A 12-WEEK SEMH CURRICULUM PROJECT

BEES FROM EVERYWHERE.

Anchored in Tony Walsh's "This is the Place"

LIFE CHANGING EDUCATION

// WHAT IS THIS PROJECT?

THE MANCHESTER BEE — A CITY IN 200 WINGS.

A worker bee is the city's oldest symbol of **graft, soot and sparkle**. We use it to teach SEMH learners that Manchester's industrial past and its migrant, multilingual present are **one continuous story** — and that they themselves are part of the hive.

Tony Walsh's poem *This is the Place* provides the rhythmic anchor: short repeating lines, sensory imagery and unmistakable Northern pride — the perfect scaffold for emotional regulation in 40-minute bursts.

Industrial Past
Steam · Cotton · Soot

Migrant Present
Windrush · 2020s

Sensory Anchor
Spice · Bass · Brick

SEMH Regulation
40-min bursts

// THE HIVE AT A GLANCE

FOUR PHASES. ONE HIVE.

PHASE 01 / WK 1-4

01 The Global Hive

Empire, trade winds, post-war migration and the first individual Bee Portraits.

HISTORY · GLOBAL GEOG.

PHASE 02 / WK 5-8

02 The Working Hive

Cotton, chimneys, fieldwork in Oldham and a real "Sense of Place" survey.

FIELDWORK · URBANISATION

PHASE 03 / WK 9-10

03 The Musical Hive

Sound systems, Bhangra, found-object percussion — the Soundtrack of Migration.

MUSIC · CULTURAL HISTORY

PHASE 04 / WK 11-12

04 The Painted Hive

Scaling, projection, varnish — leaving a permanent mural on the school wall.

ART · LEGACY

"Six bees. One giant hive."

WK 01

WK 12

// 40-MINUTE BURSTS

FOUR LEVERS FOR THE DYSREGULATED CLASSROOM.

Every session in this curriculum is engineered around these four strategies. Cognitive load stays low; physicality, ritual and rhythm do the heavy lifting.

STRATEGY 01

The "One Line" Hook

A single line of Walsh's poem opens every session — a repeating, predictable rhythmic doorway into the work.

STRATEGY 02

Dual Coding

Every concept is twinned with a touchable object or a physical action. Spices, syringes, sound, soot.

STRATEGY 03

The 3-Minute Buzz

Low-stakes retrieval at the end of each block. No grading, no shame — just a quick check the bee is still flying.

STRATEGY 04

Physical Transitions

Between each block: stand, stretch, move tables, blow a paper boat — anything that resets the nervous system.

// QUIETLY RAISING THE CEILING

GCSE SKILLS, HIDDEN IN THE HIVE.

SEMH learners often arrive years below expected GCSE entry. This curriculum smuggles in the underlying skills they'll need — phrased as hands-on play, not exam prep.

GEOGRAPHY

G

- Primary data collection in the field
- "The Urban Model" — land use zoning
- Bar charts, averages, calibration
- Map reading and Great Circle routes

HISTORY

H

- The Industrial Revolution as cause-and-effect
- Evaluation of Empire — multiple perspectives
- Source analysis: posters, telegrams, photos
- Long-arc continuity / change narratives

ENGLISH

E

- Contemporary poetry analysis
- Rhythm, repetition, sensory imagery
- Spoken word recording & performance
- Postcard / telegram short-form writing

01

// PHASE ONE / WEEKS 1–4

THE GLOBAL HIVE.

Where did Manchester come from? Spice ships, steam beams, post-war boats and a wall map covered in pollen. The bees arrive from everywhere.

WK 01 · EMPIRE

WK 02 · COTTONOPOLIS

WK 03 · WINDRUSH

WK 04 · BEE PORTRAITS

W01

// HISTORY · GEOGRAPHY

"BORN WITH A SPARKLE, A CARTLOAD OF DREAMS."

Introduction to the British Empire and "First Contact" with India. We open the year with smell, touch and a 400-year-old trade route.

Spice. Silk. A glass "gemstone."

S1

THE LURE OF THE SPARKLE

Why the British went to India

0–10m · Sensory Mystery Box — pepper, cinnamon, silk, glass "gem." The iPhones of 1600.

10–30m · 1600s World Map — circle England + India in gold; sketch the "Cartload of Dreams."

30–40m · Dramatic reading of merchants meeting the Mughal Emperor + emoji-label feelings.

S2

PHYSICS OF THE JOURNEY

Tracing the Cape Route

0–10m · Distance Duel — atlas + string, Manchester→India direct vs round Africa @ 5 knots.

10–25m · Atlas treasure hunt: London → Canary Is. → Cape → Madagascar → Surat.

25–40m · Tray of water + straw — blow a paper boat to India, avoiding "land" rocks.

S3

IMPACT OF FIRST CONTACT

The East India Company

0–10m · EIC coat of arms — the first "Mega-Corp." Business, not country.

10–30m · The Great Trade Swap table — spice/cotton/tea vs. wool/silver/weapons.

