

## WILDLIFE EXPERIENCES Curriculum Links for KEY STAGES 1 - 2

### Activity

#### Wildlife Experience

### Description

Tour of Feadon Farm environment in search of local fauna and flora.

#### Science:

##### **2B Plants and Animals in the Local Environment**

7 Animal reproduction and growth

##### **2C Variation**

1 Grouping animals and plants

2 Humans and other animals

6 Recording plants and animals

##### **4A Moving and Growing**

2 Bones and skeletons

3 Comparing skeletons

##### **4B Habitats**

2 Finding different habitats

3 Different animals in different habitats

4 Grouping living things

5 Using keys to identify plants and animals

6 Investigating plants and animals

7 Finding out about food sources

8 Identifying food chains

9 Protecting habitats

##### **6A Interdependence and Adaptation**

4 Animals and plants in the habitat

6 Food chains

9 Animals and plants in a different habitat

10 Tracing food chains

## WILDLIFE EXPERIENCES Curriculum Links for KEY STAGE 3

### Activity

Wildlife Experience / Reptile / Wildlife Walk

### Description

Tour of Feadon Farm environment in search of local fauna and flora.

#### Science:

- 2.1b** Assess risk and work safely in the field.
- 2.2a** Obtain and record and analyse data, and use their findings to provide evidence for scientific explanations.
- 3.3d** All living things show variation, can be classified and are interdependent, interacting with each other and their environment.
- 3.4c** Human activity and natural processes can lead to changes in the environment.
- 4d** Study science in local, national and global contexts, and appreciate the connections between these.
- 4e** Experience science outside the school environment, including the workplace.
- 4g** Recognise the importance of sustainability in scientific and technological developments.
- 4i** Prepare to specialise in a range of science subjects at KS4 and consider career opportunities both within science and in other areas that are provided by scientific qualifications.
- 4k** Make links between science and other subjects and areas of the curriculum.

#### Geography:

- 1.1a** Understanding the physical and human characteristics of real places.
- 1.1b** Developing 'geographical imaginations' of places.
- 1.5** Understanding how sequences of events and activities in the physical and human worlds lead to change in places, landscapes and societies.
- 1.6a** Understanding that the physical and human dimensions of the environment are interrelated and together influence environmental change.
- 2.1a** Ask geographical questions, thinking critically, constructively and creatively.
- 2.1b** Collect record and display information.
- 2.1d** Analyse and evaluate evidence, presenting findings to draw and justify conclusions.
- 2.1f** Plan geographical enquiries, suggesting appropriate sequences of investigation.
- 2.2a** Select and use fieldwork tools and techniques appropriately, safely and efficiently.
- 2.4** Communicate their knowledge and understanding using geographical vocabulary and conventions in both speech and writing.
- 3b** A range of investigations, focusing on places, themes or issues.
- 3c** The location of places and environments.
- 3f** Physical geography, physical processes and natural landscapes.
- 3g** Human geography built and managed environments and human processes.
- 3h** Interactions between people and their environments, including causes and consequences of these interactions, and how to plan for and manage their future impact.
- 4a** Build on and expand their personal experiences of geography.
- 4b** Explore real and relevant contemporary contexts.
- 4c** Use a range of approaches to enquiries.
- 4d** Use varied resources including maps, visual media and geographical information systems.
- 4e** Undertake fieldwork investigations in different locations outside the classroom individually and as part of a team.

#### PSHE:

- 1.3a** Understanding risk in both positive and negative terms and understanding that individuals need to manage risk to themselves and others in a range of situations.
- 4b** Meet and work with people from the wider community through external visits.

**Activity****Rescued Animals****Description**

Meet the range of rescue animals living at Feadon Farm and learn how human activity has affected a wide range of native species.

