

Guardians of The Wild Plan – Y4 Autumn 2023

STAGE ONE: FOUNDATIONS

STEP 1: Choose a theme.

Welfare of animals and the environmental impact on habitats.

STEP 2: Curriculum

Science – sound/ animal classification/ food chains

Art – Nests/ Drawing as storytelling

Geography – a region in the UK linked to wetlands and a region in North America – environmental changes / the river Nile

DT – Pavillions

PSHE - friendships

Computing – the internet and ...

History – the significance of animals in ancient Egypt

STEP 3: Make a list of things that make the theme interesting

Animals

Link with a trip to an unfamiliar habitat

Unfamiliar places

Big animals!

What is underneath the ocean

Shipwreck

Whale hunting in the past

Invasive species

Overgrown habitats, habitats being built upon

STEP 4: Generate questions for inquiry.

Factual – what species/ group of animals does this creature belong to? What are it's features? Where is this place on a map/ in relation to other places? What are the human and physical features of this place? What do you see happening to the animal?

Procedural – how do we organise our team to visit a location? How do we record what we are doing?

Empathetic- what is it like for the animal to be stared at? What might it be like to receive negative feedback/ be in fear of losing your job? How does it feel to see your favourite places changing?

Narrative – what is the story of the Basque whalers? How did the ship sink? What is the story of the woman who loves the wetland?

Social – how do we treat people who live an isolated life? Should we keep on building houses for people who need them?

Cultural – do people in the UK value wildlife enough? What does life in Red Bay tell us about the people there?

Political – in what ways is renewable energy/ the housing situation being balanced with the impact on wildlife?

Ethical – is it okay to pay to see animals in their natural habitats?

Historical – why did people hunt whales? Has this had an impact on how whales and marine life is treated today?

How were wetlands used in the past? What was the significance of the River Nile in ancient Egypt?

Environmental – what are the impacts of change on wildlife?

Transformational – has what you have learned about marine life/ wetlands changed your understanding of the importance of conservation?

STAGE TWO: THE CONTEXT

STEP 5: Invent a narrative – include: tension, location, and time. (Resources: Levels of Tension p.#)

A – Tensions linked to land being sold and the wetland being under threat. [Invasive species]

B – Tensions linked to the weather and climate change [wind farms]. The animal could be endangered.

STEP 6: Select the Expert Team - powers, responsibilities, and values. (Resources: Expert Teams List p.#)

Animal Heroes – Becoming Guardians of the Wild. We work to protect and nurture wildlife and in doing so raise awareness of the sources of problems – highlight the plight of the animals. We speak for the animals – we value animal life above human gain. We work directly with animals and with the aim to prevent further problem/ problems escalating. We work within codes which protect animal's rights.

STEP 7: Decide on the Client - role, purpose, and authority. (Resources: Client List p.#)

A - Member of the public who has enjoyed spending family time in a local wetland and has a wealth of memories linked to the area. She has seen it declining over the years. She's worried about one animal in particular and wants help.

B - Ethical whale watching tour company – concerned about why they are not seeing the whales this year. They have a history of living alongside them. In the past they relied on the whales to survive and now they work to protect them.

STEP 8: Devise the Commission. (Resources: Commissions List p.#)

A – to try and prevent the destruction of the wetland and raise awareness to stop this habitat from being destroyed.

B – to find out why the whales are not following their normal migration path.

Both teams will communicate with whoever is causing the problems within each commission.

STEP 9: Consider other points of view

People need houses to live in

People argue that we require renewable energy

STAGE THREE: ACTIVITIES AND CURRICULUM LINKS

STEP 10: Link tasks and activities to the National Curriculum.

Theme:			
Tasks and Activities Grid			
Division	Category and Task	Activity and Purpose	Curriculum
Material resources of the team	Building and structures	Set up the headquarters. Invent the address	Geography
Interaction with people outside the team	News	Interview with media about their experiences with animals all around the world.	Speaking and listening
Interaction with people outside the team	Displaying	Receive the award about the teams successes	Speaking and listening
Interaction with people outside the team	Portfolio	Logbook- animal classification	Science
Interaction with people outside the team	Clients	Creating and interacting with the client	Reading
Social/cultural/historical dimensions of the team	Protocols and procedures	Agree protocols for how to survey a site before we visit, dealing with people and places outside of our headquarters (ID Badge, take equipment in van, notebooks)	
Material resources of the team	Planning and preparation	Wetland- wellies, binoculars Sample bottles of water, N. America- what's the weather like? How long are we staying? Where is it on the map? What do we need to pack? How will we get there?	Geography

STAGE FOUR: THE START

STEP 11: Plan a sequence of steps into the fiction (Refer to the Strategies List p.# and the Seven Aspects of Planning List p.#)

Aims:

1. Attract the students' interest
2. Guide them into the fiction
3. Give them a grasp of the world of the context
4. Invite them to adopt the 'mantle' of the expert
5. Introduce them to the client and the commission

Sign the Animal Heroes headquarters – for instance a sign on the door. Have photographs of the work with the bats etc and headlines of past work.

Make a plan of the headquarters it is based in the UK. Decide on where it is in the West Midlands.

We are being interviewed by the local newspaper/ tv channel/ web channel/ podcast as we are nominated for an award - what are our current jobs/ favourite jobs/ job they are most proud of? Annotate a world map and UK map.

Receive an award.

Add to a "log book" which has job overviews organised under animal groups e.g. mammals, reptiles, fish etc...