30–40m · The "Dream Scale" — rate bravery 1–10, write one dream you'd pack.

// W01 / TOOLKIT

PACING, PHYSICALITY, LANGUAGE.

MANTRA- "BORN WITH A SPARKLE"

01 · PACING

40 minutes is the sweet spot.

Use a visual timer for transitions between physical work (blowing boats) and writing (mapping). Predictability is the regulator.

02 · PHYSICALITY

Spice + silk = sensory grounding.

If a learner becomes dysregulated, redirect to sorting the spices as a calming task. The trade crate doubles as a regulation tool.

03 · LANGUAGE

"Born with a sparkle."

Use the line as a recurring mantra to validate students' own potential. Repeat it at the door, the desk, the close.

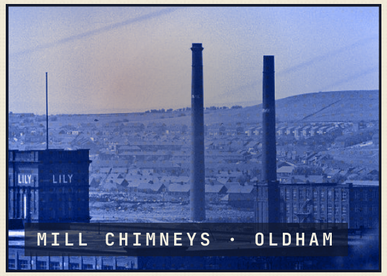
W02

// HISTORY · PHYSICAL GEOG.

THE FIRST INDUSTRIAL NATION.

How "steam and the beam" turned Manchester into Cottonopolis — and what the chimneys did to the air, the water and the workers.

Sparkle on one face, soot on the other.



MILL CHIMNEYS · OLDHAM

S1

POWER OF THE PENNINES

Physical geography of industry

0-10 | 10-25 | 25-40

0–10m · Pour water on a sponge "Pennines"; watch gravity feed Manchester.
10–25m · Raw cotton wool — pull dry vs damp. Pennine rain was the secret ingredient.
25–40m · Map the Irwell, Medlock, Irk; place mill icons where water flows fastest.

S2

STEAM & THE BEAM

Water power → steam engine

0-10 | 10-30 | 30-40

0–10m · 6 learners become a human Beam Engine; a drum keeps the rhythm.
10–30m · Syringe piston push — steam is "angry water" wanting to expand. P = F / A.
30–40m · 19th-century weaving shed recording, loud — the daily sensory impact.

S3

COTTAGE → FACTORY

Automation & urbanisation

0-15 | 15-30 | 30-40

0–15m · Speed Test — 3 hand-spinners vs 3 mechanical. One machine = 50 people.
15–30m · LEGO cottage village → one factory chimney. Watch the city crowd.
30–40m · "Split Face" drawing — Sparkle of machines vs Soot of smoke.

// W02 / TOOLKIT

EAR DEFENDERS, SYRINGES, GOLDEN THREAD.

MANTRA: "STEAM + BEAM"

01 · SENSORY DAMPENING

Ear defenders on standby.

The Mill Sound activity is a powerful lesson in overload. Pre-warn learners and let anyone opt out without comment.

02 · TACTILE STEAM

Syringes are fidget-friendly.

High-level physics taught through hand pressure, no textbook required. Two in each pair so nobody is waiting.

03 · GOLDEN THREAD

Wet cotton = bad days made strong.

Make the link explicit: weather and difficulty can strengthen us, just as Pennine rain strengthened the thread.

W03

// HISTORY · ENGINEERING

END OF EMPIRE, NEW BEGINNINGS.

Post-WWII migration — the Commonwealth journey to the rainy North. Bravery, boats, and a thermal shock measured in cups of cooling water.

EMPIRE WINDRUSH · TILBURY DOCK 1948

"I thought the chimneys made smoke for a living."

S1 THE COMMONWEALTH CALL

Push & pull factors

0-10 | 10-25 | 25-40

0–10m · Photos of post-Blitz Manchester. Who fixes a broken city?

10–25m · 1948 telegram + recruitment poster. Packing List — 3 items in one suitcase.

25–40m · Floor map — Jamaica, Barbados, India, Pakistan → Tilbury → Manchester.

S2 PHYSICS OF THE BIG BOAT

Engineering the Windrush

0-10 | 10-30 | 30-40

0–10m · Displacement & draft — how does a 1,000-passenger ship float? Ballast in a bowl.

10–30m · Diesel, not steam. Fidget spinner = RPM. 8,000 miles @ 15 knots = ?

30–40m · Cardboard-tube telescope — Earth's curvature, ships disappear bottom-first.

S3 THE THERMAL SHOCK

Physical & emotional change

0-15 | 15-30 | 30-40

0–15m · Kingston 30°C vs Manchester 10°C — heat lamp + ice + model human.

15–30m · Tinted "Manchester Filter" glasses over a Caribbean photograph.

30–40m · Postcard home — describe the cold and smoke, but find one Sparkle.

// W03 / TOOLKIT

IDENTITY, REGULATION, SUCCESS.

MANTRA: "ENGINEERS OF BRITAIN"

01 · IDENTITY

Migrants as engineers.

Frame the Windrush generation as "Engineers of a New Britain" — they didn't arrive looking for help, they arrived to fix something.

02 · REGULATION

The Horizon grounds the eye.