**Science:**

- 1.2b** Examining the ethical and moral implications of using and applying science.
- 2.1b** Assess risk and work safely in the field.
- 2.3a** Use appropriate methods to contribute to discussions about scientific ideas.
- 3.3e** Behaviour is influenced by internal and external factors.
- 3.4c** Human activity and natural processes can lead to changes in the environment.
- 4a** Provide opportunities to discuss and develop arguments.
- 4d** Study science in local, national and global contexts, and appreciate the connections between these.
- 4e** Experience science outside the school environment, including the workplace.
- 4g** Recognise the importance of sustainability in scientific and technological developments.
- 4i** Prepare to specialise in a range of science subjects at KS4 and consider career opportunities both within science and in other areas that are provided by scientific qualifications.
- 4j** Consider how knowledge and understanding of science informs personal and collective decisions.
- 4k** Make links between science and other subjects and areas of the curriculum.

**Geography:**

- 1.3a** Appreciating different scales – from personal and local to national, international and global.
- 1.3b** Making links between scales to develop understanding of geographical ideas.
- 1.4a** Exploring the social, economic, environmental and political connections between places.
- 1.4b** Understanding the significance of interdependence in change at all scales.
- 1.5a** Understanding how sequences of events and activities in the physical and human worlds lead to change in places, landscapes and societies.
- 1.6a** Understanding that the physical and human dimensions of the environment are interrelated and together influence environmental change.
- 1.6b** Exploring sustainable development and its impact on the environmental interaction and climate change.
- 1.7b** Appreciating how people's values and attitudes differ and may influence social, environmental, economic and political issues, and developing their own values and attitudes about such issues.
- 2.4** Communicate their knowledge and understanding using geographical vocabulary and conventions in both speech and writing.
- 3a** A variety of scales from personal, local, regional, national, international, and continental, to global.
- 3d** Key aspects of the UK including its changing human and physical geography, current issues and its place in the world today.
- 3g** Human geography built and managed environments and human processes.
- 3h** Interactions between people and their environments, including causes and consequences of these interactions, and how to plan for and manage their future impact.
- 4b** Explore real and relevant contemporary contexts.
- 4g** Examine geographical issues in the news.
- 4i** Make links between geography and other subjects, including citizenship and areas of the curriculum including sustainability and global dimension.

**Citizenship:**

- 1.2a** Exploring different kinds of rights and obligations and how these affect both individuals and communities.
- 1.2b** Understanding that individuals, organisations and governments have responsibilities to ensure that rights are balanced, supported and protected.
- 3e** Actions that individuals, groups and organisations can take to decisions affecting the communities and the environment.

**PSHE:**

- 1.3a** Understanding risk in both positive and negative terms and understanding that individuals need to manage risk to themselves and others in a range of situations.
- 1.3c** Developing the confidence to try new ideas and face challenges safely, individually and in groups.
- 4b** Meet and work with people from the wider community through external visits.

**Activity****Rock Pooling and Sea Shore Experience****Description**

Explore the diversity of life inhabiting the local coastline and admire the wide variety of adaptations organisms have evolved to survive this challenging environment.

**Science:**

- 2.1b** Assess risk and work safely in the field.
- 2.2a** Obtain and record and analyse data, and use their findings to provide evidence for scientific explanations.
- 3.3d** All living things show variation, can be classified and are interdependent, interacting with each other and their environment.
- 4a** Provide opportunities to research.
- 4d** Study science in local, national and global contexts, and appreciate the connections between these.
- 4e** Experience science outside the school environment, including the workplace.
- 4k** Make links between science and other subjects and areas of the curriculum.
- 4j** Make links between citizenship and work in other subjects and areas of the curriculum.

**Geography:**

- 1.1a** Understanding the physical and human characteristics of real places.
- 1.1b** Developing 'geographical imaginations' of places.
- 2.1a** Ask geographical questions, thinking critically, constructively and creatively.
- 2.1b** collect record and display information.
- 2.1d** analyse and evaluate evidence, presenting findings to draw and justify conclusions.
- 2.1f** Plan geographical enquiries, suggesting appropriate sequences of investigation.
- 2.2a** Select and use fieldwork tools and techniques appropriately, safely and efficiently.
- 2.4** Communicate their knowledge and understanding using geographical vocabulary and conventions in both speech and writing.
- 3b** A range of investigations, focusing on places, themes or issues.
- 3c** The location of places and environments.
- 3f** Physical geography, physical processes and natural landscapes.
- 4a** Build on and expand their personal experiences of geography.
- 4c** Use a range of approaches to enquiries.
- 4d** Use varied resources including maps, visual media and geographical information systems.
- 4e** Undertake fieldwork investigations in different locations outside the classroom individually and as part of a team.

