animated and powerful insight into life on the Mumbai trains.

In summary the most important thing is that you are clear about what you want from your equipment. Filmmaking is only one application on an iPad/tablet. A video camera on the other hand may be so complex it makes it impossible for younger children to use.

**My advice is, do not rush out and buy new equipment or a class set of ipads. Use what you already have, get used to making and editing short films and then make a decision. Going about it this way will give you a reference point to inform future investment.**



# Open Futures People

**Open Futures People** is a regular feature in *openit*

## Number five – The filmmaker's tale



**John Galvin is Deputy Head in an Open Futures flagship school, St John the Baptist Primary School, in Findon, West Sussex. John has long been an advocate of children learning through filmmaking.**

**In an exclusive interview for *openit*, John shares his experiences and also recommends his six favourite filmmaking Apps.**

**Can you tell us how long you have been using filmmaking in the classroom?**

I have been encouraging children to make films ever since I became a teacher. During this time children's learning creativity and engagement has been substantially enhanced. In addition many groups have been recognised for their success, for example, in Childnet, Make IT Happy and through independently planning and presenting a filmed evaluation of an *Open Futures* National Conference.

**How has technology changed since you first started using film in school?**

Nine years ago we had chunky cameras and very complicated editing software but children coped well; they proved they could do it themselves.

Now that apps for tablets and software for PCs give superb quality everything is easier, less cumbersome and therefore more effective in the classroom

**What do children learn through making films?**

Filmmaking is not a stand-alone activity in St John's, it's used to embrace and enhance school subjects. It provides the opportunity to develop literacy, numeracy and ICT skills. However there are many other positive outcomes including improved confidence, engagement and perseverance, as well as problem solving and thinking skills

Children also learn how to research topics. If they are making a film about the Tudors they have to find out about the subject and feel confident in the background to their story whether it be an animation or a drama.

**What is the role of the teacher?**

Children need to be given the opportunity to have a choice of when to create films, which can enhance their learning of the topic they are studying. I always ask for a story plan, I discuss this with the individual or group and they have to justify their plan. It encourages thinking, stimulates vocabulary and helps them clarify what they are going to do and why. Then it's up to them.

Children soon develop the skills and confidence to teach other children and adults. They learn through teamwork and by teaching others. They have greater confidence in making decisions for themselves. Adults make too many decisions for children, filmmaking contributes to children taking more responsibility for their own learning.

Children of all ages enjoy the process; they put a lot of time into it both at home, during lunchtime and during

our early morning club. A measure of success is when children make their own films at home about the things they are interested in and want to share. I am always delighted when they email their own films to me.

**Now is the age of the app. What would you recommend for use in schools?**

Tablets are great, but we still use PCs for many things, particularly animation. Best PC software for animation is 'Pivotstickfigure', 'Scratch' and 'I Can Animate'. Other software successful with children of all ages is 'Windows Moviemaker' and 'Photostory 3'. However the six most effective apps I would recommend from my experience in St Johns are:

**iMovie**

This is not free, but it is by far the simplest for the children to use, to make high quality films. The children will quickly pick up how to edit films and use all the features that this app offers. I believe this is a 'must' if you are using iPads.

**Explain Everything**

The potential and diversity of this app is huge. It is superb for all children of all ages as it gives them opportunities to explain verbally and in detail what they are doing instead of relying on the written word. Therefore the children who have difficulty in recording their ideas, can rely on the learning and not get worried about their recording.

**Puppet Pals**

This is good for the younger children. The free version has only a few characters and backgrounds, however you can buy the full version, which allows you to add your own pictures and backgrounds. When creating a film the children can move the characters around the screen while recording the voices. Well worth exploring!

**Tellagami**

This allows children to create short films as they focus on the words rather than the filming. The children select a figure and then either record their voice or type in what they want the character to say. Once the film is finished you can share it quickly on the internet.

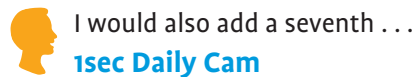
### Lego Movie

This encourages children to create a film out of photos they take. Unfortunately it does not allow you to import photos, which the children already have taken, could be a good way to introduce animation.

### Green Screen Movie FX Studio

It gives the children the opportunity to go anywhere in the world, be chased by dinosaurs and include explosions. Although the children will always add too much at first they soon learn that less is more.

More aimed for key stage 2 children, as they can use it independently, but with a little assistance the younger children can tour the world without leaving the classroom.