Looking through a cardboard telescope at a distant fixed point is genuinely calming — useful tool to keep in the cupboard.

03 · SUCCESS CRITERIA

Two clean wins.

"I can explain why a heavy boat floats." "I can describe why Manchester felt cold to a newcomer." Either one is a victory.

W04

// GEOGRAPHY · ART

MAPPING THE MODERN HIVE.

Marking the "Everywhere" with pollen stickers, then beginning the individual Bee Portraits each learner will carry across the curriculum.

"Flying with the world on our wings."

S1

THE GLOBAL HIVE

Visualising "Everywhere"

0–10m · The Honey Connection — Manchester is a Hive because people come here to build. Who are the bees?

10–25m · Pollen Stickers on wall map: India, Caribbean, Pakistan, Ukraine, Hong Kong, Syria.

25–40m · String connects each dot to Manchester — Great Circle routes, not flat-map straight lines.

S2

ANATOMY OF A BEE

Physics of flight

0–10m · The Manchester Coat of Arms — the worker bee = industrial revolution hustle.

10–25m · Card-through-air — drag, then tilt for lift. A bee's wing rotates in a figure-eight.

25–40m · A3 honeycomb paper — draw the bee in three segments: head, thorax, abdomen.

S3

PAINTING THE WINGS

Global decorative patterns

0–10m · Pattern research — Henna, Madras, Kente, English Rose. Pick what speaks to you.

10–30m · Fine-line pens; left mirrors right. Symmetry as structured boundary.

30–40m · Gallery walk — six bees together. Born with a sparkle, flying with the world.

// W04 / TOOLKIT

FLOW, OWNERSHIP, SYMMETRY.

01 · MICRO-FOCUS

Pattern work = Flow State.

Henna and Kente pattern work is a proven flow-state activity. Heart rates drop, anxiety drops, time disappears.

02 · OWNERSHIP

Claim a piece of the city.

Labelling their bee with a Global Origin lets each learner claim a slice of Manchester's history as personally theirs.

03 · SYMMETRY

Mirror rule = safe boundary.

"What happens on the left must happen on the right" gives learners who struggle with open-ended art a predictable structure.

02

// PHASE TWO / WEEKS 5–8

THE WORKING HIVE.

Step out of the classroom. Tally counters, soot tests and a hill-climb survey of Oldham. The bees do the graft.

- WK 05 · SPINDLE CAPITAL
- WK 06 · FIELDWORK PREP
- WK 07 · THE FIELD TRIP
- WK 08 · ANALYSING THE BUZZ

W05

// LOCAL ECONOMIC STUDY

"GREAT MINDS, GREAT HANDS."

Oldham — once the spindle capital of the world — and how the chimneys, then the green, came and went.

12 million spindles. One small town.

SPINDLE PEAK
12M
vs 0 by 1980

S1

THE SPINDLE CAPITAL
Scale of Oldham's industry
0-10 | 10-25 | 25-40

0–10m · Great Minds Challenge — 100 cotton balls, 2-min timer; how many threads twisted?
10–25m · 1900 Oldham map — count chimneys; thermal buoyancy and why they were so tall.
25–40m · Skewer + cardboard disc Model Spindle. Spin to feel the rhythm.

S2

CHANGING SKYLINE
Urbanisation
0-15 | 15-30 | 30-40

0–15m · Photo Detective — Union St 1910 vs 2026. What appeared, what vanished?
15–30m · Define urbanisation; sound-meter app: farm vs Mill town.
30–40m · Brick Wall — build a mill in red blocks then "decommission" the roof.

S3

ENVIRONMENT & ECOLOGY
Air and water change
0-15 | 15-30 | 30-40

0–15m · The Soot Test — white cloth, old brick vs new; the Peppered Moth metaphor.
15–30m · The Filter Fix — clean ink-and-soil water with sand and cloth.
30–40m · Alexandra Park photos — is Oldham a better hive now than in 1900?

// W05 / TOOLKIT

EVIDENCE, METAPHOR, MESS.

MANTRA: "ADAPT TO SURVIVE."

01 · VISUAL EVIDENCE

Then vs Now photos.

A "low floor / high ceiling" task — every learner can spot a difference, regardless of reading ability. Confidence first.

02 · THE METAPHOR

The Peppered Moth.

A natural metaphor for SEMH learners: you adapt to the environment you find yourself in. Survival is creative.

03 · TACTILE SCIENCE

Soot, sand, dirty water.

Immediate, messy, engaging proof of environmental change. The mess is the lesson — don't hurry the cleanup.

W06

// METHODOLOGY

FIELDWORK PREP.

From Tony Walsh's poem to a clipboard. We translate language into data buckets and design our own Place Tracker.

People · Work · Connections.

S1

POETRY LAB

Translating poem to data

0–10m · Listen to Walsh perform "This is the Place." Tally every "Place" word.

10–25m · 3 Data Buckets: People (Smiles), Work (Graft), Connections (Bridges).

25–40m · Each learner picks one category and draws a Data Icon for it.