**PSHE:**

- 1.3a** Understanding risk in both positive and negative terms and understanding that individuals need to manage risk to themselves and others in a range of situations.
- 4b** Meet and work with people from the wider community through external visits.

**Activity****Wild Birds and Falconry Experience****Description**

Learn the history of Humans working relationship with animals and try your hand at a spot of falconry.

**Science:**

- 2.1b** Assess risk and work safely in the field.
- 2.3a** Use appropriate methods to contribute to discussions about scientific ideas.
- 3.3e** Behaviour is influenced by internal and external factors.
- 4c** Use real-life examples as a basis for finding out about science.
- 4d** Study science in local, national and global contexts, and appreciate the connections between these.
- 4e** Experience science outside the school environment, including the workplace.
- 4h** Explore contemporary and historic scientific developments.
- 4i** Prepare to specialise in a range of science subjects at KS4 and consider career opportunities both within science and in other areas that are provided by scientific qualifications.
- 4k** Make links between science and other subjects and areas of the curriculum.

**Geography:**

- 1.7a** Appreciating the differences and similarities between people, places, environments and cultures to inform their understanding of societies and economies.
- 2.4** Communicate their knowledge and understanding using geographical vocabulary and conventions in both speech and writing.
- 3g** Human geography built and managed environments and human processes.
- 3h** Interactions between people and their environments, including causes and consequences of these interactions, and how to plan for and manage their future impact.
- 4i** Make links between geography and other subjects, including citizenship and areas of the curriculum including sustainability and global dimension.

**PSHE:**

- 1.3a** Understanding risk in both positive and negative terms and understanding that individuals need to manage risk to themselves and others in a range of situations.
- 1.3c** Developing the confidence to try new ideas and face challenges safely, individually and in groups.
- 4b** Meet and work with people from the wider community through external visits.

**Activity****Habitat Surveying****Description**

Spend sometime as an Ecologist by conducting a habitat sample of the Feadon Farm fields and compare the diversity of life in different locations.

**Science:**

- 1.1b** Critically analysing and evaluating evidence from observations and experiments.
- 2.1b** Assess risk and work safely in the field.
- 2.1a** Use a range of scientific methods and techniques to develop and test ideas and explanations.
- 2.1c** Plan and carry out practical activities, both individually and in groups.
- 2.2a** Obtain and record and analyse data, and use their findings to provide evidence for scientific explanations.
- 2.2b** Evaluate scientific evidence and working methods.
- 2.3** Use appropriate methods to communicate scientific information.
- 3.4c** Human activity and natural processes can lead to changes in the environment.
- 4a** Provide opportunities to research, experiment, discuss and develop arguments.
- 4d** Study science in local, national and global contexts, and appreciate the connections between these.
- 4e** Experience science outside the school environment, including the workplace.
- 4i** Prepare to specialise in a range of science subjects at KS4 and consider career opportunities both within science and in other areas that are provided by scientific qualifications.
- 4k** Make links between science and other subjects and areas of the curriculum.

**Geography:**

- 1.1a** Understanding the physical and human characteristics of real places.
- 1.1b** Developing 'geographical imaginations' of places.
- 2.1a** Ask geographical questions, thinking critically, constructively and creatively.
- 2.1b** Collect record and display information.
- 2.1d** Analyse and evaluate evidence, presenting findings to draw and justify conclusions.
- 2.1f** Plan geographical enquiries, suggesting appropriate sequences of investigation.
- 2.2a** Select and use fieldwork tools and techniques appropriately, safely and efficiently.
- 2.3b** Construct maps and plans at a variety of scales, using graphical techniques to present evidence.
- 2.4** Communicate their knowledge and understanding using geographical vocabulary and conventions in both speech and writing.
- 3b** A range of investigations, focusing on places, themes or issues.
- 3c** The location of places and environments.
- 3f** Physical geography, physical processes and natural landscapes.
- 3g** Human geography built and managed environments and human processes.
- 3h** Interactions between people and their environments, including causes and consequences of these interactions, and how to plan for and manage their future impact.
- 4a** Build on and expand their personal experiences of geography.
- 4c** Use a range of approaches to enquiries.
- 4d** Use varied resources including maps, visual media and geographical information systems.
- 4e** Undertake fieldwork investigations in different locations outside the classroom individually and as part of a team.