This app allows you to take a one second film clip per day. This may sound like a strange thing to do, however it can be very effective in class both for the teacher and the children. Try it!

Many thanks John, I am sure colleagues in other schools will enjoy reading about your experiences and also your recommendations for effective Apps.

We invite readers to send us details of the apps (or PC and Mac software) which they have found to be most engaging, challenging and effective in encouraging young children to learn through filmmaking.

Contact John Storey at [john.storey@openfutures.com](mailto:john.storey@openfutures.com)

## What's happening in our flagship schools?

### Bob Pavard and Sue Macleod share what's been happening across the country.

The start of 2014 has been a very busy time for the *Open Futures* flagship schools. Activities have included:

- Contributing to high profile regional conferences in East Hampshire and York
- Showcasing *Open Futures* activities in the classroom to a range of prestigious visitors
- Supporting community growing and cooking strategies

### Conferences

Flagship school Hart Plain recently hosted a highly successful Southern Schools' Network Conference. Fourteen delegates from nine schools joined members of the *Open Futures* Curriculum Team for a varied programme which began with a tour of the school. Children representing the School Council ably guided small groups around the classrooms and through the grounds to experience *Open Futures* in action – a wide variety of activities reflecting all four strands. Year Six children from St. Johns the Baptist flagship school ran a very successful *filmit* workshop. They demonstrated how a range of apps could be used effectively to produce high-quality films using iPads, cameras and laptops; they then guided and tutored the adults during a “hands-on” opportunity to try things out for themselves.

Children from Thoresby flagship school in Hull ran a *cookit* and *growit* workshop for an Outwood Grange Academy Trust Conference in York. Participants, including the Chief Executive Sir Michael Wilkins, made and enjoyed healthy smoothies.

The children in both conferences displayed the confidence and competence that results from their experience of independent working and enquiry learning.

### Visits

Flagship schools in Newham and Manchester, Gallions, New City, Manor, Camberwell, Cheetham Hill and Temple regularly provide opportunities for a wide range of visitors to learn about *Open Futures* from first-hand experience and observation. Typically the schools arrange for visitors to tour the school to see the strands in action, to talk to staff and children about their work and to discuss with senior managers issues arising from leading and managing *Open Futures*. Visitors this year have included Lady Hamlyn and Professor James Crabbe, Global Ambassador for Wolfson College Oxford.

### Community action

The three flagship schools in Hull; Thoresby, Chiltern and Neasden are currently planning support for Hull City Council's Anti-poverty strategy. In its early stages, it is intended that the project recognises the contribution that the *Open Futures* approach can make to community cohesion and development. It will also support the growth of new *Open Futures* clusters across the City. Action Research will be at the heart of the next phases of the work and will be led by the three flagship schools.



Flagship event in Manchester



Flagship event in Hull



Flagship event in Newham

Also Purnima Datt, Director in the Heritage Education and Communication Service of the Indian National Trust for Art and Cultural Heritage, has visited schools in Wakefield and Newham to talk to teachers about *filmit* India and heritage education in India. Some of these schools have expressed an interest in partnership with one of the 100 schools in India, which she has introduced to *filmit*. Please get in touch with us if you would like to partner a *filmit* India school by emailing us at [hello@openfutures.com](mailto:hello@openfutures.com).

### More news soon . . .

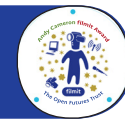
There is a busy time ahead for other flagship schools. Children's conferences are being planned in West Sussex, Wakefield and Manchester.

Read more about these and other flagship events in future copies of *openit*.

“Children displayed the confidence and competence that results from experience of independent working and enquiry learning.”



# The Andy Cameron filmit Award Winners



## The Overall Winners

### **Pioneering Brain Transplant**

**Lynnfield Primary School, Hartlepool**  
**Headteacher, Mrs Marian Fairley**

**Deb O'Connor, HLTA, Media Department, responds, on behalf of Lynnfield Primary School, to being told that their film is the overall winner for the Andy Cameron filmit Award for this year.**

Children have been involved in filmmaking at Lynnfield Primary School since 2009. Primarily, we make news programmes to be shown in school. We aim to complete a broadcast every 3-4 weeks. We have in the past, made short documentaries and dramas, but have had support from an outside agency.