S2

PHYSICS OF OBSERVATION

Using fieldwork tools

0–15m · 60-Second Snapshot — tally counter, count every Connection in 1 minute.

15–30m · The Smiles Survey ethics — read body language without intruding.

30–40m · Calibration — why did A count 10 cars and B count 12? Standardised data.

S3

PLACE TRACKER

Building the survey sheet

0–15m · The Vibe Meter 1–5: 1 "Cold and Gray" → 5 "Born with a Sparkle."

15–30m · Master Sheet — clipboards with Tally, Sketch and Star-Rating zones.

30–40m · The Fieldwork Contract — 6 safety rules, signed by each Great Mind.

// W06 / TOOLKIT

CLICK, PREDICT, DRAW.

MANTRA: "EXPERT SCIENTISTS"

01 · THE CLICKER

Mechanical tally counters.

Tactile, satisfying, fidget-friendly. The click keeps focus where the eye wants to drift. Buy six. Replace lost batteries early.

02 · PREDICTABILITY

Map the trip in advance.

Knowing exactly what they're looking for lowers fear of leaving the school site. The clipboard is the safety blanket.

03 · ICONS OVER TEXT

Symbols are scientific.

Allowing icons lets learners with literacy challenges feel like the experts they are. The drawing is the data.

W07

// FIELDWORK DAY

THE FIELD TRIP.

Land use, language hunt, canals, and a hill with a view of the whole hive. We collect data with our feet.

Feet, eyes, ears, clipboard.

S1

ARRIVAL & QUIET MAP

Grounding in environment

0–10m · Sensory Baseline — 30 seconds eyes closed. What do you hear? What do you smell?

10–25m · Land Use Bingo — physical features vs human features.

25–40m · Canal Physics Stop — why is the water still? What does a lock do?

S2

SENSE OF PLACE SURVEY

Collecting soft data

0–15m · Graft Tally — busy corner, clickers, 5 minutes. Busy-ness Frequency.

15–30m · Smiles Audit — observe interactions outside a shop or place of worship.

30–40m · 5-min quick sketch of where old stone meets new glass.

S3

HIVE INTERACTION

Mapping diversity

0–15m · Language Hunt — count scripts on shop signs: Arabic, Urdu, English, Polish.

15–30m · Hill Challenge — walk up an Oldham incline. Look back at the city.

30–40m · Cool Down — write one word on a pebble describing the city today.

// W07 / TOOLKIT

YELLOW CARD. SNAPSHOT. SIT DOWN.

OFF-SITE SEMH PROTOCOLS

01 · OVERSTIMULATION

The Yellow Card System.

When noise or crowds get too much, the learner shows the card. No questions asked — the group moves to a pre-scouted Quiet Zone.

02 · DATA FRUSTRATION

The Snapshot Rule.

If a clipboard is dropped or a tally lost: "Take a mental photo and we will guess the number together." Data anxiety, defused.

03 · PHYSICAL FATIGUE

10-minute chunks.

Plan the route in short legs with a sit-down Data Stop between each. The trip is a marathon dressed as sprints.

W08

// ANALYSIS & PSHE

ANALYSING THE BUZZ.

Bringing data back to the classroom. Human bar charts, an average mood, and invisible bridges between bees.

"This is the place where we all belong."

S1

DATA HARVEST

Cleaning up field notes

0–10m · Memory Download — share one Sparkle moment and one Soot moment.

10–25m · Big Tally — transfer messy field notes into a Final Count table.

25–40m · Standardise the Hive — why did Mosque group see more Smiles than Bus Station?

S2

VISUALISING THE BUZZ

Bar charts

0–10m · Human Bar Chart — "more than 10 Bridges, 3 steps forward."

10–30m · Master Chart — large grid paper, coloured tape, x=category, y=frequency.

30–40m · Data Portraits — label highest and lowest bars. What's the average vibe?

S3

WHY STAY?

PSHE: Pull factors

0–15m · Pull Factor Sort — Family · Jobs · Food · Safety · Weather · Friends.

15–30m · Invisible Bridges — language, religion, shared history.

30–40m · Back of Week 4 bee — write one reason your bees choose to stay.

// W08 / TOOLKIT

BUILD IT. AVERAGE IT. OWN IT.

"EVERYONE STARTS WITH A WIN"

01 · PHYSICAL DATA

Build before you draw.

Multilink cubes or LEGO bar charts before paper-and-rulers. Less frustration, more pride.

02 · AVERAGE TALK

Average is a mood.

"We have high days and low days, but our Average is what makes us who we are." Statistics as self-knowledge.

03 · PREDICTABLE WIN

Everyone has data.

Every learner came back from the trip with numbers — so everyone starts this week's lessons with a guaranteed win.

03

// PHASE THREE / WEEKS 9–10

THE MUSICAL HIVE.

Bass on the bowl of water, Bhangra on the body, looms on the loop pedal. The Manchester sound from everywhere.