**PSHE:**

- 1.3a** Understanding risk in both positive and negative terms and understanding that individuals need to manage risk to themselves and others in a range of situations.
- 4b** Meet and work with people from the wider community through external visits.

### Activity

Wildlife Experience / Reptile / Wildlife Walk

### Description

Tour of Feadon Farm environment in search of local fauna and flora.

#### Science:

- 2c Work accurately and safely, individually or with others, when collecting first-hand data.
- 5a Organisms are interdependent and adapted to their environments.
- 5b Variation within species can lead to evolutionary changes and similarities and differences between species can be measured and classified.
- 8a The effects of human activity on the environment can be assessed using living and non-living indicators.

### Activity

Rescued Animals

### Description

Meet the range of rescue animals living at Feadon Farm and learn how human activity has affected a wide range of native species.

#### Science:

- 4a About the use of contemporary scientific and technological developments in their benefits, drawbacks and risks.
- 4b Consider how and why decisions about science and technology are made, including those that raise ethical issues, and about the social, economic and environmental effects of such decisions.
- 8a The effects of human activity on the environment can be assessed using living and non-living indicators.

#### PSHE:

- 1.3c Developing the confidence to try new ideas and face challenges safely, individually and in groups.

### Activity

Rock Pooling and Sea shore experience

### Description

Explore the diversity of life inhabiting the local coastline and admire the wide variety of adaptations organisms have evolved to survive this challenging environment.

#### Science:

- 1a How scientific data can be collected and analysed.
- 1b How interpretation of data, using creative thought, provides evidence to test ideas and develop theories.
- 2a Plan to test a scientific idea, answer a scientific question, or solve a scientific problem.
- 2c Work accurately and safely, individually or with others, when collecting first-hand data.
- 2d Evaluate methods of collection of data and consider their validity and reliability as evidence.
- 3b Use both qualitative and quantitative approaches.
- 3c Present information, develop an argument and draw a conclusion, using scientific, technical and mathematical language, conventions and symbols.
- 5a Organisms are interdependent and adapted to their environments.
- 5b Variation within species can lead to evolutionary changes and similarities and differences between species can be measured and classified.
- 8a The effects of human activity on the environment can be assessed using living and non-living indicators.

**Activity****Wild Birds and Falconry Experience****Description**

Learn the history of Humans working relationship with animals and try your hand at a spot of falconry.

**Science:**

- 4c** How uncertainties in scientific knowledge and scientific ideas change over time and about the role of the scientific community in validating these changes (- if you discuss DDT here)

**PSHE:**

- 1.3c** Developing the confidence to try new ideas and face challenges safely, individually and in groups.

**Activity****Habitat surveying****Description**

Spend sometime as an Ecologist by conducting a habitat sample of the Feadon Farm fields and compare the diversity of life in different locations.

**Science:**

- 1a** How scientific data can be collected and analysed.  
**1b** How interpretation of data, using creative thought, provides evidence to test ideas and develop theories.  
**2a** Plan to test a scientific idea, answer a scientific question, or solve a scientific problem.  
**2c** Work accurately and safely, individually or with others, when collecting first-hand data.  
**2d** Evaluate methods of collection of data and consider their validity and reliability as evidence.  
**3b** Use both qualitative and quantitative approaches.  
**3c** Present information, develop an argument and draw a conclusion, using scientific, technical and mathematical language, conventions and symbols.  
**8a** The effects of human activity on the environment can be assessed using living and non-living indicators.