#### **Editing and presenting**

Children love being involved in the whole process of filmmaking, but much prefer the actual filming to the writing of scripts! The children have learnt many skills in the short time they are able to work in the media room. They learn how to structure the stories, filming techniques, editing and presenting. This gives them a great sense of achievement when they see their work on the big screen in the school hall.

#### **Creative skills**

The children are encouraged to use and develop observational and listening skills through camera work. They gain confidence in themselves when they present their work to others. They also develop creative writing skills and use of imagination when writing scripts for their stories. The children also gain computer skills when using editing software. Discipline is also improved as children must try to remain focused on their task at all times.



#### **Ancient Egyptians**

When we decided to enter the *filmit* competition, we brainstormed ideas for the film. During this session, Shabana jokingly said that her brain was worn out! As the children from year 6 had been looking at the ancient Egyptians, we put the two together and came up with the idea of a brain transplant, to fix a broken toy.

We enjoyed receiving and reading the top tips. The one that we found the most helpful was something we have never done before. The final check! Although we always do a final check on our films, we have never used the technique suggested in the top tips. It is really helpful to watch the pictures without sound and then listen without pictures. We will certainly continue with this in our future film making.

#### **Our own media room**

Once we had decided on our theme, we began structuring our story on a storyboard. We gathered resources and began the filming process. Most of the filming was done in school during one Friday afternoon 2 hour session. The filming of 'Violet' was done on location at her home, because her 20 month old owner cannot sleep without her and could not allow her to come into school. All editing was done in our own media room in school. From start to finish, it probably took us about 6 hours in total, spread over two weeks, to complete our film.

#### **Special assembly**

The children had lots of fun making the film, but never expected to win anything, so as you can imagine, were absolutely thrilled when we received the e-mail informing us of the result. The school will celebrate this achievement with a special assembly to share the film with pupils, staff and parents, where the children will be presented with the award and prizes. The local newspaper will also come to school to photograph the group.

Although we don't normally make this sort of film, taking part in this competition has made us think that maybe we could do more of this in the future rather than just news reporting.

The children had so much fun making this film, but I think they would agree that one of the best moments was when we had to put the 'brains' on Shabana's face. It took about three attempts before she was able to remain still and not laugh in front of the camera.

When I heard we had won the competition, I was totally amazed and couldn't wait to share the news with the children. Before I went to see the children, I spoke to Mrs Fairley, our headteacher, to share the news with her. She was aware that we had entered the competition but had not seen the film. She was absolutely delighted with the news and was looking forward to seeing the film. It was a real surprise! Although we loved our own little film, we didn't think we would win anything because of the amount of entries the competition would receive.

#### **The children's reactions to the news their film had won was:**

**Christopher** "I felt as if I was in a dream, I couldn't believe it!"

**Nadia** "I had to think twice, I was so relieved."

**Shabana** "I just couldn't believe it!"

**The final reaction to the news comes from Headteacher, Mrs Fairley** "I feel really proud of the achievement our children have made. I know the film was put together in a relatively short time with wonderful team work. It shows the creative thinking which we try to encourage throughout school."



# The Andy Cameron filmit Award Winners



## Reactions from our award winners Under and Over 9s in India and the UK

### Winner Under 9s – Pakshi Bachao Andolan Nigam Pratibha School, Vidyalaya

“We, family of Nigam Pratibha Vidyalaya, thank INTACH and HHT family for providing us such an opportunity to make films. We are very honoured to get this award.

**This will surely add positive effects in all round development of our students.”**



### Winner Over 9s – Golgappa: A popular street-food of India

Sardar Patel School, Vidyalaya

“Walking down the street near his apartment, Shaurya used to observe the street-food vendor daily.

Inspired by the huge numbers thronging the vendor daily, Shaurya thought of capturing an interactive conversation with the *Golgappa* vendor to discuss what makes *golgappas* so popular.”



### Winner Under 9s – How We Saved Music Chiltern Primary School, Hull, Headteacher, Lynne Clarke

“If you want to be a filmmaker when you grow up then this is the way to do it” Gerrard (7) year 3.

Chiltern Primary School in Hull knew, when they first saw the Andy Cameron Awards competition, that they had a really good idea for an entry. Music at the school was badly in need of fixing and what better way to see how they went about it than to make a documentary film of the journey. Mahima (9) was chosen to be part of the filming crew “It was a good experience because it made me feel confident about filming and speaking to people”.