WK 09 · MUSIC, MAGIC

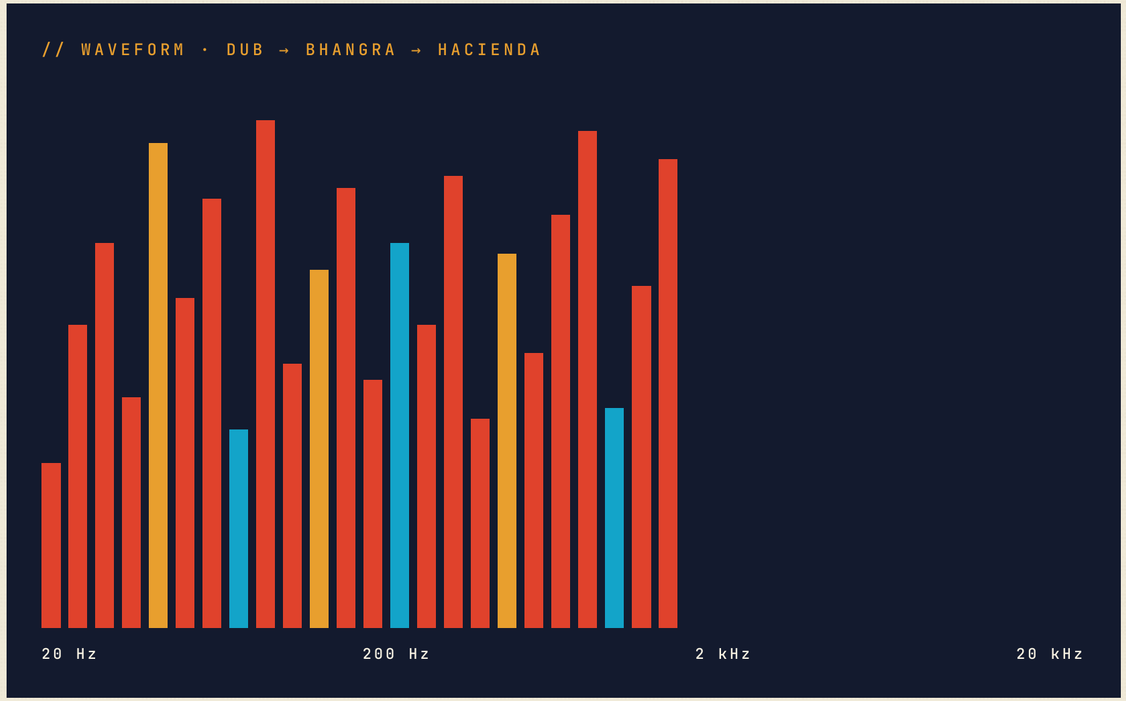
WK 10 · RHYTHM OF THE STREETS

W09

// MUSIC · CULTURE

"THE MUSIC, THE MAGIC."

The "Manchester Sound" as a collision: Caribbean dub, South Asian Bhangra, post-industrial electronics. We listen with our hands.



Bass · Beats · Bridges.

S1 SOUND SYSTEM PHYSICS

Caribbean bass culture

0-10	10-25	25-40

0–10m · Bass Test — bowl of water on a speaker. Heavy dub. Watch the ripples.
10–25m · Building the Tower — cardboard speaker stack; directional waves.
25–40m · Dub Remix — record "This is the place" + echo, reverb effects.

S2 BHANGRA & THE HACIENDA

Cultural collision

0-10	10-25	25-40

0–10m · The Dhol Beat — body percussion to a 4/4. Check your pulse.
10–25m · Indie vs Bhangra — find the electronic sparkle in both.
25–40m · DIY Chladni Plate — sand on a speaker. Genre patterns made visible.

S3 SOUND MAP

Sonic geography

0-15	15-30	30-40

0–15m · Genre Sort — cardboard "Record Sleeves" coloured by sound mood.
15–30m · Map the Magic — stick records onto the Manchester wall map.
30–40m · Sparkle Playlist — each learner picks one sound they liked best.

// W09 / TOOLKIT

BEAT. VOLUME. BODY.

MANTRA: "HOLD THE HIVE TOGETHER"

01 · RHYTHMIC GROUNDING

4/4 regulates.

A steady 4/4 is a proven way to help ADHD and SEMH learners regulate their internal tempo. Predictable beat = predictable nervous system.

02 · VOLUME CONTROL

Headphones available.

Music can trigger as easily as it soothes. Always provide noise-cancelling headphones — opting out is a valid response.

03 · BODY LAB

Out of head, into body.

Body percussion — claps, stomps, taps — pulls learners out of their heads and into themselves. Anxiety drops as movement rises.

W10

// PRODUCTION · COMPOSITION

RHYTHM OF THE STREETS.

Industrial clank, global beats and a 6-voice spoken word. We build the year's track, layer by layer.

Past · People · Story.

S1

INDUSTRIAL CLANK

Percussion

0–10m · Metal Orchestra — spoons, cans, chain, pipe. Find the Machine Beat.

10–25m · Sampling the Soot — record clinks and slams; look at the waveform.

25–40m · The 4-Bar Loop — predictable repetition lowers anxiety.

S2

GLOBAL SPARKLE

Melody & rhythm

0–10m · Rhythm Bridge — play Bhangra / Reggae over the Metal Clank.

10–25m · Physics of Phasing — 120 vs 125 BPM. Interference patterns.

25–40m · Synth Sparkle — shimmering highs cutting through the Soot.

S3

FINAL TRACK

Soundtrack of Migration

0–10m · Spoken Word — 6 learners each record one line of the poem.

10–30m · Big Mix — layer Industrial Clank · Global Beats · Voice.

30–40m · Playback — lights down, comfortable volume. How does the poem change?

// W10 / TOOLKIT

JUNK. LOOPS. CONDUCTOR.

MANTRA: "CREATIVITY WITHOUT TALENT."

01 · FOUND OBJECTS

Junk validates creativity.

Using "junk" engages learners who feel unmusical. Creativity is validated without requiring talent — the bar is participation.

02 · THE LOOPER

Instant success.

Digital loopers turn one good sound into "perfect" and "endless." Self-esteem bumps within the first 30 seconds.

03 · SENSORY MIXING

The Conductor.

If layering gets too loud, the Fader Rule applies: one person is the Conductor and uses hand signals for soft / loud.

04

// PHASE FOUR / WEEKS 11-12

THE PAINTED HIVE.

A wall. Six small bees. One large hive. We close the year by leaving something permanent behind.

WK 11 · MURAL DESIGN

WK 12 · THE BIG PAINT

W11

// GEOMETRY · LIGHT

MURAL DESIGN.

The grid method, the projector, and six small bees that turn into one giant hive.

Six small bees · one giant hive.

S1

GEOMETRY OF THE GRID

Scaling up

0–10m · Shrink & Grow — a 2cm bee drawn at 20cm wide. Ratios.

10–25m · 10×10cm segments with 2cm grids; copy into 10cm-grid card.

25–40m · Transfer lines square by square. Task chunking reduces overwhelm.

S2

MAGIC LANTERN

Projection physics

0–10m · Physics of Shadows — torch and cut-out bee. Light divergence.

10–30m · Tracing Team — 3 trace outlines, 3 anchor boards.

30–40m · Symmetry Check — spirit level on the words.

S3

INTEGRATING THE BEES

Assembly

0–10m · Composition Talk — flying toward the words or away?

10–30m · Heavy-duty adhesive. Soot grey background, Sparkle metallic bees.

30–40m · Grand Reveal (internal) — torches in a dark room. Six small bees, one hive.

// W11 / TOOLKIT

GRID. LIGHT. ANCHOR.

MANTRA: "ONE TINY SQUARE AT A TIME."

01 · GRID METHOD

Predictable path.

If a learner gets frustrated, the rule is "only this one tiny square." The whole mural disappears; the next 2cm appears.

02 · LIGHT PROJECTION

Pro-level finish.

Tracing a projection guarantees a professional-looking result, which is fuel for fragile self-esteem.

03 · THE ANCHOR ROLE

Technical Assistant.

For learners who find drawing difficult, holding boards and setting up the projector is an equally valued role.

W12

// PAINTING · LEGACY

THE BIG PAINT.

Big arm movements, gold lettering, a varnished skin, and a finished gift to the school.

"No mistakes — only new layers."

S1 BASE LAYERS

The Soot & the Soil

0-10	10-30	30-40

0–10m · Sensory warm-up — brushes in water; viscosity of paint vs water.
10–30m · Foundation Fill — rollers and sponges. Whole-arm heavy work grounds learners.
30–40m · Clean-up Ritual — high-standard tool care = Great Hands respect.

S2 LETTERING & SPARKLE

Adding the quote

0-10	10-30	30-40

0–10m · Practice Precision Breath — long stroke, long exhale. Heart rate down.
10–30m · Gold / silver / bright yellow fills "This is the Place."
30–40m · Hive Check — stand back 5 metres with a cardboard viewfinder.

S3 VARNISH & LEGACY

Protection & reflection

0-10	10-25	25-40

0–10m · Protective Shield — gloss varnish; polymerisation.
10–25m · Artist's Signature — corner signature or thumbprint bee.
25–40m · Soundtrack playback. Final line of the poem. Sparkle Award certificates.

// W12 / TOOLKIT

FLOW. FORGIVE. LEAVE.

MANTRA- "A GIFT TO THE SCHOOL."

01 · FLOW STATE

Play the Week 10 soundtrack.

Low volume, on a loop. Rhythmic anchor that prevents off-task chatter. The learners' own track keeps the learners' own hands moving.

02 · MISTAKE MANAGEMENT

Wet Cloth Station.

Everything can be painted over. There are no permanent mistakes in a mural — only new layers. Say it loudly, often.

03 · LEGACY BUILDING

Give, don't take.

SEMH learners often feel they only ever take from a setting. Giving something permanent back is a massive lift to self-concept.