Earlier in the year an expert in music and media (Matthew Hogg) had been brought in by the headteacher, Lynne Clarke, to see how he could work with the teachers and pupils to become more excited and skilled at music, media and performance. “The first thing the pupils did was to choose and learn a wide range of up-to-date songs to put together a whole school show. The whole school, including teachers and support staff, came together to create a huge summer concert for parents and the local community . . . although it was hard work, the real focus was on having fun and enjoying music” said Matthew. The whole project was filmed from start to finish.



The *filmit* crew were chosen from year 3 and 4 and began learning how to use iPads and iPods to film the early rehearsals. The crew then looked at how to import and edit the shots and how to put together titles and soundtrack using iMovie on a mac computer and iPads. “Filming is not as easy as I thought it was but it is fun to do” said Mahima.

Other footage was taken of the new music and media room that had been created and also the unique “iPad Orchestra” rehearsals. The crew then explored how to interview people and how to organise the footage into a workable story.



Many hours of editing, cutting, pasting and re editing took place with the final film produced just in time for the award deadline.

This was a great experience for the whole school and they are delighted to have come top of their group. **“It’s really good to have won this competition. It makes us feel proud to represent our school” Courtney (7) year 4.**

### Winner Over 9s – Horus TV Hall Road Academy, Hull, Headteacher, Caroline Holliday

Darren Squires, Director of Creative Projects at the school explains how the children produced their film.

We have installed a TV studio in the school enabling a large number of pupils to be actively involved in any films they make. The pupils work co-operatively and take full responsibility for their production, from sound and vision to running the titles and music.

“Horus TV” followed our usual process in making a film. Based on topic work, we decided on a specific area to cover and thought that the TV format best suited the topic. The questions and answers were rehearsed as we were focusing on speaking, listening and understanding, so the pupils didn’t want written scripts, The overall production plan for Horus TV was done as a collective activity with all the pupils having an input, however, I must claim credit (responsibility) for most of the bad jokes!

The video was shot as a single take; all the titles, choice of music, camera-work and sound were operated live. Once the show and filming started, the pupils run the entire show with very little input from me. Within certain limits the pupils ran their show as close to broadcast TV procedures as possible. The entire film, from conception to finished product was done in a single morning.

#### What did the pupils have to say about it?



Presenter, **Harvey Monkman**, said “Preparing for the film was a tough job. All the cameramen were trying to get the right angle, the audio guys were testing the mikes and the view tester was yelling at the cameramen to change the camera angles. Me and Mia (the presenter and Pharaoh) had to learn our lines off by heart in five minutes”. Harvey went on to say: “I liked to be in the spotlight for once. I had a lot of fun

being in the film because I knew that everyone would like it. I had a lot on my hands learning every single word and trying to fit in the expressions and reactions. I loved it!”

**Jessica Bottomley** added “There were lots of complicated wires and lots of equipment”. Jessica said she would have liked to have worn costumes.

**Mia Brown**, the Pharaoh, said “When I was chosen for the main part I was over the moon. When I found out we won, I was even happier because I was not expecting it.”

# Open Futures CPD Workshop March 2014

**Anna Hodgson records the progress of this year's workshops.**

On the 21st March, the delightful gardens at RHS Harlow Carr played host to the first of the *Open Futures* series of Teacher CPD workshops; devised and delivered in conjunction with our Partners at the RHS Campaign for School Gardening.

**created with professional development in mind**, and taking into account the requirement for all schools to implement gardening and cooking as part of the New Primary Curriculum, '*Cooking and Growing with Maths and Science throughout the seasons*' delivered a full day of hands-on training. The course empowered teachers through the key life skills of horticulture and cookery to encourage children's understanding of both maths and science.

**The full course of 20 delegates** worked in pairs throughout the course at Harlow Carr, started the day with 'Planning for Seasonal Growing and Seasonal Recipes'. They were provided with practical planting timetables to allow planning of their own school kitchen garden and were supplied with a full set of crop planting sheets to get them started.

**The next part of the day** was the 'Practical Cooking' session, where delegates experienced how to make explicit links to the science and maths curriculum through a range of seasonal recipes including Leek and Potato Soup and Granola Fruit and Yogurt layer. They were able to take recipe cards, and their cooked recipes away at the end of the day.



**After a well-earned break** for lunch from Betty's tea rooms, taken out in the Spring RHS gardens of Harlow Carr, delegates moved into the 'Practical Seasonal Growing Session'; planting pea tops, potatoes in a container, and winter windowsill herbs.