// SECTION 06 / END GOAL

BEYOND THE CLASSROOM.

We shift the work from a school mural into a **Community Legacy Project** — a public garden and a published atlas, sent to the people in charge of our city.

01 **Global Pollinator Corridor**

02 **Citizen's Atlas of the Hive**

03 **The Honey Market Launch**

// 01 / PHYSICAL PRODUCT

GLOBAL POLLINATOR CORRIDOR.

A permanent garden in a public-facing area of the school. Hexagonal planters, each dedicated to a region of the "Everywhere" map. Real pollinators come, the students return as guides.

// 02 / DIGITAL PRODUCT

CITIZEN'S ATLAS OF THE HIVE.

A professional digital book — fieldwork, bar charts, Bee Portraits and student writing — sent directly to local councillors and the Mayor of Greater Manchester.

FIELDWORK | BAR CHARTS | BEE PORTRAITS | POEM RESPONSES | PHOTO ESSAY

// PUBLISHED EDITION · VOL.01

The Citizen's Atlas of the Hive

AUTHORS	Year 7–8 SEMH cohort
PAGES	48 · full colour
FORMAT	Print + EPUB + web
RECIPIENTS	The Mayor · ward councillors · school families
FOREWORD BY	Headteacher, LCE

// 03 / WOW FINALE

THE HONEY MARKET.

01 · GUIDES

Students as tour guides.

Walking the corridor, narrating the bees, owning the room they're standing in.

02 · PRODUCT

Manchester honey jars.

Locally sourced. Student-designed labels. Wrapped, priced and sold by the cohort.

03 · CAUSE

Proceeds → migrant support charities.

Money raised goes back to the same kind of people who came to fix the city after the Blitz.

// SEMH IMPACT

WHY THIS IS TANGIBLE.

01
VISIBILITY

Permanent belonging.

A garden in the playground. A mural on the wall. Their names. Their handprints. Their bees. Walked past every day.

02
PROFESSIONALISM

Validated as contributors.

A published atlas with their names on the cover, addressed to the Mayor. A different kind of letter than the ones they usually receive.

03
ENTREPRENEURSHIP

Real-world business.

A market. Real customers. Real money. Counted, given away, recorded. Maths that mattered.

// SECTION 07 / OFFSITE EXPERIENCE

CASTLEFIELD BASIN.

Bridging the industrial past and the global present in a single afternoon — iron viaducts, a still canal, modern murals and a spoonful of honey at the end.

WHEN	End of Phase 02 / Week 07
DURATION	Half-day · 4 stops
GROUP	6 learners · 2 staff
VIBE	Quieter than the city centre · pedestrian-friendly

// FIELD ITINERARY

FOUR STOPS. ONE SPARKLE.

Setup: replica "Travel Documents" with the task *Find the Sparkle.*

#	Stop	Location	Activity
01	**Sound of the Deep Past**	Iron footbridge, Rochdale Canal	Drop a biodegradable "Dream" into the water
02	**Echo of the Engine**	Under the Victorian viaducts	Rhythmic shout — bounce voices off iron
03	**Global Pollen Hunt**	Street art & mosaics	Find the Modern Bee, photograph it
04	**The Sparkle Reveal**	Quiet bench, water-side	A spoonful of Manchester honey

// RATIONALE

WHY IT WORKS.

01 · REGULATION

Physical regulation.

Walking, breathing, looking up at high viaducts — proprioceptive and visual grounding built into the route.

02 · LOW-PRESSURE

No performance.

No worksheet, no test, no audience. A quiet treasure-hunt with a clear endpoint and a sweet ending.

03 · AWE

Inspiring scale.

Quieter and more pedestrian-friendly than the city centre — but architecturally vast. Awe lowers cortisol.

// SECTION 08 / ASSESSMENT

BRONZE. SILVER. GOLD.

TIER 01

Bronze Bee

Emerging — participates with prompts; recalls one or two phase moments.

TIER 02

Silver Bee

Expected — works independently; explains key concepts in their own words.

TIER 03

Gold Bee

Exceeding — synthesises across phases; teaches peers; produces standout artefacts.

RUBRIC · HISTORY & GEOGRAPHY.

Strand	Bronze · Emerging	Silver · Expected	Gold · Exceeding
Empire & Trade	Names two trade goods.	Explains why Britain went to India.	Compares two viewpoints (merchant vs Mughal).
Industrial Geog.	Spots one mill on a map.	Links rivers, rain and mills.	Models pressure, flow or thermal buoyancy.
Migration	Names one country of origin.	Explains a push and a pull factor.	Argues why a person stayed in Manchester.
Fieldwork	Completes one tally with support.	Records three categories independently.	Standardises data & compares to a partner.

RUBRIC · ENGLISH & ART.

Strand	Bronze · Emerging	Silver · Expected	Gold · Exceeding
Poem analysis	Picks one image from the poem.	Explains a metaphor in their words.	Writes a personal response in Walsh's rhythm.
Symbolism	Identifies the bee as Manchester.	Links bee to industry & migration.	Designs an original symbol of belonging.
Pattern & Drawing	Decorates a wing with one motif.	Uses symmetry across the wings.	Blends global patterns into a new style.
Mural	Fills one grid square.	Transfers a section accurately.	Leads the composition & quality check.

RUBRIC · MUSIC & PSHE / SEMH.

Strand	Bronze · Emerging	Silver · Expected	Gold · Exceeding
Rhythm	Claps a steady pulse.	Holds a 4-bar loop with a partner.	Layers two genres on top of each other.
Composition	Records one sound.	Builds a 4-bar industrial loop.	Mixes a final track with intent.
Self-regulation	Names one feeling at start of session.	Uses a strategy when dysregulated.	Coaches a peer through a moment.
Belonging	Names one reason to stay.	Connects an Invisible Bridge to themselves.	Articulates personal contribution to the city.

// SECTION 09 / SAFETY

RISK OVERVIEW.

3:1
STAFFING RATIO
SEMH-trained adults to learners on all off-site activities.

12
WEEKS · DURATION
12 weeks of 3 × 40-min sessions plus the offsite day.

6
LEARNERS · 11–13
Small group designed for a high-needs cohort.

2
SUPPORTING ADULTS
One lead teacher and one trained TA — both first-aid certified.

Locations · the classroom · the school studio · urban transect through Oldham and Manchester · Castlefield Basin offsite day.

CLASSROOM & STUDIO HAZARDS.

Hazard	Who's at risk	Control measure
Sensory overload	All learners	Yellow Card system · pre-scouted Quiet Zone · ear defenders available · low-stim opening.
Sharp tools	Studio sessions	Lockable tool box · 1:3 supervision during cutting · count-in / count-out at lesson start & end.
Allergies (spice, cotton)	All learners	Pre-screen allergy register · sealed containers · hand-wash before & after sensory work.
Trip hazards (rollers, cables)	All	Cable covers on the mural projector run · clear floor at start & end of every session.
Paint & varnish fumes	Phase 04	Open-window ventilation · water-based paints only · varnishing done by staff in last 10 mins.
Water + electricity (Week 9)	All	Bowl-on-speaker test uses a sealed Bluetooth unit on a non-conductive tray · no mains nearby.

// SECTION 10 / WORKING MEMORY ANCHOR

THE GRAND HIVE.

A living Working Memory Anchor built across the 12 weeks. The wall is divided into four vertical "hives" — one per phase — and they grow with the learners.

ZONE 1	ZONE 2	ZONE 3	ZONE 4
Global Roots	Industrial Spindle	Sonic Remaster	Legacy Mural

ZONES 1 & 2 · ROOTS & SPINDLE.

ZONE 01 · WEEKS 1-4

Global Roots

- Trade Crate Shelf — pepper, cinnamon, silk, glass.
- 1600s Route Map with gold thread between ports.
- Hexagonal Golden Thread Facts (one per week).
- First Contact Emoji Board.

ZONE 02 · WEEKS 5-8

Industrial Spindle

- "Then vs. Now" photo slider.
- Fieldwork Toolkit display — clipboards, clickers, pebbles.
- "Buzz" bar charts from Week 8.
- Pebble word-wall from the offsite cool-down.

ZONES 3 & 4 · REMASTER & LEGACY.

ZONE 03 · WEEKS 9-10

Sonic Remaster

- Waveform Wall — printed loops from the Week 10 sessions.
- Music Map — Moss Side, Cheetham Hill, Rusholme.
- Graffiti-style Remix Lyrics painted onto card.
- Listening Station with headphones & the final track.

ZONE 04 · WEEKS 11-12

Legacy Mural

Grid Master — the scaled mural template, signed.

Bee Gallery — 6 finished bee portraits.

Sparkle Awards display — certificates and Golden Bee pins.

Photograph of the finished wall, framed.

INTERACTIVE · SEMH · STRATEGY.

01 · INTERACTIVE

Vibe Thermometer + Texture Bar.

A wall-mounted 1–5 mood scale; a strip of cotton, cog, silk and brick. A move on the Vibe is a check-in; a stroke on a texture is a regulation.

02 · ONE-LINE HOOK

Flap cards: one line each.

Each week's One-Line Hook lives behind a small fold-up flap. Pulled open at the start of a session, closed at the end. Predictable rhythm.

03 · SUPPORT ADULT

Capture the Sparkle.

The TA's role is to spot and label "Sparkle" moments. A Soot Corner holds works-in-progress that aren't ready for the main wall — no shame in being unfinished.

// FINAL REFLECTION

"ON THE DAY OF THE LAUNCH, STUDENTS STAND IN THEIR GARDEN, PLAY THEIR MUSIC, AND REALISE THEY ARE THE SPARKLE TONY WALSH WROTE ABOUT."

They haven't just learned about Manchester. They have added to it.

RESPECT | RESILIENCE | INTEGRITY

THANK YOU.

Born with a sparkle,
a cartload of dreams.

Life Changing Education · Respect · Resilience · Integrity