Delegates were also able to take their plants home to nurture and grow on at the end of the day.



**The final session of the afternoon** was the all-important 'Curriculum Session', dedicated to demonstrating how growing and cooking may be adopted as part of the school curriculum. This session delivered ideas for discrete ways to teach maths and science in the garden and the kitchen, alongside outlining the statutory maths and science requirements for schools, taken from the New Primary Curriculum, and how these are addressed through implementing the two key life skills of horticulture and cookery.

**At the end of the day** delegates gave a 'big thumbs up' to the course.

**"An informative and interesting day, thanks"**

**"I have really enjoyed the day. Just right – nothing could be improved!"**

Due to popular demand, this course will re-run in 2015 through the RHS Campaign programme, and is available to book separately through *Open Futures* for groups of 12 delegates or more.

**See the STOP PRESS notice on page 3 for more details.**

RHS Campaign for school gardening		Vegetable planner											
Open Futures		JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
Artichoke, Globe													
Artichoke, Jerusalem													
Aubergine													
Bean, Broad													
Bean, French													
Bean, Runner													
Beetroot													
Broccoli													
Brussels Sprouts													
Cabbage, Spring													
Cabbage, Summer													
Cabbage, Winter													
Cabbage, Chinese													
Carrot													
Cauliflower													
Celeriac													
Celery													
Chicory													
Cucumber													
Kale													
Kohlrabi													
Leek													
Lettuce													
Marrow													
Onion													
Parsnip													
Pea													
Pepper													
Potato													
Radish													
Spinach													
Sweetcorn													
Tomato, Indoor													
Tomato, Outdoor													
Turnip													

**KEY**

- Green box: Sowing indoors, under cover
- Blue box: Sowing outdoors
- Orange box: Planting tubers, sets or offsets
- Yellow box: Planting out seedlings
- Red box: Harvesting

RHS Campaign for school gardening		Growing potatoes in a container											
Open Futures													
<b>You will need:</b>													
<ul style="list-style-type: none"> <li>1 Potato planting bag, old compost bag or large pot (minimum 40 cm diameter)</li> <li>3 Seed potatoes (approx 1 potato per 10 litres of compost in container)</li> <li>Enough soil or compost to fill the container</li> </ul>													
<ol style="list-style-type: none"> <li><b>Chitting</b> <ul style="list-style-type: none"> <li>Chitting (or sprouting) potatoes helps early growth and can leave to earlier harvests.</li> <li>Place potatoes with eyes uppermost in an egg box or tray. Leave on a cool but bright frost free windowsill.</li> <li>Chitting takes about 6 weeks.</li> </ul> </li> <li><b>Planting</b> <ul style="list-style-type: none"> <li>After 6 weeks or just before the Easter holidays, place about 10 cm of multi-purpose or loam-based compost in the container.</li> <li>Place potatoes (with shoots uppermost) onto soil and cover with an additional 10 cm compost. Water thoroughly after planting.</li> <li>The container should be placed outside in a sheltered frost free location. Bring indoors or protect with fleece if frost is forecast.</li> </ul> </li> <li><b>'Earthing Up' plants</b> <ul style="list-style-type: none"> <li>Once the shoots are 15 cm high you should add more compost around the stems, leaving only the shoot tips showing. This will encourage the plant to produce more potatoes and prevent greening of any potatoes exposed to sunlight.</li> <li>Continue to do this regularly until the container is almost full.</li> </ul> </li> <li><b>Harvesting</b> <ul style="list-style-type: none"> <li>Potatoes are ready for harvest when the flowers appear or foliage begins to die back.</li> <li>Early potatoes are usually harvested in mid June to mid July (later the further north you are) but before the Summer holidays.</li> <li>Main crop potatoes are usually harvested after the Summer holidays. Any remaining foliage is removed and the plants are left to stand for 2 weeks (to harden skins) before harvesting. However you may find that plants will naturally die back and be ready for harvest on your return to school in September.</li> </ul> </li> </ol>													

## Why did my school get openit?

This might be because your school is in, or close to, Birmingham, Hull, Manchester or Newham where the *Open Futures* Trust is currently sponsoring a Curriculum Development Partnership initiative. If you're interested in hearing

more about the partnership, or wish to explore ways of introducing the *Open Futures* Skills and Enquiry Learning Programme into your school, either visit [www.openfutures.com](http://www.openfutures.com) or email [hello@openfutures.com](mailto:hello@openfutures.com).